Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities:	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) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	CNUSD Strategic Plan Goals 1

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator ENGLISH LANGUAGE ARTS **19-20** * Overall - 61.48 % * Hispanic - 52.85 % * English Learner -16.77% * Low Income - 49.05 % * Foster Youth - 31.90 % * African American - 55.56 % * Special Education - 21.62 % * RFEP - 71.51 %	ENGLISH LANGUAGE ARTS Due to the COVID-19 Pandemic, all CAASPP testing, which includes SBAC ELA and SBAC Math, was waived for the 2019-2020 school year. Therefore, there are no scores to report.

Expected	Actual
Baseline Overall - 59% Hispanic - 50% English Learners - 16% Low Income - 47% Foster Youth- N/A African American - 55% Special Education - 14% RFEP - 74.01%	
Metric/Indicator MATH **19-20** * Overall - 46.8 % * Hispanic - 36.33 % * English Learners - 14.02 % * Low Income - 33.38 % * Foster Youth - 20.30 % * African American - 35.84 % * Special Education - 14.83 % * RFEP - 49.53 % **Baseline** Overall - 43% Hispanic - 33% English Learners - 13% Low Income - 30% Low Foster Youth N/A African American – 34% Special Education - 11% RFEP - 53.99%	MATH Due to the COVID-19 Pandemic, all CAASPP testing, which includes SBAC ELA and SBAC Math, was waived for the 2019-2020 school year. Therefore, there are no scores to report.

Expected	Actual
Metric/Indicator A-G COMPLETION **19-20** Overall 58.16% Hispanic 50.07% RFEP 57.71 English Learners 7.6% Low Income 48.11% Foster Youth 15.64 African American 59.51% **Baseline** Overall 50.2% Hispanic 40.8% RFEP N/A English Learners 3.3% Low Income 39.3% Foster Youth N/A African American 50.5%	A-G COMPLETION (Q SIS) Overall 58.75% Hispanic 50.57% RFEP 60.09% English Learners 18.12% Low Income 49.43% Foster Youth 29.63% African American 58.67%
Metric/Indicator **19-20** **Baseline**	

Expected	Actual
Metric/Indicator AP, IB OR COLLEGE COURSE PARTICIPATION **19-20** Overall - 31.63% Hispanic - 26.96% RFEP - 33.54% Low Income - 26.49% Foster Youth - 10.00% African American - 30.03% **Baseline** Overall - 30.63% Hispanic - 24.96% RFEP - 35.54% Low Income - 24.49% Foster Youth - 8.00% African American - 28.03%	AP, IB OR COLLEGE COURSE PARTICIPATION Overall - 27.47% Hispanic - 21.00% RFEP - 30.57% Low Income - 20.87% Foster Youth - 5.83% African American - 23.73%
Metric/Indicator PARTICIPATION IN AP TEST **19-20** Overall 77.75% Hispanic 72.47% RFEP 78.36% Low Income 76.32% Foster Youth 78.78% African American 72.17% **Baseline**	PARTICIPATION IN AP TEST (Collegeboard and Q SIS) Overall 71.36% Hispanic 66.51% RFEP 72.46% Low Income 50.0% Foster Youth 50.0% African American 56.57%

Expected	Actual
Overall 3781* Hispanic 1472 RFEP 967 Low Income 1265 Foster Youth 9 African American 239 *This metric was adjusted in 2017-18 from counting student numbers to expressing results in the percentage of students	
Metric/Indicator AP PASS RATE **19-20** Overall - 58.28% **Baseline** Overall - 53.4%	AP PASS RATE (Collegeboard and Q SIS) Overall - 61.07% Hispanic 54.99% RFEP 60.48% Low Income 75.00% Foster Youth 60.00% African American 51.75%
Metric/Indicator AP, IB OR COLLEGE COURSE SUCESS RATE **19-20** Overall - 94.14% Hispanic - 91.63% EL - 93.03% (data point was incorrectly labeled RFEP last year's LCAP) Low Income - 91.78% Foster Youth - 67.67% African American - 94.10% **Baseline** Overall - 93.64% Hispanic - 90.63%	AP, IB* OR COLLEGE COURSE SUCESS RATE Overall - 95.21% Hispanic - 93.48% EL - 86.51% Low Income - 93.30% Foster Youth - 83.33% African American - 93.65% *Due to the COVID-19 Pandemic, IB testing was waived for the 2019-2020 school year. Therefore, the data reported does not include IB scores.

Expected	Actual
EL - 92.03% (data point was incorrectly labeled RFEP last year's LCAP) Low Income - 90.78% Foster Youth - 66.67% African American - 93.10%	
Metric/Indicator COLLEGE AND CAREER INDICATOR (PREPARED) GROWTH RATE **19-20** Overall - 52.7% Hispanic - 44.5% EL - 14.4% Low Income - 43.7% Foster Youth - 18.0% African American - 45.0% RFEP -N/A **Baseline** Overall - 51.7% Hispanic - 42.5% EL - 12.4% Low Income - 41.7% Foster Youth - 16.0% African American - 43.0% RFEP - N/A	COLLEGE AND CAREER INDICATOR (PREPARED) GROWTH RATE Due to the COVID-19 Pandemic, all CAASPP testing, which includes SBAC ELA and SBAC Math, was waived for the 2019-2020 school year. Since the CCI is a combined metric that includes CAASPP scores, the CCI data was not reported this year.
Metric/Indicator EL RECLASSIFICATION RATE **19-20**	EL RECLASSIFICATION RATE (data Quest) 15.9%

Expected	Actual
Overall - 6.4% Meet or exceed county levels **Baseline** Overall - 11%	
Metric/Indicator EL PROGRESS TOWARD ENGLISH PROFICIENCY **19-20** Overall- 75.53% **Baseline** Overall 63.1%	EL PROGRESS TOWARD ENGLISH PROFICIENCY Due to the COVID-19 Pandemic, Summative ELPAC testing was not completed during the 2019-2020 school year. Therefore, the English Learner Progress metric is not available.
Metric/Indicator EAP **19-20** ELA * Overall - 66.67 % Math * Overall - 39.93 % **Baseline** ELA 69% Math 34%	EAP Due to the COVID-19 Pandemic, all CAASPP testing, which includes SBAC ELA and SBAC Math, was waived for the 2019-2020 school year. Therefore, there are no scores to report as the EAP information is the same data as the SBAC ELA and SBAC Math for grade 11 students.
Metric/Indicator LOCAL INDICATORS **19-20** Appropriate teacher assignment Maintain 100% Student access to core materials Maintain 100%	LOCAL INDICATORS Appropriate teacher assignment 100% Student access to core materials 100% Facilities in good repair 100%

Expected	Actual
Facilities in good repair Maintain 100% **Baseline** Appropriate teacher assignment 100% Student access to core materials 100% Facilities in good repair 100%	
Metric/Indicator IMPLEMENTATION OF ACADEMIC CONTENT AND PERFORMANCE STANDARDS ADOPTED BY STATE BOARD OF EDUCATION **19-20** ELA 100% Math 100% **Baseline** ELA 100% Math 100%	IMPLEMENTATION OF ACADEMIC CONTENT AND PERFORMANCE STANDARDS ADOPTED BY STATE BOARD OF EDUCATION ELA 100% Math 100%
Metric/Indicator EL ACCESS TO AND IMPLEMENTATION OF CCSS AND ELD STANDARDS **19-20** ELA/ELD - 100% **Baseline** ELA/ELD - full implementation	EL ACCESS TO AND IMPLEMENTATION OF CCSS AND ELD STANDARDS ELA/ELD - 100%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Goal 1.3.1 (a-d)	a) $268,322,658 (LCFF) b) $27,248,467 (LCFF)	a) $268,322,658 (LCFF) b) $27,248,467 (LCFF)

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
High quality staff will provide and support CCSS instruction and programs daily. a) Highly Qualified Teachers will provide rigorous instruction daily. Teachers will provide rigorous instruction daily and support services. b) Certificated management personnel will provide support to academic programs, school safety and smooth operations at the school sites. c) Classified staff will provide services to support the programs at the district and school sites to ensure a quality program for students. d) An Intern Program with New York University will be implemented to focus in on hard to hire areas in intermediate and secondary schools with high numbers of unduplicated students.	c) $75,974,004 (LCFF) d) $381,180 (LCFF Supplemental) $150,000 (Title II) 1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits)	c) $75,974,004 (LCFF) d) $220,416 (LCFF Supplemental) $150,000 (Title II) 1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits)
Goal 1. 3. 2 (a-c) Students will have access to standards aligned instructional materials and school facilities will be maintained in good repair. a) All students will have sufficient textbooks and instructional materials. b) Supplemental Instructional materials will be purchased to support differentiation, principally directed toward unduplicated count students c) Maintenance and Operations will provide service to the schools that will keep the facilities safe and in good repair.	a) $2,829,723 (LCFF) b) $0 (LCFF/Supplemental) c) $25,397,422 (LCFF) $447,352 (LCFF/Supplemental) 2XXX (Classified), 3XXX (Benefits), 4XXX (Materials),	a) $2,829,723 (LCFF) b) $0 (LCFF/Supplemental) c) $25,397,422 (LCFF) $458,758 (LCFF/Supplemental) 2XXX (Classified), 3XXX (Benefits), 4XXX (Materials),
Goal 1. 3. 3 (a-h) High quality professional development will be made available to all staff and follow-up support and coaching will be provided. a) Provide all teachers with up to 30 hours of PD on research-based strategies and pedagogy to effectively implement rigorous instruction,	a) $1,800,000(LCFF Supplemental) b) $82,000 (LCFF) c) $200,000 (LCFF Supplemental) d) $1,571,312 (Title I, Title II, Title III) $404,979 (LCFF	a) $1,476,100.87 (LCFF/Supplemental) b) $ 82,000 (LCFF) c) $200,539.04 (LCFF/Supplemental) d) $1,323,572 (TI, TII, TIII) $ 436,199.22

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
differentiation and implementation of instructional technology. Professional development can include capacity building, leadership training and site based professional learning. Walk through protocols will be employed to support and improve instruction for ELs, FY and LI students. Data will be used to identify areas of needed professional development. b) Teachers will be provided professional development to support the specialized instruction for Students with Disabilities. c) Provide up to 12 hours of PD to classified staff deployed in classrooms in strategies to support the implementation of CCSS. d) Continue to support the educational process for At- Risk students with additional personnel (i.e. TSAs). The educational process for At-Risk students will be supported with additional personnel to support instruction, model lessons and coach. e) Provide and support the implementation of CCSS standards-based instruction. Instructional Coaches will continue to provide CCSS implementation support. f) Support the schools in analysis of student data to affect instruction. Provide additional support to coach the schools in data analysis. g) Provide support to continue to continue supporting schools implementing a systematic approach in the areas of teaching and learning h) Provide additional support in rigorous curriculum.	Supplemental) e) $1,914,527 (LCFF Supplemental) f) $135,226 (LCFF Supplemental) g) $300,000 (LCFF Supplemental) h) $0 (LCFF Supplemental) 1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted)	(LCFF/Supplemental) e) $1,514,068.84 (LCFF/Supplemental) f) $223,613.46 (LCFF/Supplemental) g) $130,900.73 (LCFF/Supplemental) h) $0 (LCFF/Supplemental)
Goal 1. 3. 4 (a-e) Educational Technology hardware and software will be provided to all sites and supported through professional development and staff: a) Provide PD & access to technology to support student learning (CCSS). Explore appropriate hand-held devices for usage in the classroom. Provide additional funding for schools to purchase instructional technology. Continue to incorporate the use of instructional technology into Professional Development. Additional IT	a) $907,818 (LCFF Supplemental) b) $50,000 (LCFF Supplemental) c) $1,301,316 (LCFF Supplemental) d) $186,000 (LCFF Supplemental) e) $168,000 (LCFF Supplemental) 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials),	a)$ 856,217.57 (LCFF/Supplemental) b) $12,905.34 (LCFF/Supplemental) c) $1,161,392.95 (LCFF/Supplemental) d) $185,096.10 (LCFF/Supplemental) e) $5,250.00 (LCFF/Supplemental)

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
technicians will be provided to assist with educational technology support. b) With the additional instructional technology at school sites, assistance is needed to provide training and support for the sites. Site Champions will be paid stipend to train teachers and support technology at the school sites. c) Incorporate the use of computer software into the classroom (i.e. My Access, Discovery Media, Turn it In.com, VMWare). Continue to provide and expand access to a telemetric computer program at additional schools to support the improvement of writing skills. d) As part of educational technology plan to provide access, differentiation and personalized learning for all students, a Learning Management System (LMS) will be implemented for all students grade 4-12. e) With the implementation of iReady and various assessments, schools have the need for support with onsite training and support with data analysis to support differentiation and targeted instruction. The Genius Squad will be trained and deployed to support this.	5XXX (Contracted)	
Goal 1. 3. 5 Provide intensive support to beginning teachers through training and the implementation of the Teacher Induction Program (formerly BTSA).	$805,702 (LCFF/Supplemental) 1XXX (Certificated),3XXX (Benefits)	$684,653.43 (LCFF/Supplemental)
Goal 1. 3. 6 (a-b)	a) $1,610,000 (LCFF/Supplemental) b) $1,000,000 (Title I)	a) $1,667,428.63 (LCFF/Supplemental)

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
a) Continue to provide additional opportunities for students who are credit deficient and with impacted schedules to graduate high school through summer school. b) Provide additional opportunities for Title I elementary students, specifically schools highly impacted with unduplicated students, to participate in extended day/year programs.	1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials)	b) $1,000,000 (Title I)
Goal 1. 3. 7 (a-b) a) A Science and Math Coordinator supports the effective implementation of the Math CCSS and the implementation of NGSS. b) The purchase of supplemental science materials will continue for the elementary schools so that they can implement the cross cutting NGSS lessons that were created for K-6 students.	a) $192,881 (LCFF/Supplemental) b) $90,000 (LCFF/Supplemental) 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials)	a) $197,426.14 (LCFF/Supplemental) b) $77,750.07 (LCFF/Supplemental)
Goal 1. 3. 8 The creation of an Online School will allow the district to provide a high-quality educational option for students who are currently not attending CNUSD schools. Additionally, it will allow Unduplicated students to take online classes for credit deficiencies and impacted schedules.	$300,000 (LCFF/Supplemental) 1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted)	$233,140.89 (LCFF/Supplemental)
Goal 1. 3. 9 Additional personnel will be hired to support communication throughout the district and support programs for English Learners, Low Income students and Foster Youth	a) $90,000 (LCFF) b) $331,179 (LCFF/Supplemental) 1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits), 4XXX (Materials), 5XXX	a) $90,000 (LCFF) b) $316,406.14 (LCFF/Supplemental)

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	(Contracted)	
Goal 1. 3. 10 Design a Comprehensive Arts program for Elementary Schools.	$1,040,000 (LCFF/Supplemental) 4XXX (Materials), 5XXX (Contracted)	$1,070,698.77 (LCFF/Supplemental)

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

With the onset of the COVID-19 Pandemic in March of 2020, conditions for education changed dramatically and, as such, plans, actions and usage of funding were adjusted to address the new needs. One can see in the budgets above as well as actions/services the results of the changing conditions. Additionally, the state and federal government provided much needed financial relief to support the changing dynamics for educating CNUSD students which impacted some of the actual expenditures. One example of this can be seen in goal 1.3.6a, Professional Development. The CNUSD Professional Learning staff pivoted from providing "in-person" Professional Learning opportunities to providing virtual sessions. As the educational community pivoted to online learning, the content of the workshops changed from learning how to use Zoom, for example, to how to engage students in learning over Zoom and finally to what best practices can be employed while creating deep, relevant lessons in a Zoom environment. Within the digital environment, the options for Professional Learning have expanded and grown vastly. CNUSD leveraged the state and federal dollars that were received as Pandemic support for Professional Learning for teachers. While $1.8 million dollars was budgeted in LCAP, almost $1.5 was expended. The CNUSD Instructional coaching program adjusted during the Pandemic, as well. Some of our Teachers on Special Assignment were reassigned to teach in the virtual program and the need for teachers new to teaching was reduced. Therefore, the number of Induction support providers was reduced and costs were less.
Funding that was not used in some areas was expended in others where needed. Regarding funding for Summer School, budget was $1,610,000 to provide additional opportunities for students to attend summer school and recover needed credits. As the need was greater in summer 2020, $1,667,429 was expended to provide this service for CNUSD students. The CNUSD Elementary Arts program identified additional needs based on the conditions caused by the COVID-19 Pandemic. Students could no longer share materials such as paints, crayons and markers. Each student needed their own set of each of the art materials. While $1,040,000 was budgeted, $1,070,700 was expended. .

