



# Unified School District

## Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
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### Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

### Performance Standards

The performance standards for the local performance indicators are:

#### **Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)**

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic

year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

## **Implementation of State Academic Standards (LCFF Priority 2)**

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

### **Parent and Family Engagement (LCFF Priority 3)**

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

### **School Climate (LCFF Priority 6)**

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

### **Access to a Broad Course of Study (LCFF Priority 7)**

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

### **Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)**

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

### **Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)**

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

# Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

## Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0%
Total Teacher Misassignments	0	0%
Vacant Teacher Positions	0	0%

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0%

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

**OPTION 2: Reflection Tool**

**Recently Adopted Academic Standards and/or Curriculum Frameworks**

**1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science			3		

**2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			3		
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards			3		
History-Social Science			3		

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science			3		

**Other Adopted Academic Standards**

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education				4	
Health Education Content Standards				4	
Physical Education Model Content Standards				4	
Visual and Performing Arts				4	
World Language			3		

## Support for Teachers and Administrators

### 5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers			3		
Providing support for teachers on the standards they have not yet mastered			3		

#### Optional Narrative (Limited to 1,500 characters)

### 6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

No additional comments at this time.

## Parental Involvement and Family Engagement (LCFF Priority 3)

### Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: <sup>1</sup>

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

### Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

#### 1. Building Relationships between School Staff and Families

2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
  - 1 – Exploration and Research
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

### Sections of the Self-Reflection Tool

#### Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
  - 2 - Beginning Development
  - 3 - Initial Implementation
  - 4 - Full Implementation
  - 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				4	



Building Relationships	1	2	3	4	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.				4	
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.			3		
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.			3		

**Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)**

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

CUSD staff has deep appreciation for the high levels of educational partner involvement. Staff at every school site and our district office contribute to warm, welcoming environments dedicated to providing exceptional customer service to all educational partners. High levels of attendance at teacher conferences, principal coffees, and other school and district events, as well as high numbers of parents/guardians returning from COVID to volunteer at school sites ead day, provide evidence of the effectiveness in this area. Regular communication from school and district leaders reinforce the importance of educational partner involvement. CUSD leaders continually model and provide ongoing messaging regarding actions needed to support active educational partner involvement. This messaging begins intentionally during orientation for new staff regarding parent/guardian communication. Additionally, site and district leadership partners with our parent/guardian groups to education staff regarding specific parental/guardian needs, preferred modes of communication, critical information that educational partners want to know, etc. This information is shared with staff in order to improve educational services for all students.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

CUSD is committed to continuing to improve relationships with school staff and families in order to ensure all families are connected to published school communications and have internet and/or a device at home. One focus area is streamlining and communicating expectations for staff regarding timely communication and the format of communication with families about educational progress of students, especially when there is a concern about student progress. CUSD will have a new LMS next school year and this will help CUSD have a universal template and foundational expectations for course learning pages, making it easier for families to access and digest the information.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

CUSD is committed to improving strategies and structures that will result in increased engagement of underrepresented families. CUSD has held numerous community forums to garner input from families related to school improvement, as well as extended intentional invitations to underrepresented families to be members of various site and district committees related to MTSS. CUSD will continue to engage with and build relationships with individual families and provide necessary, personalized supports that will foster strong relationships between school staff and underrepresented families.

## Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				4	
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				4	
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				4	

### Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

CUSD provides assistance to our families in understanding academic expectations through several strategies. These include regular principal coffees at all school sites, including our targeted assistance school and district community forums. These meetings address various topics to help parents in understanding state academic standards, the instructional program, and the ways they can best support their children's achievement in school. Classroom-specific information is provided via Back-to-School night and individually during parent-teacher conferences. The LCAP process also provides many opportunities at the site and district level to assist parents/guardians with understanding expectations for their children. Additionally, collaboration through the LCAP process and through numerous parent/guardian advisory committees provide valuable information regarding how to best support our families in continuing to be involved at high levels. Technology is also used to both communicate information and request feedback about LCAP goals from the community. Information and questionnaires are posted on the district and school websites. Annual surveys for educational partners are given throughout the year via ThoughtExchange software. Requests for feedback and participation is sought through email communications.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Recent educational partner input shows a desire to have more in depth knowledge of the local assessments, curriculum and instructional strategies utilized to improve and accelerate student learning. CUSD has held numerous community forums surrounding these topics and the local improvement cycles used to ensure all students are at or above grade level, especially coming out of the pandemic. CUSD is developing a comprehensive, balanced

assessment plan and will focus on providing the community with graphics of this plan/cycle that is easy to understand for a non-educator.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Participation from all parents is solicited, including the engagement of underrepresented families. CUSD has continued to translate communications and documents to make information more accessible to our multilingual families, even though CUSD does not meet the 15% threshold to make this a requirement. CUSD will continue to develop strategies to improve engagement of underrepresented families, including personal invitations to participate, adjusting meeting times and locations, and utilizing virtual options.

### Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
  - 2 - Beginning Development
  - 3 - Initial Implementation
  - 4 - Full Implementation
  - 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				4	
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				4	
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				4	

### Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Referring to CUSD Board Policy and Administrative Regulation 6020, CUSD recognizes that parents/guardians are their child's first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment. Additionally, CUSD ensures that parents/guardians and family members participating in Title I programs are provided with opportunities

to be involved in their child's education. CUSD works with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in district and school activities, advisory, decision-making, advocacy roles and activities to support learning at home. This is achieved through regularly scheduled PAC, DELAC, LCAP, SSC meetings, surveys and numerous advisory committees where parent/guardian involvement policies are shared and jointly developed. CUSD communicates with families on an annual basis regarding the CUSD Parent Involvement Policy at the beginning of each school year. The policy is included in the CUSD Registration Handbook.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

As a result of the pandemic, CUSD increased the number of opportunities, using a variety of engagement tools, for educational partners to provide input. An area of focus is to evaluate what tools successfully engaged families at the school and district levels and what steps CUSD can take to improve the design and implementation of engagement activities.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

CUSD ensures ALL families receive communications and invitations to participate on committees and in forums, through communication accommodations, such as translation, interpreters, scheduling individual meetings at a convenient time for individual families, home visits, etc. CUSD closely monitors student attendance on a daily basis and communicates with families in a timely manner, especially families of migratory, foster or homeless youth, in order to minimize disruptions to educational services. CUSD has seen an increase in student absences as a result of the pandemic and will focus on improving efforts to communicate with and engage students and families.