A description of the successes and challenges in implementing the actions/services to achieve the goal.

While the COVID-19 Pandemic affected change in all areas of education, indicators show that students in CNUSD are being successful in various arenas as measured by the available quantitative data. Student growth can be seen in areas such as A-G completion. Overall the students grew from 56.16% to 58.75% completion rate, English Learners grew from 7.6% to more that 18% completion, and Foster Youth grew from 15.64% to 29.63% completion. These growth areas demonstrate a continued focus on preparing students to be college career ready. The CNUSD Advanced Placement test passage rate is another bright spot when looking at district data. Increases in student achievement can be see when analyzing growth in students overall who grew from 58.28% to 61.07%. Additionally, student achievement rate increases can be see in various subgroups such as Hispanic, Low Income, Foster Youth and African American students. Another success for the district in 2020 can be found in the reclassification of English Learners. The CNUSD reclassification rate grew from 6.4% in 2019 to 16% in 2020 which speaks to the focus on English Learners to increase student achievement.

Despite the school closures in March, 2020, CNUSD had great success in the implementation of actions and services. Professional learning was more important than ever before as teachers changed platforms overnight. Our Professional Learning division and teachers on special assignment created and hosted virtual trainings on Ed tech tools and tips including Google Classroom, Google Suite tools, Flipgrid and PearDeack. Additionally content specific training in digital lesson design as well as ELD and the virtual platform were also provided. Summer School was also changed to a virtual platform and held as scheduled to allow students the ability to retake classes, recover credits, take classes due to impacted schedules and graduate high school.

Challenges that presented themselves in the instructional program can be seen in various areas. As schools closed on 3/13/19 and the district moved from in person learning to learning in a digital environment, the need for technology became urgent. Before the Pandemic, CNUSD was not a one to one district. Considering access to wifi, not all student households in the district were equipped to support student learning. There was a need to supplement curriculum with digital resources. Teachers needed to adjust instruction moving from face to face to a virtual platform. As such, Professional Learning workshops needed to focus on the best instructional strategies in a digital environment. CNUSD focused on purchasing and deploying Chromebooks to students and providing wifi hotspots to families who needed access to the Internet for student learning. As the deployment of Chromebooks and hotspots continued, those students who did not have access to technology were provided with hard copies of workbooks, and supplemental materials to continue student learning. At the end of 19-20, over $17,000,000 had been expended for student technology through the Coronavirus Aid, Relief, and Economic Security (CARES) Act. Professional Learning (PL) workshops were created and delivered to teachers within the first two weeks after school closures. The process of refinement and adjustment of PL sessions was based on teacher feedback and continued over that time to ensure that needs were met.

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 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)
         Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: CNUSD Strategic Plan Goals 2

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator ENGLISH LANGUAGE ARTS **19-20** * Overall - 61.48 % * Hispanic - 52.85 % * English Learner -16.77% * Low Income - 49.05 % * Foster Youth - 31.90 % * African American - 55.56 % * Special Education - 21.62 % * RFEP - 71.51 %	ENGLISH LANGUGE ARTS Due to the COVID-19 Pandemic, all CAASPP testing, which includes SBAC ELA and SBAC Math, was waived for the 2019-2020 school year. Therefore, there are no scores to report.

Expected	Actual
Baseline Overall - 59% High Hispanic - 50% English Learners - 16% Low Income - 47% Low Foster Youth- N/A African American - 55% Special Education - 14% RFEP - 74.01%	
Metric/Indicator MATH **19-20** * Overall - 46.8 % * Hispanic - 36.33 % * English Learners - 14.02 % * Low Income - 33.38 % * Foster Youth - 20.30 % * African American - 35.84 % * Special Education - 14.83 % * RFEP - 49.53 % **Baseline** Overall - 43% Hispanic - 33% English Learners -13% Low Income - 30% Foster Youth N/A African American – 34% Special Education- 11% RFEP - 53.99%	MATH Due to the COVID-19 Pandemic, all CAASPP testing, which includes SBAC ELA and SBAC Math, was waived for the 2019-2020 school year. Therefore, there are no scores to report.

Expected	Actual
Metric/Indicator A-G COMPLETION **19-20** Overall 58.16% Hispanic 50.07% RFEP 57.71 English Learners 7.6% Low Income 48.11% Foster Youth 15.64 African American 59.51% **Baseline** Overall 50.2% Hispanic 40.8% RFEP N/A English Learners 3.3% Low Income 39.3% Foster Youth N/A African American 50.5%	A-G COMPLETION (Q SIS) Overall 58.75 % Hispanic 50.57 % RFEP 60.09 % English Learners 18.12 % Low Income 49.43 % Foster Youth 29.63 % African American 58.67 %
Metric/Indicator EL PROGRESS TOWARD ENGLISH PROFICIENCY **19-20** 75.53% **Baseline** 63.1%	EL PROGRESS TOWARD ENGLISH PROFICIENCY Due to the COVID-19 Pandemic, Summative ELPAC testing was not completed during the 2019-2020 school year. Therefore, the English Learner Progress metric is not available.
Metric/Indicator AP, IB OR COLLEGE COURSE PARTICIPATION **19-20** Overall- 31.63%	AP, IB OR COLLEGE COURSE PARTICIPATION Overall- 27.47% Hispanic- 21.0% RFEP- 30.57%

Expected	Actual
Hispanic- 26.96% RFEP- 35.54% Low Income- 26.49% Foster Youth - 10.00% African American - 30.03% **Baseline** Overall - 30.63% Hispanic - 24.96% RFEP - 35.54% Low Income - 24.49% Foster Youth - 8.00% African American - 28.03%	Low Income- 9.84% Foster Youth - 5.83% African American - 23.73%
Metric/Indicator PARTICIPATION IN AP TEST **19-20** Overall 77.75% Hispanic 72.47% RFEP 78.36% Low Income 76.32% Foster Youth 78.78% African American 72.17% **Baseline** Overall 3781* Hispanic 1472 RFEP 967 Low Income 1265 Foster Youth 9 African American 239	PARTICIPATION IN AP TEST (Collegeboard and Q SIS) Overall 71.36% Hispanic 66.51% RFEP 72.46% Low Income 50.00% Foster Youth 50.00% African American 56.57%

Expected	Actual
*This metric was adjusted in 2017-18 from counting student numbers to expressing results in the percentage of students	
Metric/Indicator AP PASS RATE **19-20** Overall - 58.28% **Baseline** Overall - 53.4% Improvement Goal to Increase Student Achievement Meet or exceed county levels	AP PASS RATE (Collegeboard and Q SIS) Overall 61.07% Hispanic 54.99% RFEP 60.48% Low Income 75.00% Foster Youth 60.0% African American 51.75%
Metric/Indicator AP, IB OR COLLEGE COURSE SUCESS RATE **19-20** Overall - 94.14% Hispanic - 91.63% EL - 93.03% Low Income - 91.78% Foster Youth - 67.67% African American - 94.10% RFEP - 94.64% **Baseline** Overall - 93.64% Hispanic - 90.63% EL - 92.03% Low Income - 90.78% Foster Youth - 66.67% African American - 93.10% RFEP - 93.64%	AP, IB* OR COLLEGE COURSE SUCESS RATE Overall - 95.21% Hispanic - 100.0% EL - 86.51% Low Income - 100.00% Foster Youth - 83.33% African American - 93.48% RFEP - 95.01% *Due to the COVID-19 Pandemic, IB testing was waived for the 2019-2020 school year. Therefore, the data reported does not include IB scores.

Expected	Actual
Metric/Indicator COLLEGE AND CAREER INDICATOR (PREPARED) GROWTH RATE **19-20** Overall - 52.7% Hispanic - 44.5% EL - 14.4% Low Income - 43.7% Foster Youth - 18.0% African American - 45.0% RFEP -N/A **Baseline** Overall - 51.7% Hispanic - 42.5% EL - 12.4% Low Income - 41.7% Foster Youth - 16.0% African American - 43.0% RFEP - N/A	COLLEGE AND CAREER INDICATOR (PREPARED) GROWTH RATE Due to the COVID-19 Pandemic, all CAASPP testing, which includes SBAC ELA and SBAC Math, was waived for the 2019-2020 school year. Since the CCI is a combined metric that includes CAASPP scores, the CCI data was not reported this year.
Metric/Indicator EL RECLASSIFICATION RATE **19-20** Overall - 6.4% **Baseline** Overall - 11%	EL RECLASSIFICATION RATE (Data Quest) 15.9%

Expected	Actual
Metric/Indicator EAP **19-20** ELA * Overall - 66.67 % Math * Overall - 39.93 % **Baseline** ELA 69% Math 34%	EAP Due to the COVID-19 Pandemic, Summative ELPAC testing was not completed during the 2019-2020 school year. Therefore, the English Learner Progress metric is not available.
Metric/Indicator LOCAL INDICATORS **19-20** Appropriate teacher assignment Maintain 100% Student access to core materials Maintain 100% Facilities in good repair Maintain 100% **Baseline** Appropriate teacher assignment 100% Student access to core materials 100% Facilities in good repair 100%	LOCAL INDICATORS Appropriate teacher assignment 100% Student access to core materials 100% Facilities in good repair 100%
Metric/Indicator IMPLEMENTATION OF ACADEMIC CONTENT AND PERFORMANCE STANDARDS ADOPTED BY STATE BOARD OF EDUCATION **19-20** ELA 100% Math 100%	IMPLEMENTATION OF ACADEMIC CONTENT AND PERFORMANCE STANDARDS ADOPTED BY STATE BOARD OF EDUCATION ELA 100% Math 100%

Expected	Actual
Baseline ELA 100% Math 100%	
Metric/Indicator EL ACCESS TO AND IMPLEMENTATION OF CCSS AND ELD STANDARDS **19-20** ELA/ELD - 100% **Baseline** ELA/ELD - full implementation	EL ACCESS TO AND IMPLEMENTATION OF CCSS AND ELD STANDARDS ELA/ELD - 100%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Goal 2. 3. 1(a-d) Supplemental Support will be provided to support Unduplicated students towards college readiness: a) PSAT and Advanced Placement assessments will be provided for students to better prepare students for college and career. Parent Nights will be held to inform and engage parents in this process. b) With the implementation of Equal Opportunity Schools and the expansion of Advanced Placement classes, additional support will be implemented. These supports can include student intervention support, additional instructional materials and summer preparation classes. c) Expand the Puente program to support English Learner students and Hispanic students. d) Support Dual Enrollment with Norco College.	a) $110,000 (LCFF/Supplemental) b) $500,000 (LCFF/Supplemental) c) $20,000 (LCFF/Supplemental) d) $140,000 (LCFF/Supplemental) LCFF/Supplemental 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials)	a) $77,196.00 (LCFF/Supplemental) b) $338,959.15 (LCFF/Supplemental) c) $2,088.31(LCFF/Supplemental) d) $3,000.00 (LCFF/Supplemental)

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Goal 2. 3. 2 (a-b) Provide additional support to foster youth TK-12: a) Additional support is provided to foster students. This support is to provide safety information, academic support and support for their future attendance at colleges. Foster Youth students will meet five times a year to receive safety information, gain information and access to tutoring, and visit colleges. b) Additional academic support for Foster Youth students at elementary and intermediate schools through after school tutoring.	a) $10,000 (McKinney Vento) b) $10,000 (Title I) 1XXX (Certificated), 4XXX (Materials), 5XXX (Contracted)	a) $10,000 (McKinney Vento) b) $10,000 (Title I)
Goal 2. 3. 3 Continue to allocate to schools funding to address the specific needs of their At-Risk students, EL (including RFEP), LI and Foster Youth.	$2,400,379 (LCFF/Supplemental) 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted)	$2,121,118.67 (LCFF/Supplemental)
Goal 2. 3. 4 (a-c) Additional staffing and support will be provided to sites to provide supplemental support for English Learners, socio-emotional, economically disadvantage and foster youth: a) Provide additional support for English Learners, Socioeconomically Disadvantaged, Foster Youth students with the reduction of class sizes. b) Additional teachers will be assigned to highly impacted schools to provide support for intervention at intermediate schools at impacted elementary schools. c) Provide additional support for English Learners, Socioeconomically Disadvantaged, Foster Youth students to implement interventions at the high school level. Additional FTE's will be provided to support interventions at high schools during the school day to include English	a) $1,242,363 (LCFF/Supplemental) b) $6,598,267 (LCFF/Supplemental) c) $1,646,231 (LCFF/Supplemental) 1XXX (Certificated), 3XXX (Benefits)	a) $1,438,793.33 (LCFF/Supplemental) b) $ 5,636,059 (LCFF/Supplemental) c) $1,693,680.76 (LCFF/Supplemental)

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Learners (including RFEP), Socioeconomically Disadvantaged, Foster Youth.		
Goal 2. 3. 5 (a-b) Unduplicated students will be provided additional support to graduate high school: a) Provide additional opportunities for students to graduate high school through Credit Recovery. b) Provide additional opportunities for students to graduate high school through Adult Education programs with Dual Enrollment.	a) $260,689 (LCFF/Supplemental) b) $147,000 (LCFF/Supplemental) 1XXX (Certificated), 3XXX (Benefits)	a) $147,570.66 (LCFF/Supplemental) b) $145,556.09 (LCFF/Supplemental)
Goal 2. 3. 6 Provide additional support to schools for After School Programs that support supplemental services for English Learners, Low Income students and Foster Youth at Riverview Elementary and Sierra Vista Elementary.	$0 (LCFF Supplemental) 1XXX (Certificated), 3XXX (Benefits)	$0 (LCFF/Supplemental)
Goal 2. 3. 7 Hire Dual Immersion teachers to support expansion of the program to an intermediate school that has more than 75% Unduplicated Students.	$442,217 (LCFF Supplemental) 1XXX (Certificated), 3XXX (Benefits)	$452,976.72 (LCFF/Supplemental)

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Goal 2. 3. 8 (a-d) Intervention materials and supports will be provided in ELA and Math: a) Materials, such as iReady, will be provided to K-8 that include diagnostic online, adaptive assessments in the areas of Math and ELA to support First Best Instruction. Additionally, intervention materials will be supplied to support students toward grade level standards. b) Math materials will be purchased to support intervention at Intermediate schools c) Support all students not performing at grade level; particularly those who are not reading at grade level by third grade d) Supplemental Materials will be provided to support the academic achievement of Unduplicated Students	a) $856,820 (LCFF Supplemental) b) $100,000 (LCFF Supplemental) c) $450,000 (LCFF Supplemental) d) $200,000 (LCFF Supplemental) 1XXX (Certificated), 3XXX (Benefits)	a) $916,086.00 (LCFF/Supplemental) b) $670.71 (LCFF/Supplemental) c) $151,833.34 (LCFF/Supplemental) d) $202,521.11 (LCFF/Supplemental)
Goal 2. 3. 9 Provide support for A-G audits at high schools to support increasing numbers of students that are A-G completers.	$0 (LCFF Supplemental) 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials)	$0 (LCFF/Supplemental)
Goal 2. 3. 10 Continue the work of the committee of analyze, discuss, and implement programs to support the academic achievement for Long Term English Learners	$10,000 (LCFF Supplemental) 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials)	$193.14 (LCFF/Supplemental)
Goal 2. 3. 11 (a-b) AVID and personnel supports will be provided TK-12:	a) $91,485 (LCFF/Supplemental) b) $2,136,243 (LCFF/Supplemental)	a)$57,955.72 (LCFF/Supplemental) b) $1,128,434.51

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
a) Additional personnel will support the improvement of the academic programs focused on at-risk populations. b) Continue current AVID program and increase AVID access to support English Learners, Socioeconomically Disadvantaged, Foster Youth, Students with Disabilities and ethnic subgroups. Implement AVID at elementary grades 4-6 in schools with 59% or more Unduplicated Student Counts. Monitor progress of students in AVID, particularly RFEP students.	1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits), 4XXX (Materials)	(LCFF/Supplemental)
Goal 2. 3.12 (a-f)) Additional supports will be provided to address the specific needs of At-Risk populations: a) Additional Intervention Support for Corona Ranch Elementary School. b) Provide additional translators to support parent involvement in the educational process. c) Support Personnel for English Learner students, Low Income and Foster Youth students. Support Personnel will continue to address the specific needs of EL students (including RFEP), Low Income and Foster Youth students. d) Provide support to SWD students with Program Specialists and other support personnel. Students with Disabilities will be supported with additional personnel. e) Provide Instructional Assistants for SWD students where needed to support the instructional process. Instructional Assistants will support SWD students based on need. f) Continue to provide Instructional Assistants for students needing additional support including primary language support.	a) $69,555 (LCFF/Supplemental) $68,648 (Title I) b) $138,344 (LCFF/Supplemental) c) $721,221(LCFF/Supplemental) d) $1,595,989 (LCFF) e) $25,682,852(LCFF) f) $1,737,324 (LCFF/Supplemental) 1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits)	a) $71,180.44 (LCFF/Supplemental) $71,180 (Title I) b) $146,422.59 (LCFF/Supplemental) c) $786,772.97 (LCFF/Supplemental) d) $1,595,989 (LCFF) e) $25,682,852 (LCFF) f) $1,607,352.16 (LCFF/Supplemental)

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Goal 2. 3. 13 Additional Support for At Risk Students	$222,537 (LCFF Supplemental) 1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted)	$0 (LCFF/Supplemental)

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

With the onset of the COVID-19 Pandemic in March of 2020, conditions for education changed dramatically and, as such, plans, actions and usage of funding were adjusted to address the new needs. One can see in the budgets above as well as actions/services the results of the changing conditions. Additionally, the state and federal government provided much needed financial relief to support the changing dynamics for educating CNUSD students which impacted some of the actual expenditures. Some examples of this include additional supplemental materials, additional personnel to support students in the virtual setting, and support for students in specialized programs. When considering these areas, costs exceeded the budgeted amounts. As one considers the opportunity and learning gaps for some of the underrepresented student groups, additional support was critical for these students. Some examples of this included costs for additional teachers to support students in a digital environment as reported in goal 2.3.4a and additional instructional supports for interventions as described in 2.3.4c. The costs for both these actions were greater than what was budgeted. The Dual Language Immersion Program is an important program in CNUSD that provides equity for the English Learners in the program. Costs for personnel exceeded budgeted amounts to employ highly qualified staff to support the students in the digital setting. When considering the transition from face to face instruction to digital learning, additional materials were needed. Costs exceeded budgeted amounts in goal 2.3.8 to purchase additional materials to support learning. Communication with families was even more important during the beginning stages of the Pandemic and with that costs for translators and support personnell exceeded budgeted amounts. Funding that was not used in some areas was expended in others where needed, such as the examples given.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

While the COVID-19 Pandemic affected change in all areas of education, indicators show that students in CNUSD are being successful in various arenas as measured by the available quantitative data. Student growth can be seen in areas such as A-G completion. Overall the students grew from 56.16% to 58.75% completion rate, English Learners grew from 7.6% to more that 18% completion, and Foster Youth grew from 15.64% to 29.63% completion. These growth areas demonstrate a continued focus on preparing students to be college career ready. The CNUSD Advanced Placement test passage rate is another bright spot when looking at district data. Increases in student achievement can be see when analyzing growth in students overall who grew from

58.28% to 61.07%. Additionally, student achievement rate increases can be see in various subgroups such as Hispanic, Low Income, Foster Youth and African American students. Another success for the district in 2020 can be found in the reclassification of English Learners. The CNUSD reclassification rate grew from 6.4% in 2019 to 16% in 2020 which speaks to the focus on English Learners to increase student achievement.

Challenges that presented themselves in the instructional program can be seen in several areas. As schools closed on 3/13/19 and the district moved from in person learning to learning in a digital environment, the need for technology became urgent. Before the Pandemic, CNUSD was not a one to one district. Considering access to wifi, not all student households in the district were equipped to support student learning. There was a need to supplement curriculum with digital resources. Teachers needed to adjust instruction moving from face to face to a virtual platform. As such, Professional Learning workshops needed to focus on the best instructional strategies in a digital environment. CNUSD focused on purchasing and deploying Chromebooks to students and providing wifi hotspots to families who needed access to the Internet for student learning. Initial deployments of computers and wifi hotspots were focused on the students most in need, the unduplicated students. As the deployment of Chromebooks and hotspots continued, those students who did not have access to technology were provided with hard copies of workbooks, and supplemental materials to continue student learning. Considering the needs of unduplicated students during this process was important. At the end of 19-20, over $17,000,000 had been expended for student technology through the Coronavirus Aid, Relief, and Economic Security (CARES) Act. Processes at school sites were developed to monitor and support students who experienced difficulties in participating in online learning. Schools developed lists of students who were not engaging and teams reached out to students and families via telephone and home visits. School teams and the CNUSD Parent Center provided support to families who were having difficulty with navigating the student digital platforms and content programs. Professional Learning (PL) workshops were created and delivered to teachers within the first two weeks after school closures. The process of refinement and adjustment of PL sessions was based on teacher feedback and continued over that time to ensure that needs were met.

Goal 3

Goal 3: Increase the number of students who complete CTE capstone classes.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
                       Priority 7: Course Access (Conditions of Learning)

Local Priorities: CNUSD Strategic Plan Goal 3

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator TWO-YEAR CTE PATHWAY COMPLETERS **19-20** Overall 733* Hispanic 318 African American 38 Low Income 290 Foster Youth 1 SWD 124 EL 50 REFP 141 Male 409 Female 325 *This metric is reported in student numbers.	TWO-YEAR CTE PATHWAY COMPLETERS Overall - 1,132* Hispanic - 543 African American - 53 Low Income - 430 Foster Youth - 0 SWD - 167 EL - 70 REFP - 242 Male - 606 Female - 526 *This metric is reported in student numbers.

Expected	Actual
Baseline Overall 726* Hispanic 315 African American 37 Low Income 287 Foster Youth 0 SWD 122 EL 49 REFP 139 Male 405 Female 321 *This metric is reported in student numbers.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Goal 3. 3. 1 CNUSD will develop a CTE metric as part of the CNUSD Academic Achievement Index. The key indicators are pathway completer, pathway participant, non-traditional completion, and non-traditional participation. Data will be aggregated for the district and disaggregated for the comprehensive high schools, and individual high school students. Site meetings will be held to review district and site data, set goals, and monitor. Implement A GRADUATE FOLLOW UP SYSTEM	$15,000 (LCFF/Supplemental) 5XXX (Contracted)	$15,000.00 (LCFF/Supplemental)
Goal 3. 3. 2 Provide support to counselors in developing list of pathway participant and concentrator students prior to registration in order to enroll students in the appropriate sequenced courses. Counselors will place 9th grade students in a first-year participant course of a career pathway. Annual	$75,000 (LCFF/Supplemental) 5XXX (Contracted)	$62,246.75 (LCFF/Supplemental)

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
License of CaliforniaColleges.edu for all secondary schools. Refine specificity of CNUSD CTE Pathways within CaliforniaColleges.edu.		
Goal 3. 3. 3 Provide professional development for CTE teachers in the following areas: • Literacy • Industry • PBL and WBL • Externships • School site visits Other areas identified throughout the year based on review of district and site data	a) $250,000 (CTE Funding) b) $10,000 (LCFF Supplemental) 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials)	a) $138,227 (CTE Funding) b) $0 (LCFF/Supplemental)
Goal 3. 3. 4 Monitor and support English Learner students, Low Income students and Foster Youth students for enrollment and successful completion of capstone courses.	$5,000 (LCFF/Supplemental) 1XXX (Certificated), 3XXX (Benefits)	$ 0 (LCFF/Supplemental)

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All LCAP funding budgeted under Goal 3 was utilized for the Actions/Services identified under this goal. Regarding action/service 3.3.2, focus on the unduplicated students to complete coursework became paramount for CNUSD counseling staff. Counselors supported students through continued efforts to contact students and families so that engagement in school continued.

Approximately $138,227 in CTE funding was utilized in action/service 3.3.3 for professional development prior to COVID-19 school closures. Professional Learning for the CTE teachers was redesigned and focused on supporting effective teaching strategies in a digital environment which was especially difficult in a content area that is so hands on. CTE staff met virtually to discuss next steps regarding student and staff support.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

When looking at the Two Year Career Technical Education Pathway (CTE) completer data, one can see the CNUSD is dedicated to providing deep CTE experiences for students. Even in the beginning stages of the COVID-19 Pandemic, growth in the numbers of students who completed 2 year course pathways can be seen. Numbers of students, overall, who completed the 2 year course sequence grew from 733 in 18-19 to 1,132 in 2020. Students in underrepresented subgroups also experienced growth. For example, numbers of Hispanic student completers grew from 318 in 19-20 to 543 in 2020 and students of African American descent who completed the pathways grew from 38 to 53. Numbers of Low Income students completing a two year CTE pathway grew from 290 in 19-20 to 430 in 2020 and numbers of students that are English Learners enrolled in the 2 year CTE pathways grew from 50 students to 70 students. Increases in student 2 year CTE completers of both genders increased, as well. Males grew from numbering 409 in 19-20 to 606 in 2020 and Female numbers grew from 325 in 19-20 to 526 students in 2020.

An important data point for the CTE program is the CTE graduate survey. This survey was conducted with data reported to CALPADS. COVID school closures presented a challenge for this process in that the school was not able to collect all the needed graduate contact data. As schools closed in March 2020, access to CaliforniaColleges.edu, an online program, continued to be provided to counselors, students and families for the purpose of college and career exploration and planning. This program became especially important in a digital environment and was used to keep students on track.

As the district and families pivoted from face to face instruction to a digital environment, the needs for Professional Learning became very different. The costs represented for specific CTE training above occurred before school closures. After school closures, CTE teachers participated in the district Professional Learning workshops described in Goal 1 focused on the usage of digital instruction and digital tools.

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)

Local Priorities: CNUSD Strategic Plan Goal 4

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator CTE PARTICIPATION **19-20** Overall 6,651* Hispanic 3,541 African American 443 Low Income 2,867 Foster Youth 53 SWD 1,100 EL 643 RFEP 1,559 Male 4,380 Female 2,272 *This metric is reported in student numbers.	CTE PARTICIPATION Overall - 7,840* Hispanic - 4,486 African American - 525 Low Income - 3,096 Foster Youth - 57 SWD - 1,171 EL - 695 RFEP - 1,736 Male - 5,297 Female - 3,093 *This metric is reported in student numbers.

Expected	Actual
Baseline Overall 14,843* Hispanic 7,549 African American 1,035 Low Income 5,026 Foster Youth 176 SWD 1,946 EL 979 REFP 3,267 Male 8,793 Female 6,050 *This metric is reported in student numbers. *Goals were entered incorrectly and were reset 18/19 and 19/20 based on 17/18 data	
Metric/Indicator INDUSTRY CERTIFICATION COMPLETERS (UNDUPLICATED) **19-20** Overall 781* Hispanic 305 African American 42 Low Income 258 Foster Youth 1 SWD 47 EL 24 REFP 155 Male 403 Female 378 *This metric is reported in student numbers. **Baseline** Overall 773* Hispanic 302 African American 41	INDUSTRY CERTIFICATION COMPLETERS (UNDUPLICATED) - **DATA WAS NOT COLLECTED AS INDUSTRY CERTIFICATIONS ARE GIVEN AT THE END OF THE SCHOOL YEAR AND WERE NOT COMPLETED DUE TO THE PANDEMIC AND SCHOOL CLOSURES.**

Expected	Actual
Low Income 255 Foster Youth 0 SWD 46 EL 23 REFP 153 Male 399 Female 374 *This metric is reported in student numbers.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Goal 4. 3. 1 Implement, monitor and support new high yield, high wage, and high growth CTE pathways. Expand existing high yield, high wage and high growth CTE pathways. Support Project Lead The Way (PLTW) at Corona High School. Create, support and expand CTE Pathways at all high schools.	$500,000 (CTE Funding) $50,000 (LCFF/Supplemental) 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted)	$ 500,000 (CTE Funding) $ 41,725.09 (LCFF/Supplemental)
Goal 4. 3. 2 Support and expand middle school/intermediate school career pathways, PLTW-Gateway and Medical Sciences.	$35,000 - (CTE Funding) $34,750 (LCFF/Supplemental) 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted)	$35,000 (CTE Funding) $78,620.34 (LCFF/Supplemental)
Goal 4. 3. 3 Pathway Support (equipment, supplies and training)	$1,500,000 (CTE Funding) $0(LCFF/Supplemental)	$1,500,000 (CTE Funding) $0 (LCFF/Supplemental)

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted)	
Goal 4. 3. 4 Meet with the following committees a minimum of two times per year: • Six industry sector advisory committees • Two STEM/CTE academy advisory committees • One districtwide industry advisory committee with representatives from each committee listed above • Actively participate in Norco College and RCOE business and industry advisory committees • Retain the consulting services of a community business liaison • Hire a Medical Pathway Consultant	$250,000 (CTE Funding) 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted)	$250,000 (CTE Funding)
Goal 4. 3. 5 • Staff to monitor and oversee CTE Programs. • Additional teachers will be hired to support the implementation of CTE classes and pathways. • Increase Articulation Agreements with colleges and universities. • Monitor and support English Learner (including RFEP), Low Income, and Foster Youth students for enrollment and successful completion of CTE courses. • Two-year CTE grant funded district CTE counselor to assist site counselors, develop business/industry relationships and coordinate events/activities/courses with the local community colleges.	$1,516,467 (LCFF/Supplemental) $161,284 (LCFF/Supplemental) $150,000 (CTE Funding) 1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits)	$1,510,496.16 (LCFF/Supplemental) $165,257.83 (LCFF/Supplemental) $150,000 (CTE Funding)

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Goal 4.3.6 Student leadership is one component of a highly effective CTE Program. Students, in particular English Learners, Low Income students and Foster youth, will be encouraged to participate in the leadership competitions tied to high growth industries.	$54,000(CTE Funding) $20,000 (LCFF/Supplemental) 4XXX (Materials), 5XXX (Contracted)	15,000 (CTE Funding) 1,032.65 (LCFF/Supplemental)

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All LCAP funding budgeted under Goal 4, with the exception of Action 4.3.6, was utilized for the Actions/Services identified under this goal. Due to school/district closures, student conferences and activities cost less as they were provided in a digital format . Funds not utilized under Goal 4, due to COVID-19 school closures were reallocated to other goals of the LCAP.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Classroom instruction was successfully moved online. Hands-on activities were designed to utilize materials in the student's home or were provided by the school as take-home packets. CTE Grant funding continued at full dollar amounts. COVID-19 restrictions only affected the CTE students' ability to attend region, state and national conferences in-person. Most conferences did move to a virtual format which decreased the cost of attendance.