## School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

The California Healthy Kids Survey (CHKS) was used because it is widely used across the state of California. The following are the key findings from spring 2019 and spring 2021 CHKS administrations.

### Spring 2019

Participation Rate:	School Connectedness:	Caring Adult Relationships:	Feel Safe at School:
Grade 5: 62%	Grade 5: 76%	Grade 5: 75%	Grade 5: 87%
Grade 7: 94%	Grade 7: 74%	Grade 7: 72%	Grade 7: 75%
Grade 9: 91%	Grade 9: 91%	Grade 9: 68%	Grade 9: 78%
Grade 11: 91%	Grade 11: 91%	Grade 11: 73%	Grade 11: 81%

### Spring 2021

Participation Rate:	School Connectedness:	Caring Adult Relationships:	Feel Safe at School:
Grade 5: 78%	Grade 5: 82%	Grade 5: 79%	Grade 5: 95%
Grade 7: 77%	Grade 7: 65%	Grade 7: 63%	Grade 7: 81%
Grade 9: 91%	Grade 9: 68%	Grade 9: 59%	Grade 9: 83%
Grade 11: 50%	Grade 11: 60%	Grade 11: 60%	Grade 11: 76%

A comparison of the overall percentages from the 2019 and 2021 CHKS administrations show increases and decreases at specific grade levels and in specific categories. One of the most significant challenges CUSD faced that certainly affected the results of the CHKS was the pandemic. The learning environments at each school site changed many times from distance learning to hybrid learning to now this school year, all in-person learning. One notable data point is the increase in percentages for fifth grade. Despite the pandemic, students feel connected and safe. CUSD is looking into an universal screener for all students K-12 to administer at the beginning of the school year and a social/emotional health check in order to determine what individual students may need more supports or interventions. This will provide an important local, annual measure that can be compared to the biannual administration of the CHKS. CUSD is also continuing to focus on MTSS at each school site and at the district level. The outcomes of this work aim to improve school connectedness, student-adult relationships and feeling safe at school, in addition to many other categories.

## Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)
4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

Coronado Unified uses locally selected measures to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, including unduplicated student groups, and individuals with exceptional needs. The master schedule, graduation, and A-G completion rates are utilized as the tool for Coronado High School. The master schedule and course enrollment data is utilized as the tool for Coronado Middle School. The master schedule (grade level subject area blocks, including specials) is utilized as the tool for elementary students grades 1-5. Using the tools outlined above, CUSD determined that English learners, foster

youth, homeless and students with disabilities were able to access all subjects within a broad course of study. Additionally, site administrators have identified additional site-level supports to ensuring student access within their School Plans for Student Achievement.

All students (including unduplicated students and students with disabilities) in 1st-6th grade are enrolled in English, Math, History-Social Science, Science and receive a minimum of 200 minutes of Physical Education every ten days. Additionally, 100% of students enrolled in 1st-6th grade have access to Visual and Performing Arts lessons, either integrated VAPA, designated VAPA, or a combination of both. All students (including unduplicated students and students with disabilities) in grades 7 and 8 are enrolled in English, Math and Physical Education courses. While our middle school does offer History-Social Science, Science, and Visual and Performing Arts (either integrated VAPA, designated VAPA, or a combination of both) on rare occasions, not all English learners or students with disabilities are able to enroll in these subjects due to enrollment in additional academic support classes. Additionally, all students in grade 7 and 8 have access to enroll in elective courses in World Language and Career Technical Education/Applied Arts. All students (including unduplicated students and students with disabilities) are offered access to all required subject areas at Coronado High School. According to the following measures, there is variability in the success of each student group relative to successfully completing a broad course of study. The overall graduation rate for the class of 2021 was 97.1%, the UC A-G completion rate for all students was 48.0%, and the CTE participation rate was 44.5%, with 200/203 students receiving a "C" or better in a CTE capstone course (98%).

The barriers identified for 1st - 6th grade students are specific to students with disabilities. While CUSD has implemented a full-inclusion model, there are still challenges related to scheduling related services and differentiating instruction to meet the individual needs of a broad spectrum of learners. At the middle school, scheduling conflicts also contribute to a small number of English learners and students with disabilities not able to enroll in some courses, as they are receiving more intensive intervention and support services during specific times throughout the day. At the high school, English learners and students with disabilities are also enrolled in support classes, limiting access to a broad course of study. However, with the new schedule at the high school, this challenge will be mitigated.

Actions include:

- Regularly monitor student progress and provide needed supports and intervention
- Provide professional learning to teachers and administrators on evidence-based instructional strategies
- Improve tutoring and credit recovery options for secondary students to improve grades
- Continue to provide information to parents, students and educational partners about graduation requirements, student scheduling, A-G requirements, and college readiness
- Continue to ensure that all schools are offered the required subject areas
- Continue to work with the MTSS committee to implement district and site multi-tiered systems of support that will address academic, behavioral and social emotional needs in order to provide a learning environment where all learners can be successful