Goal 5

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities: CNUSD Strategic Plan Goal 3

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator STUDENT SOCIAL EMOTIONAL LEARNING ENVIRONMENT SURVEY **19-20** 4th, 7th, 8th Grades Panorama Student Survey - Percent Favorable # of Participants 10,073 Knowledge of Fairness 80.5% Sense of Belonging 74% Support for Academics 79% Safety 68.5% **Baseline** 4th, 7th, 8th Grades Panorama Student Survey - Percent Favorable # of Participants 10,073 Knowledge of Fairness 79.5% Sense of Belonging 73% Support for Academics 78% Safety 67.5%	STUDENT SOCIAL EMOTIONAL LEARNING ENVIRONMENT SURVEY 4th, 7th, 8th Grades Panorama Student Survey - Percent Favorable # of Participants 8,018 Knowledge of Fairness 70.5% Sense of Belonging 70.5% Support for Academics 77.5% Safety 68.5%

Expected	Actual
Metric/Indicator SCHOOL ATTENDANCE RATES **19-20** Overall 95.43% **Baseline** Overall 96%	SCHOOL ATTENDANCE RATES Overall 95.77%
Metric/Indicator MIDDLE SCHOOL DROPOUT RATES **19-20** Overall 0.0% **Baseline** Overall 0.0%	MIDDLE SCHOOL DROPOUT RATES 0.0%
Metric/Indicator HIGH SCHOOL DROP OUT RATES **19-20** Overall 3.2% **Baseline** Overall 2.6%%	HIGH SCHOOL DROP OUT RATES Overall 2.7%
Metric/Indicator HIGH SCHOOL GRADUATION RATES **19-20** Overall 93.8% **Baseline** Overall 94.8%	HIGH SCHOOL GRADUATION RATES (dataquest) Overall 95.6%

Expected	Actual
Metric/Indicator CHRONIC ABSENTEE RATE **19-20** Overall 7.35% Hispanic 7.7% English Learners 6.3% RFEP 7.1% Low Income 9.3% Foster Youth 15.2% African American 8.2% Special Education 10.8% **Baseline** Overall 9.5% Hispanic 10.2% English Learners 9.1% RFEP 7.9% Low Income 11.8% Foster Youth 17.5% African American 10.3% Special Education 14.6%	CHRONIC ABSENTEE RATE Overall 5.51% Hispanic 6.41% English Learners 5.75% RFEP 6.2% Low Income 7.75% Foster Youth 14.11% African American 6.94% Special Education 7.8%
Metric/Indicator SUSPENSION RATES **19-20** Overall - 2.7% **Baseline** Overall - 2.7%	SUSPENSION RATES Overall - 2.5%

Expected	Actual
Metric/Indicator EXPULSION RATES **19-20** Overall - 0.13% **Baseline** Overall - 0.2%	EXPULSION RATES Overall - 0.10%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Goal 5. 3. 1 Continue to implement the SART/SARB process. Increase home school relationships by conducting more home visits. Site administrators will now have real time access to the DATT report. Provide a substitute to hold SART meetings or home visits. Provide more training on how to access new DARTT report features.	$20,000 (LCFF/Supplemental) 4XXX (Materials)	$5,548.49 (LCFF/ Supplemental)
Goal 5. 3. 2 (a-d) a.) Implement a systematic TK-12 Character Education Programs (Character Counts, Capturing Kids Hearts, or Leader in Me). b.) Provide World Kindness Youth Conference Transportation for all CNUSD 4th Graders. c.)Support 7th and 8th grade students with the "Teen Talk" program. d.)Implement a Social Emotional Learning Survey via Panorama to all 4th, 7th, and 8th grade students. Expansion of the SEL survey will continue the following school year.	a. $ 72,260 (LCFF/Supplemental) b. $ 35,000 (LCFF/Supplemental) c. $ 5,000 (LCFF/Supplemental) d. $ 21,000 (LCFF/ Supplemental) 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted)	a-d) $132,160.12 (LCFF/ Supplemental)

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Goal 5. 3. 3 (a-c) a.) Continue a tiered cohort process to implement Positive Behavior Intervention Supports (PBIS) with consultant and begin revisiting with Cohort schools to provide ongoing support and professional development. b.) Continue Academic Saturday School. Implement an accountability framework to determine effectiveness of Academic Saturday School for the purposes of academic support. c.) Implement, "Boys Town Training" for teachers and Intense Intervention (II) programs.	a. $1,000,000 (LCFF/Supplemental) b. $300,000 (LCFF/Supplemental) c. $50,000 (LCFF/Supplemental) 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted)	a-c) $950,496.87 (LCFF/Supplemental)
Goal 5. 3. 4 (a-b) a.)Provide ongoing Intervention Counselors at the Five Comprehensive High Schools and Continuation High School. b.)Implement Safety Programs districtwide; "Be a Buddy not a Bully" and training in Mental Health.	a. $763,918 (LCFF/Supplemental) b. $0 1XXX (Certificated), 3XXX (Benefits)	a) $$737,917.22 (LCFF/Supplemental) b) 0
Goal 5. 3. 5 Provide School Resource Officers (SRO) at each comprehensive High school to support a safe school environment. Continue funding for SROs and increase number of SRO's.	$1,058,238 (LCFF/Supplemental) 2XXX (Classified), 3XXX (Benefits)	$968,259.45 (LCFF/Supplemental)

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Goal 5. 3. 6 A counselor focused on English Learners at Orange Grove Alternative High School will be hired to support students demonstrating chronic behaviors and develop a tiered transition plan, which will assist students with transitioning back to their comprehensive high schools.	$72,196 (LCFF/Supplemental) $71,259 (Title III) 1XXX (Certificated), 3XXX (Benefits)	$73,995.90 (LCFF/Supplemental)
Goal 5. 2. 7 (a-b) a) Counselors, TK-12, will continue to strengthen social/emotional skills, address chronic behavior and/or absenteeism, provide academic support, and develop career plans. Additional social emotional support will be provided through contracted counseling services. b) An additional counselor will be assigned to support Foster Youth. An additional counselor will be supporting EL, Foster Youth and Low-Income students.	a) $2,551,923 (LCFF/Supplemental) b) $146,312 (LCFF/Supplemental) 1XXX (Certificated), 3XXX (Benefits)	a) $2,578,155.55 (LCFF/Supplemental) b) $112,119.19 (LCFF/Supplemental)
Goal 5. 3. 8 (a-c) Support mental health in district schools by implementing the following: a. Hire/Contract mental health workers to provide home-school intervention in the areas of poor attendance and adverse social emotional behavior. Include a framework to measure results and accountability. b. Maintain School Nurse to support the physical and mental health of our students. Additional nursing services will be provided through contracted services. c. Maintain Aides and continue training to implement Tier II supports for elementary schools K-6.	a. $300,000 (LCFF/Supplemental) b. $300,000 (LCFF/Supplemental) c. $466,110 (LCFF/Supplemental) 1XXX (Certificated), 3XXX (Benefits),5XXX (Contracted)	a -c) $969,353.26 (LCFF/Supplemental)

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Goal 5. 3. 9 Provide support for UNITY programs in the district to support students in the area of social-emotional growth.	$45,000 (LEA MAA) 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted)	$8,669 (LEA MAA)
Goal 5. 2. 10 Schools will develop and implement a Comprehensive School Safety Plan to ensure consistent protocols, districtwide.	$0 (LCFF/Supplemental) 1XXX (Certificated), 3XXX (Benefits), 4XXX (Materials)	$0 (LCFF/Supplemental)

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

With the onset of the COVID-19 Pandemic in March of 2020, conditions for education changed dramatically and, as such, plans, actions and usage of funding were adjusted to address the new needs. One can see in the budgets above as well as actions/services the results of the changing conditions. School closures required a shifting of resources to address the new needs in view of the Pandemic. Actions such as the World Kindness Conference did not take place in person and so transportation was not needed. As schools were closed, Academic Saturday did not take place after March 13, 2020 for the academic year of 19-20. Work with the PBIS consultant for coaching and professional learning occurred in the beginning part of the year and with the school closures, work paused to begin again in the new year. 20-21 Student Resource officers were not needed at all schools and so a few were released. This brought costs down. The counselor dedicated to supporting the Foster Youth in action/service 5.2.7 shifted focus from the in person special events that had been planned to support CNUSD foster students to a digital presence, funding for those events were focused on other areas. Finally, several of the Unity camps were cancelled due to the Pandemic resulting in lowered costs in action/service 5.3.9. While these actions did not go ahead as planned, teams were engaged in planning the next steps to address student needs. Funding that was not spent was used in other areas where needed such as technology.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

While the COVID-19 Pandemic affected change in all areas of education, indicators show that students in CNUSD are being successful in various arenas as measured by the available quantitative data. Student growth can be seen in areas such as attendance rates, dropout rates, Graduation rates, suspension and expulsion rates. When considering attendance rates, CNUSD students reported a increase to 95.77% and graduation rates rose to 95.6% from 98.3%. Drop out rates are also a bright spot for the

district. Middle school dropout rates continued to be 0% and high school drop our rates fell from 3.2% to 2.7%. Suspension rates fell from 2.7% to 2.5% and expulsion rates fell from 0.13% to 0.10%.

Chronic Absenteeism is another bright spot for CNUSD and represents the hard work of the district staff to make sure students were attending school, especially our most vulnerable students - the unduplicated students. Staff engaged in significant out reach efforts through phone calls, home visits and the like. The Chronic Absenteeism data reflects drops in rates for Overall as well as all subgroups.

The Panorama Survey is administered yearly to students in fourth, seventh and eighth grade to ascertain student thoughts about social emotional well being. The Panorama Survey measures student mindsets, behaviors, and attitudes that might be related to success in school and beyond the classroom.   CNUSD uses several sections of the survey to measure these important facets of student life. With school closures, it has become all important to understand the social emotional well being of CNUSD students. A challenge to the administration of this survey was that when schools closed, the administration was underway of the survey which made follow up for students who had not engaged very difficult. The number of participants fell from baseline of 10,073 to 8,018. Additionally, the student responses show drops in all areas, Knowledge of Fairness, Sense of Belonging, Support for Academics and Safety. Given that this survey was given in real time during the initial school closures, the data demonstrates the changing times and student reaction to the conditions presented by the Pandemic.

Goal 6

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                      Priority 6: School Climate (Engagement)

Local Priorities: CNUSD Strategic Plan Goal 3

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator PARENT INVOLVEMENT **19-20** Overall - 12,903 **Baseline** Overall - 7,500	PARENT INVOLVEMENT Overall - 14,486
Metric/Indicator PARENT SATISFACTION/ CLIMATE SURVEY **19-20** School is an inviting place to learn - 88% School encourages students of all races to enroll in challenging courses - 69% School welcomes parent input and contribution - 67% **Baseline** School is an inviting place to learn - 94% School encourages students of all races to enroll in challenging courses - 78%	PARENT SATISFACTION/ CLIMATE SURVEY Parent satisfaction surveys are conducted in the late Spring and were not administered due to the school closures caused by the COVID19 Pandemic

Expected	Actual
School welcomes parent input and contribution - 78%	
Metric/Indicator TEACHER SATISFACTION/CLIMATE SURVEY **19-20** Welcoming environment at the school site - 94% Safe school and classroom environment - 95% Developing a school site anti-bullying plan that addresses bullying at all levels - 92% **Baseline** Welcoming environment at the school site - 88%% Safe school and classroom environment - 100% Developing a school site anti-bullying plan that addresses bullying at all levels - 82%	TEACHER SATISFACTION/CLIMATE SURVEY Teachers satisfaction surveys are conducted in the late Spring and were not administered due to the school closures caused by the COVID19 Pandemic

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Goal 6. 3. 1 Conduct a parent/guardian needs assessment survey for the entire district; conduct needs assessment surveys with DELAC, ELAC, PTA, Foster Youth Families, and DAC committees to further improve the quality of parent involvement activities. Conduct surveys; disaggregate data by district and by schools so that each can address specific needs. Programs and services to support the family partnership and positive school climate will be implemented such as: • Action Team for Partnership (ATP) • Community and School Impact Network (CSI) • Parent Project/Parent Education Workshops • Counseling Plan/Summer Connect/Student-Parent Outreach	$0 (LCFF/Supplemental) 4XXX (Materials), 5XXX (Contracted)	0 (LCFF/Supplemental)

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
• Family Friendly Schools Workshops • Provide support for Parent Information Nights • Mentor-ship (middle schools) Additional Services)		
Goal 6. 3. 2 Establish a centralized Parent Center for parents to access the following: • College and Career Pathways • Academic Support • Interventions and counseling • Parent Information Workshops/Training • Support for parental involvement • Mentorship Resources/Programs Personnel for the implementation of the Parent Center and selection of the Parent Center location which may include: • Director • TSA • Clerical support	$910,000 (LCFF/Supplemental) 1XXX (Certificated), 2XXX (Classified), 3XXX (Benefits), 4XXX (Materials), 5XXX (Contracted)	$ 871,029.64 (LCFF/Supplemental)
Goal 6. 3.3 Continue District English Language Advisory Committee (DELAC) and English Language Advisory Committee (ELAC) committees at the district and site levels to support the parent involvement needs for English Language Learners. DELAC meetings to be held monthly and ELAC meetings to be held a minimum of four times annually. Continue District Advisory Council (DAC) to seek parent input and promote communication for all schools.	$1,500 (LCFF/Supplemental) 2XXX (Classified), 3XXX (Benefits), 4XXX (Materials)	$1,382.25 (LCFF/Supplemental)

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

With the onset of the COVID-19 Pandemic in March of 2020, conditions for education changed dramatically and, as such, plans, actions and usage of funding were adjusted to address the new needs. One can see in the budgets above as well as actions/services the results of the changing conditions. School closures required a shifting of resources to address the new needs in view of the Pandemic. Most of the actions/services in Goal 6 went ahead as planned and expenditures were in line with the 2019-2020 CNUSD LCAP.   Almost $39,000 was not expended in goal 6.3.2 due to school/district closures related to the COVID-19 Pandemic. This funding would have been used to support the in-person special events that the Parent Center holds. After 3/13/20, all work with parents and community members moved to a virtual setting. The unused funding has been focused on other action/services in the LCAP where costs were higher that expected such as technology.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

With the changing conditions due to the Pandemic, the demand for support services for families in need, those of our unduplicated students, became even more urgent.   These supports for families and communities required an understanding of the need and creativity of approach to meet that necessity. The Parent Center shifted the way services were provided from a hands on way of doing things to a digital set of services as closures happened. Services that were provided before March 13, 2020 went on as originally planned. With school/district closures, the staff at the Parent Center continued the support work in a digital environment holding Bi-monthly School and Community Impact Meetings using Zoom. Classes that had been ongoing for parents and community members shifted from face to face instruction to digital included ESL classes, Basic Computer Skills classes in Spanish and Literacy Camp. As focus on mental health support became even more important, the CNUSD Parent Center stepped up their efforts for community support.   These included Mental Health workshops in English, Mandarin, Korean and Tagalog and weekly mental health support groups for students. During the Pandemic, communication became vital for families. The Parent Center provided support through the use of translators for families who have a different language other than English as their first language. The Parent Center supported students struggling academically through tutoring in both English and Spanish. All services mention were provided virtually after March 13, 2020 when the schools and district closed based on the Pandemic. As the district engaged in several surveys to families and teachers regarding supports needed (technology, hot spots, professional learning, etc.) with the onset of the Pandemic during this time, it was decided not to move forward with most other surveys customarily done. The parent and teachers surveys fell into this category.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Desk Shields for students	$ 1,216,982	1,556,760	No
Personal Protective Equipment for staff	$ 37,311	222,006	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

As the COVID-19 Pandemic caused the closure of schools and district offices, safety recommendations and mandates from both Riverside University Health Systems-Public Health, Riverside County Office of Education as well as the Center for Disease Control continued to shift and change. Districts were asked to write Safety Plans and enact safety protocols as information developed and altered based on new information. With that in mind, costs for equipment to keep staff and students safe was adjusted based on shifting data and evidence. As such the differences between actions and budgeted expenditures for in-person instruction lined out above is a prime example of the changing conditions. While desk shields were planned to cost about $1.2 million, additional shields needed drove the expenditure cost up. The same can be said for the costs of the Personal Protective Equipment for staff. Safety recommendations shifted and changed. CNUSD responded to the changes and adjusted what was purchased based on the latest information and safety requirements.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

On June 16, 2020, the CNUSD Board of Education made the decision for schools to open physically in August 2020. Preparations were made to support that decision by staff. As the numbers of COVID-19 cases continued to rise, direction was then received on July 17, 2020 from the state that schools could not open with a physical return. As such, the Remote/Traditional track opened and remained in the remote setting. In preparation for inviting students and families back to the school buildings, bulk purchases of personal protective equipment (PPE) and cleaning/sanitizing equipment and supplies including, but not limited to, thermometers,

electrostatic sanitizing machines, portable hand sanitizer dispensers, masks, face shields, gloves, and gowns had been purchased. Training had been provided for staff in the areas of safe practices during the COVID-19 Pandemic including daily health screening, temperature screening, frequent hand washing and social distancing. As information became available, practices were adjusted, and the training was revisited and adjusted. Additionally, school site leadership had developed plans to safely provide quality, classroom-based instruction in the Remote or Traditional setting. Each plan included protocols to ensure the safety of students and staff, consistent with public health guidance, including student ingress and egress of the school, when and where hygiene practices can take place, the need for protective equipment, appropriate social distancing, and adequate time to clean and disinfect thereby ensuring physical health and safety in classrooms and school campuses.

In the Remote/Traditional program, preparations were made to provide the safest and most secure setting for K-6 students when they returned on March 1, 2021 and attended schools Mondays through Thursdays. On Fridays, students attended class on Zoom. As the Pandemic numbers eased, the K-6 in-person program expanded to include 5 days of in person instruction Mondays through Fridays on April 5, 2021. Students in CNUSD secondary schools, grades 7-12, returned to face to face instruction on April12, 2021.   This program provided standards-based curriculum, utilized the district core instructional materials adoptions, and provided for First Best Instruction based on the CNUSD Instructional Framework. Teachers used data informed instruction that supported student progress and intervened when necessary. To support this instruction during the COVID-19 Pandemic, teams of teachers designed Modeled Units of Study with resources that could be implemented in a traditional, in person setting and in the Remote setting when safety demanded students learn in the digital format. These Modeled Units of Study represent a curation of the CNUSD core curriculum that focuses on the essential standards and provides digital assets for the teacher to use in instruction. Resources developed by CNUSD counselors provided lessons and strategies to support Social Emotional Learning and were incorporated during the instructional day. Additionally, counseling staff worked with small groups and individuals as the need arose to support healthy social emotional adjustment for students and address student mental health needs.

Support was provided to students who have experienced significant learning loss or who are at a greater risk of experiencing learning loss. This had been done in the remote/virtual setting by providing small group instruction and interventions using digital core curriculum and supplemental materials and will be tailored to the specific, identified learning gaps. This process is ongoing. Data from various assessments including iReady, formative and summative assessments were used to define the focus of the interventions. This data was disaggregated to identify areas of learning loss that are specific to our English Learners, students in poverty, foster students, homeless students, and students on IEPs. The intervention supports will be tailored to the needs of specific students based on the data.

Successes and bright spots could be seen in various areas. As safety allowed, small student cohorts were convened focusing on the neediest of students first such as English Learners, low-income students and foster youth as well as students with special needs. This began in October with cohorts being expanded and added overtime, K12. Hybrid instruction began in March and was expanded in April. To date, no transmissions of COVID-19 occurred at the school level. Safety protocols were adhered to and anecdotal information demonstrates the excitement and happiness of students and staff to engage in face to face instruction.

While successes can be seen, challenges to in person instruction exist. Challenging, most especially, were the continuously changing information, conditions, recommendations and mandates.   This necessitated a continued changing response from the district and caused anxiety and confusion on the part of the staff and community. As dates were set to begin face to face instruction, recommendations and mandates forced the district to change these dates time and again. The community was divided regarding when and how in-person instruction should begin. Both sides felt strongly about their preference causing unease and apprehension.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Software for Virtual program	$ 1,871,456	$ 1,685,810	No
Technology for students and teachers including devices and hotspots	$ 17,782,111	$ 18,634,339	No
Peardeck license to support effective instruction	$ 52,930	$ 52, 930	No
RAZ Kids licenses to support early literacy instruction	$ 32,516	$ 32,516	Yes
Virtual Science Lab Program to support remote science instruction	$ 51,000	$ 51,491	No
Studies Weekly to support effective instruction in Social Studies and Science	$ 240,000	$ 236,391	Yes
Purchase of Novels to support literacy instruction in elementary schools in the virtual program	$ 74,000	$ 74,000	Yes
Professional Learning opportunities for teachers	$ 1,800,000	$ 1,659,032	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The implementation of the CNUSD Learning Continuity Plan regarding distance learning went forward according to the initial plan. Expenditures occurred according to the original design. Most of the costs came in as anticipated within expectations. Several programs cost a little less such as the Software for the Virtual program, the purchase of Studies Weekly and the Professional Learning opportunities. Funding not used will be applied to areas where additional funding may be needed such as technology for students and teachers where one can see that costs overran expectations by almost $1 million dollars.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction

As the CNUSD community communicated the need for the two instructional programs, the Remote/Traditional program and the Virtual program, staff was engaged in providing both programs. The Remote/Traditional program continued remotely until it was safe to bring students back in March (K-6) and in April (7-12). While students in the Remote/Traditional setting returned in the Spring, the students in the Virtual program remained virtual throughout 20-21. With that said, parents were offered the option of moving from the Virtual program at trimester or semester break, as space provides. The Virtual program employs the online program, Edgenuity focused on core content delivered through a virtual platform with some print assets. Along with assessment data available through Edgenuity, teachers have had access to diagnostic data from various programs such as iReady and curriculum that will support identifying learning gaps to intervene and support students, as necessary. With this data, teachers can make professional decisions and utilize various resources and curriculum that have been purchased. These resources have been chosen to augment the virtual curriculum and supports students toward academic success and grade level proficiencies.

As the 20-21 school year comes to a close, one can see many successes in the Distance Learning Program. Teachers have become very adept in providing digital instruction and are critical consumers of digital curriculum often adjusting the curriculum to meet the needs of students. Instruction has become more focused the specific needs in a digital environment. With teacher support, students have become more and more able to navigate online learning. Additionally, for the 21-22 school year, a new K-12 Virtual school will offer a virtual instruction model for those students who would like to remain virtual. This new school will proved new opportunities for students and families that was never part of the district offerings.

Challenges that staff faced were the changing information about COVID-19 protocols which necessitated constant flexibility and agility on the part of staff and community. Because of changing conditions, schools were set to open on a number of occasions only to have to tell parents that the schools would remain closed because of conditions caused by the Pandemic. Thus caused undue stress, anxiety and confusion for district, schools and community members.

Access to Devices and Connectivity

During the academic year 20-21, CNUSD actively reached out to parents to gather information regarding the individual needs in relation to their access to a student device and internet. These needs were captured through our student information system to ensure accuracy of information. From the district level, this outreach was done via phone calls, newsletters, text messages, emails, and social media. Additionally, the sites worked with their individual communities to gather these needs. Initially, the focus was to make sure that all families had access to one device and priority was given to the students in poverty for initial deployment using our student information system. As more technology, devices and Wi-Fi hot spots were ordered and received. The district devices were deployed

based on the numbers of students in families. In anticipation of the additional needs from our students, an order was placed in May 2020 for additional devices and Wi-Fi hot spots. Due to disruptions in the supply chain, receipt of these devices was delayed. As of May, 2021, 42,145 Chromebooks have been deployed along with 6,386 hot spots.

With the move to remote learning, support for students, families, and teachers in the area of access to technology has been ongoing. Assistance has been provided on a number of topics including basic operation of technology, how to change passwords, how to access and use google classroom and other technology resources and operation of various apps and programs. CNUSD has taken an "all hands-on deck" approach when providing this assistance. Site level staff have all stepped in to support families as well as the CNUSD Parent Center, the district Instructional Technology Division, and Educational Services. Virtual and in person support has been offered. These types of support are ongoing.

When considering the CNUSD success regarding access to devices and technology, the district is now a 1:1 district and has identified funding to sustain this. Additional tech support has been secured to support the technology implementation along with school staff to support at the site level. Professional Leaning for teachers will continue to support implementation, Lastly, the Information Technology department is involved in continuous improvement of the Cybersecurity resilience.

Challenges for the district include the supply chain issues encountered. Additionally, CNUSD was competing with all school districts in the country for the devices with limited supply. For families to have to wait for devices for students to engage in learning was difficult and frustrating.

Pupil Participation and Progress

In CNUSD, all students engaged in daily live engagement with their teachers through out the year. Within the professional day, educators provided a minimum number of daily instructional minutes to students as required in the chart below. Instructional time was based on the time value of assignments as determined by teachers and daily live interactions.

INSTRUCTIONAL MINUTES FOR STUDENTS FOR 20-21

TK-K - 180 MINUTES
1-6 - 240 MINUTES
6-12 - 240 MINUTES OR MIDDLE SCHOOL/HIGH SCHOOL - 3 PERIOD BLOCK: 80 MINS/PERIOD, 6 PERIOD DAY: 40 MINS/PERIOD, 7 PERIOD DAY: 35 MIN/PERIOD
CONTINUATION - 180 MINUTES FOR POLLARD & ORANGE GROVE HIGH SCHOOL

As part of the quality instructional program in CNUSD, teachers planned and provide standards-based, content appropriate instruction, utilizing google classroom or canvas as the LMS districtwide. Equity is paramount in CNUSD and as such, teachers supported diverse learners and provided students the opportunity to participate in academic activities daily. As part of the CNUSD focus on learning, teachers implemented Language Development for English Learners as well as Integrated ELD during content instruction. Students on

IEPs received additional support through interventions as well as specific assistance as written into their Individual Education Plan. Data was used to inform focus and instruction for all students and interventions will be provided.

Successes in CNUSD can be found as students and teachers made steady progress throughout 20-21in learning how to effectively function and flourish in a digital requirements. Student instruction has changed drastically and efforts will continue to support students with the new knowledge of best practices in technology enhanced instruction.

Challenges in this area include difficulty on the part of students and families in things such as logging in, changing passwords and navigating the digital curriculum. As we journeyed further and further into the school year, these difficulties were met less and less.

Distance Learning Professional Development

In response to COVID-19 and CNUSD focus on safety, all Professional Learning (PL) opportunities moved to an online format. The trainings were also recorded and archived on our district website so that teachers could access these workshops on a continuous basis. Almost all training sessions were designed and led by our CNUSD classroom teachers and teachers on special assignment. There were a very few trainings offered with company trainers and those are specifically listed below. Multiple sessions of the trainings listed below were offered. Workshops were offered in the areas of supporting English learners, supporting student with special needs, gradebooks, social-emotional learning, technology support and programs, curriculum support and collaboration, and sessions specific to our new virtual program.

Professional Learning Opportunities

During 20-21, 1,034 Professional Learning sessions have been offered since July 1, 2020. Our teachers and administrators have logged over 22,930 professional learning hours with many teachers attending multiple sessions. This reflects 2,738 individual staff members attending at least one session. These professional learning sessions were focused on the needs of the classroom teachers based on survey data. Additional workshops were created and delivered as teacher and student needs were identified. The following is a noncomprehensive list of workshops offered:

Supporting English Learners
• Working with English Learners
• EL strategies for content specific classrooms
• iLit ELL introduction
• iLit ELL collaboration
• Translation tools to bridge the gap for ELs
• Bilingual Paraprofessionals TK-12: Working with English Learners During Remote and Virtual Setting
• ELLevation Strategies for DLI Teachers
• Listening and Speaking Strategies to Support English Learners in Middle School

- Strategies to Support English Learners in Remote and Virtual Setting (K-6)
- Benchmark Designated ELD Remote Learning Resources Training (K-6)

Supporting students with special needs
- ELA accommodations for student with disabilities
- IEPs in 2020-2021
- Conducting Virtual IEPs
- SEIS 101
- Utilizing Your Paraeducators during Remote/Virtual Learning (SPED STAFF ONLY)
- The Remote learning classroom for elementary Special Day class teachers
- Scheduling and Collaboration for the SDC Classroom
- PALS Preschool-Elementary Units of Study (SPED staff only)
- Units of study SDC/SH Secondary (SPED STAFF ONLY)
- Elementary SDC/SH Units of Study (SPED STAFF ONLY)
- Partnering with Families to Change Behavior (SPED STAFF ONLY)

Gradebooks
- Setting up the gradebook to start the year
- Q Gradebook & Attendance for Beginners
- Managing the gradebook and posting grades in a remote environment
- Using Illuminate - Push to gradebook

Social-emotional Learning
- Building relationships with students through remote learning
- Emotions matter: Awareness and management of Self
- Emotions Matter - Taking Care of Self and Others - Part 2
- Social Emotional Learning in Action
- SEL in Action: Using SEL Strategies and Activities in the Virtual Setting to Support Students and Staff

Technology support and programs
- Communicating with student and parents through School Messenger and Q
- Student Voice with Flipgrid and Screencasting
- Amplify Student Voice with Flipgrid + Screencasting
- Screencastify
- Digital lesson design throughout the content areas
- Eduprotocols: Customizable lesson frames

- Google Slides 101
- Engaging with Google slides
- Google Slides - the next level
- Hyperslides
- Getting to know Google Docs
- Google Docs 2.0
- Google Classroom for the Timid Techie
- Google Classroom 101
- Google Classroom 201
- Google Forms
- Turning Google Docs into Google Forms
- Google Sites for Non-Rostered Service Providers (Sp. Ed/Counselor Specific) Zoom Basics for synchronous engagement
- Zoom advanced topics for remote learning
- Making magic with Microsoft
- Screencastify
- Using Discovery Education
- Using Illuminate - Creating and administering flex assessments
- Using Illuminate Remotely (Grade 6 - 12 PE Teachers)
- ESGI for TK-1st grade (digital assessment program for individual students at the primary grades)
- Peardeck introductory training with the company

Curriculum support and collaboration
- Elementary and Secondary curriculum development orientations
- Elementary ELA resources for remote learning
- Elementary Math resources for remote learning
- K-2 math weekly resources for Remote & Virtual Instruction
- Grades 3 - 6 math weekly resources for Remote & Virtual Instruction
- Math Academy collaboration for our secondary math teachers
- Math remote learning kickoff for our elementary teachers
- Pearson/MyPerspectives curriculum for our secondary ELA teachers
- Pearson/Saavas Realize curriculum for our secondary Math teachers
- VAPA Model Units of Study
- Taking your PLC virtual

Professional Learning opportunities for virtual teachers up to the end of September
- Grades K-5 Introduction to coursework and Edgenuity presented by the company

- Grades 6-12th Introduction to coursework and Edgenuity presented by the company
- Unique Learning Systems Curriculum (ULS) in a Virtual Setting with SH and PALS
- Best Practices to Start the Virtual School Year for Secondary Virtual Teachers
- Edgenuity Basics 101 for Secondary Teachers
- Edgenuity - Making Course Settings Work for You
- Zoom advanced topics for virtual environment
- Virtual teacher collaboration time for different content areas: ELA, History, Science, Math, ELD, World Languages, Visual Arts, PE, & Health
- Edgenuity courseware data and progress monitoring presented by the company
- Virtual Daily Attendance Process Training (7th - 12th grade)
- Q Gradebook & Attendance (Virtual Learning Teachers)
- Google Slides for the Timid Techie (Virtual)
- Google Classroom 101 (Virtual)
- Zoom Advanced Topics (Virtual ONLY)

Professional Learning has always been a hallmark for CNUSD. Success in this area were many. Staff in the Professional Learning (PL) department agilely made changes moving from a fully face to face workshop model to a digital model quickly so as to meet the need. Classroom teachers stepped up to support the digital professional learning as many of the PL staff were moved to the classroom because of staffing needs. This has provided the district with a deeper pool of instructors with real life experience in a digital or hybrid classroom. What had been full day trainings were revised and provided in smaller 1 to 2 hour segments so as to avoid "Zoom Fatigue" and meet the teachers where they were as well as providing more focus.

While these successes have been recognized by the staff, they were hard won. While making these changes, based on sound educational pedagogy, has been a win for the district, it has been, at times overwhelming for the staff and stress causing.

Staff Roles and Responsibilities

The responsibilities of educators in CNUSD shifted vastly with the COVID -19 Pandemic. With the closure of schools on March 13, 2020, the prevailing mode of instruction shifted from face to face instruction in a brick and mortar building to online, virtual instruction. While making the shift, CNUSD built the system and processes to address these changes. Resources were identified to support online, remote instruction, and curriculum was curated and created to address the virtual need. Professional Learning processes pivoted from face to face sessions to virtual workshops. Technology build out with devices and internet access moved at a break neck speed. All of these actions included changing responsibilities of CNUSD staff, teachers, administrators, and classified individuals. The CNUSD staff has always embraced a, "whatever it takes" attitude and never did this become more important.

Adjusting for the "new normal" of the Pandemic, communication become even more important and staff in CNUSD expanded the communication process to include weekly newsletters, one to the staff and another focused for the community. Additionally, social

media was employed to expand our messages to the community. Daily meetings were held at 8:00 AM to discuss the day's pressing topics as we continued to build out and refine our educational programs in conditions never before now encountered. These initially began in Educational Services and gradually were enlarged to include all district divisions. Principal meetings were expanded and focused to discuss doing business in the Pandemic and to respond to any difficulties discovered.

The profession as a teacher in a remote environment has been transformed and thereby the responsibilities have changed dramatically. Teachers had to move their research-based strategies that were in use before March 13, 2020 into a digital classroom. Although making that shift has been difficult, it has also been exciting. Teachers moved into Google classrooms and employed various tools to maintain the high teaching standards that have long been part of the CNUSD program.

Classified staff have had to make changes as well as working remotely and supporting CNUSD families has been a challenge. Various classified staff were engaged in activities that were new to them. As part of the team, they have jumped in to support the district and school sites to provide needed services. These include making copies of print materials for students in the remote setting, providing technical support and working with parents to link them to resources for basic needs. Some duties have remained the same such as Special Education Instructional Aides supported instruction within the virtual classroom and collaborated with teachers to provide necessary accommodations for students pushing into the general education classes. Instructional Aides supported pull out small group instruction for reteaching and intervention. Bilingual Instructional Aides supported the instruction of English learners within the virtual classroom and collaborated with teachers and families of English learners and provided the necessary supports for students, while also promoting communication between students/families and teachers. Bilingual Instructional Aides assisted in facilitating virtual class discussions with ELs and supported interventions and small group instruction where needed.

Lastly, staff has been implementing the new safety measures at all district facilities. The CNUSD facilities department installed plexiglass barriers in all buildings, additional handwashing stations were installed and protective gear was distributed. Daily health screenings were instituted along with daily temperature checks. All of this was in addition to the wearing of masks and engaging in social distancing.

Success can be seen in various area regarding staff roles and responsibilities. CNUSD culture has always been a close team that supports one another. During the Pandemic, one could see an even stronger team approach to what needed to be done. One example can be seen regarding the deployment process for student technology. On the days that technology was given to families, people from all divisions were on deck to support IT. The comradery and district focus could not have been more evident. Another success is that staff learned many ways to approach a problem and resolve the problem.

Challenges have been the changing conditions and the uncertainty of next steps in the face of uncertainty and mixed messages.

Supports for Pupils with Unique Needs

When analyzing data, it could be seen that these students were more likely to have attendance problems and problems completing assignments. Out reach was done on a continuing basis. Most students responded, but there was a percentage of students that failed

to respond. With that said, concerns persist that the achievement and opportunity gap may have widened. With that in mind the following measures were implemented.

English Learners
• Provided extensive professional development to teachers focused on meeting the needs of English Learners in a virtual classroom. Topics included the importance of language development throughout the day, key strategies to support Designated and Integrated ELD, the importance of using visuals, ensuring comprehensible input and the importance of cultivating relationships with English Learners.
• Developed digital adaptations for Designated ELD lessons K-12 for all English language proficiency descriptors (Emerging, Expanding, Bridging) and trained teachers in their implementation.
• Created remote learning plans for use in designated ELD instruction. These plans included videos to support both teacher and students navigation of the core ELD curriculum, slide presentations for teachers to use, getting to know you activities to help teachers learn about their students and daily suggested SEL activities to make sure the social emotional needs of our students are being addressed.
• CNUSD provided specific professional development opportunities for content area teachers that focused on Integrated ELD approaches in a digital environment. Teachers were provided with additional technological resources to ensure English Learners language needs are met.
• EL and Equity TSAs partnered with Pearson/Saavas trainers to provide training for our new secondary ELD teachers on how to navigate iLit ELL, our adopted curriculum for secondary ELD. Teachers were able to experience iLit from both the teacher and student perspective as they walked through the lesson components and assessments.
- iLit ELL Remote Learning Plans, Training and Collaboration
- Suggested remote resources and lessons were provided to teachers with implementation training. Teacher videos were created to explain lesson steps, student videos were created to support use of the iLit platform, along with slide presentations and "getting to know you" activities. Daily SEL resources were among the resources provided.
• DELAC is an integral part of the additional supports provided to English Learners. DELAC provides a venue to gain insight and advice on programs and approaches to our students and what assistance they may need. This important group informs us of the needs that parent may have during the pandemic.

Students with Exceptional needs
• Teacher teams created Modeled Units of Study for all specialized programs that assist teachers in the remote setting for students on IEPs.
• Students on IEPs were offered services remotely during school closures to mirror services that can be delivered in accordance to local health requirements
• Specialized Professional Learning opportunities included:
- Model Units of Study,
- Utilizing Paraeducators in Remote Learning,
- IEPs in 2020-2021,

- ELA Accommodations in Remote Learning,
- Teletherapy for Speech Language Pathologists,
- Google Classroom Basics for Special Educators, and
- Partnering with Parents in Dealing with Challenging Behaviors
- Small cohort instruction beginning in October 2020

Foster Students
Foster youth continued to receive additional support during the COVID-19 Pandemic. The CNUSD LCAP funds support specific personnel that provide supplemental services such as a counselor. This support included:
• Reach out to all foster families to inform them of additional resources and support available to them
• Foster youth students received check-ins from CNUSD counselors regarding engagement in Distance Learning with an offer of support for mental health needs
• Check-ins were performed to ensure continued student engagement and to remove any barriers to student achievement
• Services were provided to connect foster youth with social workers and educational liaisons with guidance on registration to higher institutions of learning and other resources by site counselors and Foster Youth counselor
• The CNUSD foster youth counselor uses various means to engage with the students such as Zoom, phone call check-ins and email Collaboration with the Eastside Church in Corona, Ca. resulted in the donation of 5 laptops to support foster students
• District foster youth counselor created a virtual "All Stars Program" office with resources including:
- All Stars Program website with resources
- Letters to all families about the All Stars Program and resources
- Virtual guardian All Stars program information session in Sept/Oct
- CNUSD All Stars Foster Youth Program - https://www.smore.com/t37rz
• Created a social media presence for CNUSD foster youth
• Newsletters to families with resources were provided
• Mental health needs check-ins with students were completed
• Virtual college visits (district supported and through RCOE)
• Virtual district and site events (tour a museum, zoo, speakers, etc.)
• College app/financial aid support
• Collaboration with Norco College for support
• Creating monthly lesson plans for virtual meetings.

Homeless Students
During the COVID-19 Pandemic, numbers of homeless students rose and support for these students was vital to their progress. Along with the mental health and academic supports mentioned above, the following are supports specifically for the homeless students:
• Classroom supplies were provided to them including backpacks, paper, pencils, markers, etc.
• Gas cards were given to support transportation needs
• Resources were made available to support basic needs such as food, clothing, and shelter

- Counseling support was provided for high school students to allow for partial credit where applicable

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Site allocations to support increased services for unduplicated students	$ 2,400,379	2,400,379	Yes
ESGI licenses to support early literacy teachers	$ 43,000	$ 44,118	Yes
Moby Max licenses to provide digital intervention resources	$ 120,578	$ 120,578	Yes
iReady licenses to support diagnostic student assessments individualized interventions	$ 856,000	$ 859,860	Yes
Math materials such as DreamBox to support interventions in the area of math	$ 100,000	$ 5,968	Yes
Bilingual Aides to support English Learner student achievement	$ 1,737,324	$ 1,618,572	Yes
Instructional Assistants for students with unique learning needs	$ 25,682	$ 25,682	Yes
Professional Learning to provide effective strategies focused on student learning loss (recorded in actions related to Distance Learning Programs)	NA	N/A	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The implementation of the CNUSD Learning Continuity Plan related to Pupil Learning Loss went forward according to the initial plan. Expenditures occurred according to the original design. Most of the costs came in as anticipated within expectations. One of the programs cost a little less that is Bilingual Aides to support English Learner Achievement. Because of school closures and cases of COVID, some of the Bilingual Aides worked less time. Other activities came in higher that expected when examining costs such as ESGI licenses and iReady licenses. One area that came in about $95,000 under budget is the Math materials for interventions. Teachers found that the digital assets of the core Math adoptions were better suited in a digital environment and when the students returned to hybrid instruction.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

CNUSD developed a comprehensive assessment plan to monitor and support student achievement. Interventions were applied using the data from these assessments. Interventions and student support could take the form of individual student support, small group instruction and digital intervention programs. Both Virtual and Remote/Traditional programs implemented assessments to include:

- ESGI assessments for early literacy
- iReady, K-8, for literacy and math
- SBAC Interim Block assessments
- Content specific assessments embedded in the CNUSD core materials from content areas for the Remote/Traditional program and assessments in Edgenuity for the Virtual program
- Formative and summative assessments that are teacher created
- RAZ Kids assessment for TK-3 students in the Virtual program

CNUSD is a strong proponent of data informed instruction and continues to use assessment data to support all areas of the classroom including both interventions and enrichment, particularly in the areas of literacy and math. In 20-21, ESGI assessments provided specific information to teachers in the area of early literacy and provided the information and the ability to deliver specific interventions by way of small group and individual instruction. These assessments were administered on an ongoing basis with an interval of about 4 weeks. Data from the iReady diagnostic, given on a trimester/semester basis, provided a digital individual intervention program with a series of lessons tailored to the students' needs based on the results of the diagnostic assessment in the areas of English Language Arts and Math, TK-8. The iReady lessons are adaptive, meaning that the lessons adjust to suit the student's needs. Once the student's level is determined, lessons were delivered to students based on where they are and targets growth using the appropriate intervention strategies. These programs allow a student's teacher to monitor progress and personalize learning. Monitoring progress was imperative as learning gaps were defined, most especially during the Pandemic. Diagnostic and formative assessments were administered within the intervention blocks.

Along with this, for grades 9-12, Interim Assessment Blocks were used to determine learning gaps and to provide information to teachers regarding student intervention needs. Specialized programs such as READ 180 and Math 180 provide intensive support to students closely aligned to frequent assessment and monitoring. Both are focused in the CNUSD secondary schools and provide digital access to intervention support. The application of the assessments were based on programs and curriculum used.

Pupils with exceptional needs were assessed, monitored, and supported using the referred programs and assessments. Supplemental resources and programs were available to meet the individual needs of these students. If students did not demonstrate progress using these tools, referrals to the IEP or 504 teams were scheduled to take place.

English Learners continued to receive Designated and Integrated English Language Development services to support their growth in language development. Learning loss in the area of English Language Acquisition was identified and monitored through a series of assessments included in the ELA/ELD Modeled Units of Study. These assessments provided data for the teacher to use in identifying gaps in student learning and to monitor progress in student growth. These included, but are not limited to, diagnostic check points, weekly knowledge checks and teacher developed formative assessments. Specific assessments in core materials included end of unit summative assessments and scaled reading inventories.

Monitoring progress is imperative as learning gaps were defined in both ELA and Math. Diagnostic and formative assessments were administered within the intervention blocks on a frequent basis to understand progress and to adjust instruction.

Pupil Learning Loss Strategies

First best instruction was provided to all students in the digital environment thereby accelerated learning and reducing learning loss. To achieve this, virtual professional learning continued to be provided to all teachers, including dual language educators, on how to effectively plan for and deliver designated and integrated ELD, access to core curriculum and development of content literacy in a remote setting. These workshops included research-based strategies in a virtual environment along with training on the various digital teaching tools and effective monitoring of student progress. These strategies included asynchronous support as well as synchronous support. Additionally, training was provided on how to provide effective intervention in a remote learning setting.
Specific programs provided to students to support their learning and close any learning gaps included:

- Moby Max
- iReady
- ESGI
- RAZ Kids
- Read 180
- Math 180
- DreamBox

These programs offered extra support for students in a remote environment and provided instructional information for teachers so that prescribed interventions may be provided in the programs as well in individual and small group settings.

Additional support was provided using some of the systems that were currently in place in CNUSD. The staff servicing the district Expanded Learning Program participated in Professional Learning in Google Classroom, Zoom and Social Emotional Support and provided enrichment activities for students. Surveys went to families to recruit students to the program and services began August 27, 2020 and were ongoing throughout the school year. This program included small group tutoring, Social Emotional lessons, and enrichment activities.

Tutoring was available through the Parent Center which supported students in the areas of Math and English Language Arts. Sites

provided after school interventions that is funded through the LCAP Supplemental funding allocated for supplemental services. Site staff used assessment data to define focus and duration of the interventions based on student need. Specific support for the following populations can be seen below:

English Learners
Along with the previously mentioned support services, the following was provided:
- Differentiated academic support for English Language Acquisition and academic content support
- Specific support through the usage of the English Language Development Modeled Units of Study
- Specific digital assets such as Rosetta Stone, iStation and iLit
- Specialized Professional Learning for teachers of English Learners
- Newcomer assessments and learning modules
- As CNUSD moved into small cohort instruction, priority for interventions, grades 1-3, were given to English learners.

Students with Exceptional Needs
In addition to the aforementioned supports the following was made available:
- As CNUSD moved into small cohort instruction, priority for learning labs will be given to students on IEPs
- Specialized instructional materials such as specific Modeled Units of Study designed to support students on IEPs
- Specialized Professional Learning opportunities include: Model Units of Study,
Utilizing Paraeducators in Remote Learning, IEPs in 2020-2021, ELA Accommodations in Remote Learning, Teletherapy for Speech Language Pathologists, Google Classroom Basics for Special Educators, and Partnering with Parents in Dealing with Challenging Behaviors.

Foster Youth
The following supplemental services were offered:
- Foster counselor monitored student progress and attendance
- Services to connect foster youth with social workers and educational liaisons for assistance
- Individualized and small group tutoring

Low income and Homeless Students
In addition, these actions were afforded:
- All teaching and learning strategies were first directed at improving outcomes for low-income, foster youth, and homeless students.
- As CNUSD moves into small cohort instruction, priority for interventions, grades 1-3, were given to low-income, foster youth, and homeless students.
- Priority has been given for these students to technology through the provision of devices and hot spots to ensure more equitable access to learning, no matter the place or time of day.

Effectiveness of Implemented Pupil Learning Loss Strategies

On an annual basis, CNUSD provides an assessment calendar that include a systematic approach to student achievement data and includes both diagnostic and summative assessment. These tools were used to measure student achievement and provide insight into areas that could be identified as learning loss areas. In addition to this, other indicators of student progress and identification of learning loss were academic grade information as well as, on the classroom level, classroom formative and summative assessments. Taken as a whole, this data provided the ability to analyze effectiveness of the services and diminish learning loss for the students in the district.

Collaboration around and analysis of student data are very much part of the culture for the district. Professional Learning Communities are in place in the CNUSD schools and it is through this structure that the improvement practices are defined and implemented. The analysis of data included closely looking at the achievement levels of all students and especially at-risk students. Assistance and intervention were implemented based on the individual needs of the students.

Successes regarding Pupil Learning Loss can be seen in several areas. What had already been a focus for the district, was made stronger as conditions caused by the Pandemic occurred. Teams were gathered to discuss next steps regarding learning loss and identify district response. Moreover, focus on data informed instruction can be seen in the offerings for Professional Learning.

Challenges in this area include the diverse needs of these student groups and what the appropriate response is for each group.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

CNUSD has continued to approach education with a whole child focus an emphasis on what is called a two-pillar approach of academic rigor/relevance and the social emotional support. During the COVID-19 Pandemic, the challenges were vast including students suffering from depression, anxiety, fear, lack of connection, and disengagement. As a result, or mental health our focus on social emotional learning and student mental health grew stronger than ever before. CNUSD counseling served as the backbone of our mental health support program as we provided students more support than ever before. The following is a list of district mental health supports, driven foremost by our counselors, to support our students on the Elementary, Intermediate, and High School levels.

Elementary:
To support the social emotional needs of our Elementary students' counselors came together to create monthly SEL lessons that were pushed out to teachers each month based on the theme for the month. Counselors presented the lessons live in classroom Zooms or on campus when we returned to school. Themes included How to handle stress and Anxiety, Gratitude, Respect, Kindness, Diversity, and Perseverance.

　　　Elementary counselors created videos and or video lessons for social emotional support.

　　　Each counselor maintained a google classroom or google site with various information and opportunities for social emotional support for students, teachers, and parents.

Each counselor ran individual and group counseling sessions. ? Each counselor continued to send out our monthly Newsletter (based on the theme for the month) to parents to support the social emotional well-being of their children.

　　　Each Counselor participated in providing students and families with information and resources (lessons) to cover National or District recognized monthly themes or topics such as Child Abuse Prevention, Mental Health Awareness Month, Student Mental Health week, and Random Acts of

　Kindness week, Bully Prevention (wear orange), What if Week, etc.

　　　CNUSD Counseling social media sites continued to highlight social emotional topics and activities for example: Family Fun Friday videos, Warm Fuzzy Wednesdays, Think about it Thursdays, etc. As well as the nationally recognized themes mentioned above.

Counselors ran parent meetings focused on providing families with information and tools to help support the social emotional needs of their children.

　　　Counselors opened up voluntary socialization time (via Zoom) for students by either providing an SEL lesson, sharing, game time, or other activities.

　　　Counselors continued to utilize and promote the district's virtual calming room with students and parents.

Counselors continued to use CareSollace to help connect families and students with outside mental health services.

Counselors continued to do suicide assessments and threat assessments via Zoom, phone call, or in-person.

　　　Counselors also continued to attend SST and IEP meetings to assist in providing mental health strategies, interventions, information, etc. to the teams.

Intermediate:
To support student's social emotionally during COVID, Intermediate counselors came together and provided social clubs to create opportunities for students to come together, meet new peers, and have fun! Some of these virtual clubs included:
	Baking with Mruz (ECMS Counselor)
	Mock Trial
Book Club
	Anime
2 CNUSD Virtual Intermediate Talent Shows
Ukulele Club
	Intermediate counselors also created Counselor Google Classrooms at each site to support students, socialization with other peers, pushing
 out messages, information, and support resources.

Intermediate counselors ran a Middle School Series with the CNUSD Parent Center through Facebook life on various topics:
Surviving Middle School
Social Emotional Health
College, Career & CTE Pathways

Counselors developed other monthly Themed Newsletter on various topics and ways parents can support their children including:
 Mental Health Awareness
Healthy Mind & Body
Digital Citizenship
Celebrate Your Student
Staying Connected
Kindness
	Giving
Perseverance
	Anxiety and Stress
Gratitude and Celebration
Counselors held a 10 Week Parent University which covered various topics:
Creating a Successful Learning Environment at Home
Increasing student motivation through Growth Mindset
Understanding Student's Choices may be Communicating
	Strengthening Mental Health Awareness
	Managing Stress and Anxiety
Mastering Distance Learning
Creating Academic SMART Goals

Counselors help "Coffee with the Counselors" virtual on topics:
        The dangers of social media.
        Parent Center services and resources
How to support your student during COVID
Intermediate counselors provided Tier 1 student lessons including:
        Meet the Counselors presentation
        COVID Safety Lesson
        7 Habits of Highly Effective Teens (In-person and virtually)
Teen Suicide Prevention Activities
Growth Mindset Lesson
Communication Lesson
Conflict Resolution
        Sexual Harassment Awareness
        Managing Emotions/Coping

As students and staff transitioned back to campus, counselors developed SEL Classroom Lessons to support engagement on the following topics:
Mindfulness
Kindness
Asking for Help
Healthy Selfie
This or That (perspective/POV activity
Academic options for students.
Counselors provide Tier 2 Groups for students in need including:
Academic Support Group (layered with SEL)
Culture, Justice and Expression
Lunch Hangouts
        7 Habit
        Growth Mindset
        Grief and Loss
        Girl Empowerment
10 Week Success Club
        Community Building Circles
All-Stars Group: Painting, Valentine's Bingo, & SEL Activities (Calming Jars)

High School:
High school counselors provided a myriad of supports including:

- Parenting During a Pandemic video series to give parents tips/tools/skills to support their student as well as build a connection to the school.
- Student support video series including the following topics :

Functioning in Organized Chaos
   How to Help your Student when Classes get Challenging
   Striving for Balance
   Healthy Habits for School and Life
We Made It! Celebrate and Family Care
   Stress Management and the Teen Brain

Counseling Groups Zoom Workshops including:
   Go with the Flow Workshops
   Conversations and Connections Group
Grief and Loss Groups in semester 1 and 2 (all high schools)
"De-Stressing Before Finals."
Mindfulness Workshop Series
Calm Group - Healthy Coping Skills

Counselors created a newsletter to share with students and families. It was sent at the beginning of the school year with the intention of welcoming students and their families to a new school year, get to know us and share ways they can connect with us. Additionally a Weekly FlipGrid Video Series where every a SEL topic was address including: Self-Care, Stress reduction, never give up and kindness was created. The Counseling Team worked with Associated Student Body to push out a Q&A interview consisting of topics students wanted to hear about. All counselors had a google classroom with academic, and social emotional resources for students including CNUSD Virtual Calm Room, Wellness apps, Mental Health Resources, ways to de-stress your day and more. Counselors shared with our teachers and students the process of how to refer for a Crisis and Non-Crisis situation and built and provided School Wide Stress Management Lessons for teachers to use in the classroom. Intervention Counselors worked with APC students as well as remain the support for our "high-risk" referrals generated by our Counseling team and Admin. Counselors participated in Student Mental Health Week social media campaign and created support groups with Tier 3 students of the highest needs.

Counselors targeted our Foster students by creating various supports including:
Created a virtual All Stars office
Individual/group virtual counseling sessions
Collaborated with Social Workers and resources to meet students/family needs.
Quarterly newsletters with resources for parents/guardians
Emailed virtual birthday cards, provided school supplies, backpacks, holiday goody bags, art and science kits.
Made home deliveries and home visits.
Motivational speaker and former foster youth Rodney Walker spoke with secondary students.
Trauma sensitive trainings for staff and community

Our teaching staff also focused on supporting students through embedding Social Emotional Learning into lessons, providing daily check-ins, offering virtual clubs, and teaching counselor developed lessons. Our administrative staff went above and beyond during home visits to check on students' social emotional wellbeing. District Administration built a reengagement plan including using the state recognized Model SARB process to meet with students, families, and provide linkage to our mental health services. Overall, our staffs comprehensive mental wellness and social emotional supports for our students in their time of need was a great strength.

CNUSD has also designed resources to specially support our certificated staff, administration, and classified staff with mental health and social emotional needs through a variety of means. A SEL (Social Emotional Learning) team was established and several seminars over the last 15 months have been provided for staff to receive mindfulness lessons for both themselves and to share with their students. A monthly SEL In Action Newsletter has gone out that provides tips on self-care, mindfulness activities, signature practices, and resources to use with students. Additionally, we have contracted with Care Solace as a resource for both our families and staff to access in times of need. The counselors have also put together an extensive mental health support website for staff to access.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Parents, more than ever, are an integral part of the academic process in CNUSD. With the 2020-2021 school year starting in a Remote and Virtual setting, CNUSD began its efforts to provide support to families remotely in order to ensure their students' progress. Among others working in this area were CNUSD school sites and the CNUSD Parent Center. Assistance included remote and eventually "in-person" services supporting mental health such as parent support groups, instruction on how to use digital assets such as Zoom and Google Classroom, call lines to answer questions and provide individual support, student enrollment support, school closure information, online support groups students and emergency resources for families. School sites provided additional support for families such as drive through technical assistance for digital learning and small group counseling,. Beginning in June 2020, strategies increased to support parents as we moved into Remote and Virtual learning. These included Facebook live sessions discussing various topics including Health Concerns in the Pandemic, Remote v. Virtual Programs, How to Access Counseling Services Virtually and Special Education Considerations. Specific trainings have been offered to parents include: Specialized training on school safety and health, Google Classroom for Parents, and the CNUSD Safety Plan. The CNUSD Parent Center has provided support in helping families with enrollment, logging on to Zoom, Google Classroom, resetting student passwords, and connecting families to their counselor for support. These supports were offered via telephone and personal zoom chats when needed. "Let's Chat" Emotional Support Sessions continued to be offered to support secondary students. Weekly meetings were held via Zoom for both high school and intermediate students for 45 min. These sessions gave students a safe place to meet others, share their concerns, and get support. School sites continue to offer support to their families regarding support for academic progress, assistance for mental health resources and technical aid in the areas of logging on to zoom, google classroom, resetting student passwords.

During August 7-10, 2020, family sessions were hosted with a focus on basic computer skills.

CNUSD developed a framework, the CNUSD Re-engagement Guide, for students and families in the area of attendance and student engagement. The focus of the guide is to keep students engaged and to provide support and resources in order to mitigate any learning loss that may have occurred due to challenges associated with remote/virtual school environment. Challenges for CNUSD included tracking attendance accurately and calibrating attendance tracking systems to function in a remote, virtual and hybrid environment, connecting all students to the digital platform, child care issues, and lack of consistent structure and motivation in many homes. One success has been a deliberate effort to bring the process of ensuring that student engagement and daily participation are brought under the larger umbrella of CNUSD's Muti-Tiered System of Support. This restorative support structure includes a tiered approach to address student and family needs. Adjustments and modifications to this process were made along the way in order to make the most impact on student and family support. Included in the tiered support is the Site Attendance Review Board (SART) which provides families with initial support that could include devices, hot spots, resources, counseling or a referral to site resources or a referral to the Parent Center or the School Attendance Review Board (SARB). The SARB Team met with 65 families TK-12; 44 male and 21 female with 69% of those students demonstrating improved engagement and attendance. The SARB Team also met with 85 Senior Students who were in danger of not graduating in order to provide support and resources. All support and outreach were made in English and Spanish along with other needed languages. This organization of activities is arranged into three tiers and included the following:

TIER I RE-ENGAGEMENT STRATEGIES
- Identify student who has met criteria
- Verify student information
- Initial contact (ongoing)
- Student Messenger
- Automatic Attendance Communication and
- Daily notification
- General phone calls, text blasts, e-mail.
- Site will send out courtesy email to notify families of absences
- Individualized contact
- Targeted phone calls, text blasts/apps (i.e. Class Dojo), email.
- Provide initial support/intervention:
- Academic, technology, counseling, and/or basic resources
- Document in Q-Visits/Notes
- Complete Tier I checklist
- Verify student information
- Confirm that a contact has been made
- Courtesy email has been sent
- Attendance Letter #1
- Document contact and interventions in Q

- Tier I support offered and documented
- Monitor attendance for improvement before referring to Tier II

TIER II RE-ENGAGEMENT STRATEGIES
- Continue Tier I support/intervention
- Complete questionnaire to identify student/family needs
- Attendance Support Conference- Virtual (Attendance Support Team)
- Complete Home Visit/Welfare/Residence Check/Health Assessment (virtual/ in person when available)
- Provide Tier II support/intervention: SST, 504, IEP, parent training, foster student support through the Foster Counselor, Homeless Liaison, Child Welfare and Attendance Team, counseling, District, and community resources
- Attendance Letter #2
- SART Meeting referral
- Document in Q- Visits/Notes
- Complete Tier II checklist:
- Complete questionnaire
- Attendance Support Conference
- Health and Wellness Check
- Attendance Letter #2
- SART Meeting
- Document contact and interventions in Q
- Tier II support offered and documented
- Monitor attendance for improvement before referring to Tier III

TIER III RE-ENGAGEMENT STRATEGIES
- Continue Tier II support/intervention
- Attendance Letter #3
- Provide Tier III support/intervention: WRAP Services, Community Agencies, RCOE Resources, District Attorney Resources
- SARB Hearing
- Parent Re-engagement Contract
- Refer to District Attorney
- Monitor and Support

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

School Closures:
CNUSD successfully began serving Free-To-Go meals on March 16, 2020 to support the community need during the COVID-19 Pandemic. This effort began providing nutrition to individuals 18 years and under on a daily basis and continued in this manner until March 27, 2020. Beginning on April 6, 2020, the delivery of the Free-To-Go meals moved from daily to weekly. That is, students were provided a free weekly allotment of five breakfasts and five lunches to go on Mondays. The shift from daily delivery to weekly delivery was made to minimize contact between CNUSD staff and CNUSD families during the pandemic and provide a maximum level of safety. The pre-packed meals were provided for all people 18 years and under in the car as the families drove into the pick-up destinations. Parents could also provide a student ID if the students were not in the car as the meals were loaded into the car.

School Year 20-21:
Challenges were encountered at the beginning of the 20-21 school year as CNUSD was allowed to continue service of To-Go meals, but were required to charge all families the free/reduced/paid meal pricing based on student eligibility. During this time, CNUSD saw a significant reduction in meal program participation. Fortunately, the USDA quickly extended the Covid-19 feeding waivers, and in September, CNUSD was once again permitted to support student nutritional needs by offering all meals at zero cost to the community. Each Monday, families could pick up breakfast and lunch to last through the 5-day week, Monday through Friday. Weekly delivery was provided in order to minimize contact between CNUSD staff and CNUSD families during the pandemic and provide a maximum level of safety.

Hybrid Instruction:
When elementary students returned to hybrid in-person instruction in March, safety precautions were taken with sanitization, mask wearing on the part of students and staff along with social distancing and grab & go meals were provided to all students as they left campus for the day. Meals contained one lunch and one breakfast to be prepared and eaten off campus. Once the CNUSD combined cohorts and expanded the hybrid school day, CNUSD immediately implemented nutrition breaks at the elementary level. Since adequate food intake is necessary for learning retention, nutrition breaks acts as a safety net for students who might not have eaten breakfast at home, and also acts as a snack break for students to fuel their bodies for extended periods of learning. Once secondary students were permitted to return to hybrid in-person instruction, grab & go meals were offered each day. Feeding stations containing grab & go meals were placed near the campus exits for participating students. Weekly To-Go meals continue to be available on a weekly basis for CNUSD's virtual students, the weekly To-Go meal service continues to serve approximately 2,000 meals per week. CNUSD Child Nutrition Services faced supply challenges due to the sudden demands on farmers, food manufacturers, and distributors when many large Southern California Districts began opening schools in the spring. Due to this, CNUSD was forced to offer a repetitive menu to our students, but we anticipate a greater selection of food offerings once the industry restores its workforce and production schedule.

Summer Instruction and Summer Meals:

CNUSD will continue to offer free school meals to all students through summer 2021 and through school year 20-21. Child Nutrition will partner with the Summer Boost & Summer School programs, Corona Library, Home Gardens Library, Corona Parks and Recreation, and Section 8 housing complexes located in the city of Corona, to provide ample food opportunity for our students. Additionally. CNUSD plans to continue its weekly drive thru Grab & Go meals service at the CNUSD Parent Center. Free summer meals information will be distributed soon.

School Year 21-22:
As we move back to pre-pandemic bell schedules for students, plans are underway to provide nutritionally adequate meals for students. Safety precautions will be taken with sanitization, mask wearing on the part of students and staff along with social distancing in the eating area and include other safety measures. Breakfast will be offered in some capacity, and lunches will be offered on campus, during the school day, on all CNUSD campuses. Furthermore, CNUSD will continue to provide meal opportunities for our virtual students. All school meals will continue to be free through June 2022.

Total Meals Served since school closures: 3,969,009 meals
Total Meals Served SY 20-21: 3,242,459 meals
Total Meals Prior to hybrid return: 1,702,977 meals
Total Meals since hybrid return: 2,266,032 meals

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	Cleaning equipment to support a safe environment during the COVID-19 Pandemic	$ 209,321	$ 228,380	No
N/A	Additional safety and sanitation supplies	$ 674,889	$ 1,100,185	No
Distance Learning Program	Specialized training for teachers and staff in the area of trauma-based instruction (recorded in actions related to Distance Learning Programs)	NA	N/A	Yes
N/A	School Counselors to provide support	$2,551,923	$ 2,770,443	Yes
N/A	CNUSD Parent Center outreach and support	$ 910,000	$ 910,000	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

The implementation of the CNUSD Learning Continuity Plan related to additional actions went forward according to the initial plan. Expenditures occurred according to the original design. Some of the costs came in as anticipated and other activities came in higher that expected. Two areas that came in higher were cleaning equipment and additional safety and sanitation supplies. This was due to changing conditions and regulations with CDC and CDPH due to the Pandemic. Costs were higher for our school counselors due to step and column increases as well as increases in fixed costs.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The past 15 months have provided us with a great opportunity to identify our pressing needs and reimagine how we instruct and support the students in CNUSD. When schools closed in March, 2020 there was an urgent need to provide our staff with immediate professional learning support on how to access digital assets and tools to connect with their students as well as support our unduplicated students in a remote setting. Immediately our teachers on special assignment jumped into action and began delivering on demand, virtual professional learning opportunities. Addressing the mental health needs of our students, staff and families also became a critical need. Our counselors and nurses were part of the critical infrastructure to ensure students were able to access their learning and will continue to be of great need as students transition back to pre-pandemic schedules.

For the 2021-22 school year, we will begin with presentations around trauma-informed practices for all teachers across the district. Classified staff will be invited to attend as well. This common training will create a foundational level of understanding that is needed in each and every classroom in Corona-Norco Unified School District. Throughout the school year we will also engage in other professional learning opportunities to address social-emotional health needs and academic needs. The framework of our professional learning is rooted in our Coherent Instructional Framework. Our trainings will center around learning environment, standards/curriculum, instructional strategies, assessment, and lesson design. Within this foundation we will be able to offer a variety of trainings to meet the varied needs of our staff. We will amplify site coaching for MTSS Tier 1 & 2 processes, ACP/Student Support Center training for paraprofessionals, and in-depth training around SEL competencies and Restorative Practices. To meet our students' academic needs, we will also incorporate training into our curricular areas with a focus on intentional lesson design, best instructional practices, and social-emotional learning strategies. Assessment will also be a priority as we roll out a comprehensive assessment plan that incorporates both social emotional and academic universal screeners.

With the shift to distance learning CNUSD was able to become a 1:1 district, providing every student with a device and a wifi hotspot if needed. As part of the quality instructional program in CNUSD, teachers planned and provided standards-based, content appropriate instruction, utilizing google classroom or canvas as the LMS districtwide. Equity is paramount in CNUSD and as such, teachers supported diverse learners and provided students the opportunity to participate in academic activity daily. As students returned to in-person learning, teachers quickly adapted their instruction to blend and incorporate the use of technology into their pedagogy. Moving forward, CNUSD will continue to support online learning, and the use of technology within the classroom through software, devices and technology support.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Our comprehensive assessment system embodies the tenants of the Multi-Tiered Systems of Supports (MTSS) that includes both the academic and social-emotional behavior areas. In order to properly identify student needs and provide the best learning opportunity for students we need to know the whole child, measure learning with a purpose, effectively evaluate the data and make adjustments to support student learning based on the data. Students will be identified based on universal screeners for both academic and social-emotional behaviors, empathy interviews with students and parents, as well as teacher referrals. In addition to identifying the needs of the students, we will be providing targeted training on how to use the data to support student learning tied to the recognized needs. Students will be assessed and monitored through a multi-pronged approach to include, universal Screeners, diagnostics (if needed), progress monitoring assessments, informal and formal formative assessments and summative assessments. These assessment efforts will serve as the foundation for identifying students for the specific interventions which will be implemented under the umbrella of the LCAP.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Actions and services were delivered as planned and described in the Learning Continuity Plan. School counselors shifted their support services to a virtual model as did the Parent Center supports.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Upon reflection of the student outcomes in the 2019-2020 LCAP and the 2020-21 Learning Continuity and Attendance Plan, next steps become clear. Although the data during the Pandemic is not as abundant as it has been in the past, the following conclusions can be drawn:

- Academic achievement in the areas of A-G completion, CTE pathway completers, English Learner reclassifications, CTE pathway completion, CTE participation and success in the AP/IB/ College Coursework successful completion rose overall and in the district subgroups. Due to the hard work on the part of school and district staff, chronic absenteeism numbers decreased across the board in 2019-2020. Processes and procedures were devised to address these data points that relate to student achievement. These processes have been successful and will continue into the 2021-2022.

- Continued support for counselors to work with students making sure that they are on track for A-G completion is included in the 201-22 through 2023-24 LCAP. Funding for CTE programs continues in the LCAP as well as personnel specifically to support English Learners is included.

- During the 2020-21 academic year, CNUSD enrolled over 13,000 students in a virtual school, K-12. Prior to that year, virtual school was offered to students in grades 9-12. Decisions were made quickly in the summer of 2020 regarding the usage and implementation of a virtual instructional curriculum in order to be prepared to begin school in August 2020. In December 2020, decisions were made to open a K-12 virtual school for 2021-2022 and about 1,500 enrollment applications were received. To make sure that CNUSD had the best curricular materials for students, the district engaged in a program evaluation for the K-5 virtual school using teachers with virtual teaching experience, as the program used in 2020-21 provided some challenges. Recommendations from this evaluation have been solidified, provided to the teachers at the new virtual school, and will support the implementation of a program that employs the California State Standards and parallels the CNUSD traditional program. Supplemental programs for these students will also be funded through the LCAP 2021-24.

- Model units of study (K-12), iLit remote learning plans (7-12 core curriculum for English Learners) and other curricular resources had been created to support students in both virtual and traditional settings during the Pandemic, 20-21. These units/plans are founded in core programs and provide extra curriculum designed to aid learning for unduplicated students, students in poverty, foster youth and English Learners. Work, funded from LCAP 2021-24, will continue to revise and enrich these curricular resources using feedback from CNUSD teachers.

- Strong processes and supports for Social Emotional Learning have been developed during the Pandemic to address the needs of CNUSD students. These include lessons that can be infused into the curriculum by the teacher along the way in the classroom, along with the support of counselors for support groups and for student with specific needs. CNUSD counselors created a number of assets such as the CNUSD virtual calming room and the restorative practices guides. These enrich the toolbox of classroom teachers and address the needs of students' Social Emotional Learning. Input from teachers informs us that these resources have been helpful and that teachers will continue to employ these. Care Solace will continue to be available to provide supplemental aid for students in need of Social Emotional support. Counselors were invaluable during the pandemic and will also continue to be an integral part of the 2021-24 plan.

- Data from the Panorama Survey indicates that there was a reduction of 2,000 student participants when comparing results from 2018-19 to the results of 2019-20. This was due to school closures. The window for participation in the survey opened 2 weeks before school closures and closed 2 weeks after school closures. Some CNUSD schools had completed the surveys prior to the closures, and some did not. For 2021-24, the LCAP continues the usage of this important tool and focus will be place to make sure that students participate in the survey. Additionally, Panorama survey data reveals a drop in the results tied to students' feelings related to sense of fairness and sense of belonging. Staff, particularly counselors, have been made aware of this and efforts will be made to provide additional support for students in these areas.

- As schools closed on March 13, 2020, CNUSD was working towards availability to devices such as Chromebooks for every student. At that point, the district did not have enough devices for every student to engage in digital instruction. In those first days, priority was given for student devices to those with the most need, the unduplicated students. Work continued to move the district to a 1:1 structure so that all students were able to engage in digital instruction daily. Professional Learning was offered to all teachers on the effective usage of technology, both hardware and software to meet the needs of students. As we are gradually returning to face to face instruction, it is important that we learn from this and continue to employ best practices regarding instruction using technology. As such, new to the LCAP 2021-24, is funding to continue professional learning and to refresh technology in the classroom, including both hardware and software.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

  o Continuity of Instruction,

  o Access to Devices and Connectivity,

- o Pupil Participation and Progress,
- o Distance Learning Professional Development,
- o Staff Roles and Responsibilities, and
- o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources		

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types		

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources		

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$1,254,293.00	$1,778,766.00
Distance Learning Program	$21,904,013.00	$22,373,631.00
Pupil Learning Loss	$5,282,963.00	$5,075,157.00
Additional Actions and Plan Requirements	$4,346,133.00	$5,009,008.00
All Expenditures in Learning Continuity and Attendance Plan	$32,787,402.00	$34,236,562.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$1,254,293.00	$1,778,766.00
Distance Learning Program	$19,757,497.00	$20,371,692.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	$884,210.00	$1,328,565.00
All Expenditures in Learning Continuity and Attendance Plan	$21,896,000.00	$23,479,023.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	$2,146,516.00	$2,001,939.00
Pupil Learning Loss	$5,282,963.00	$5,075,157.00
Additional Actions and Plan Requirements	$3,461,923.00	$3,680,443.00
All Expenditures in Learning Continuity and Attendance Plan	$10,891,402.00	$10,757,539.00