



**Monitoring Goals, Actions, and Resources for the
2023-24 Local Control and Accountability Plan (LCAP)**

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Goal 1

Goal Description

LEARNING: Integrate personalized learning with assessment methods that will prepare all students for academic and vocational success.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
<p>1. Local Indicator Self-Reflection Tool rating for the following: professional learning, instructional materials, policy and program support, implementation of standards, and engagement of school leadership.</p> <p>Data Source: SBE CA School Dashboard Local Indicators Self-Reflection Tool (Local Indicator #2 - Implementation of Academic Standards)</p>	<p>2019: Professional learning, and instructional materials received ratings ranging from 2 (Beginning Development) to 4 (Full Implementation). Implementation of standards, policy and program support, and engagement of school leadership received ratings ranging from 2 (Beginning Development) to 4 (Full Implementation)</p>	<p>2021-2022: Professional learning, and instructional materials received ratings ranging from 3 (Initial Implementation) to 4 (Full Implementation). Implementation of standards, policy and program support, and engagement of school leadership received ratings ranging from 3 (Initial Implementation) to 4 (Full Implementation).</p>	<p>2022-2023: Professional learning, and instructional materials received ratings ranging from 3 (Initial Implementation) to 4 (Full Implementation). Implementation of standards, policy and program support, and engagement of school leadership received ratings ranging from 3 (Initial Implementation) to 4 (Full Implementation).</p>	<p>2023-2024: Progress towards this metric will be determined in during the spring semester and the update will be provided in the June LCAP local indicators report.</p>	<p>2023-2024: The areas of professional development, instructional materials, policy and program support, implementation of standards, and engagement of school leadership will be fully implemented with ratings between 4 and 5.</p>
<p>2. All students will have standards aligned instructional materials, as measured by annual inventory, Williams Sufficiency evaluation.</p>	<p>2019-2020: Maintain baseline. Williams sufficiency was met at 100%. In 2020, CUSD implemented a revised process of</p>	<p>2021-2022: Maintain baseline. Williams sufficiency was met at 100%. CUSD is now 1:1 and continues to issue mobile hotspots</p>	<p>2022-2023: Maintain baseline. Williams sufficiency was met at 100%. CUSD is now 1:1 and continues to issue mobile hotspots</p>	<p>2023-2024: CUSD is maintaining baseline at 100% meeting Williams sufficiency.</p>	<p>2023-2024: Maintain baseline.</p>

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Sufficiency will include device and internet access at home for digital instructional materials and learning management system access.	ensuring access to device and internet at home. CUSD distributed approximately 503 devices to students and issued mobile hotspots to families upon request.	to families upon request.	to families upon request.		
3. 100% of CUSD teachers will be appropriately credentialed and assigned.	2020-2021: Maintain baseline. 100% of teachers in 2020-2021 were appropriately credentialed and assigned per internal audit.	2021-2022: Maintain baseline. 100% of teachers in 2021-2022 were appropriately credentialed and assigned per internal audit.	2022-2023: Maintain baseline. 100% of teachers in 2022-2023 were appropriately credentialed and assigned per internal audit.	2023-2024: CUSD is maintaining baseline with 100% of teachers being appropriately credentialed and assigned per internal audit.	2023-2024: Maintain baseline.
4. Academic Achievement in ELA	Per Spring 2019 SBAC: Overall Student Achievement in grades 3-8, 11: SBAC ELA 78% of students met or exceeded standards. Subgroups, met/exceeded standards: Socio-economically Disadvantaged: 67% Students with Disabilities: 45%	Per Spring 2021 SBAC: Overall Student Achievement in grades 3-8, 11: SBAC ELA 77% of students met or exceeded standards. Subgroups, met/exceeded standards: Socio-economically Disadvantaged: 66%	Per Spring 2022 SBAC: Overall Student Achievement in grades 3-8, 11: SBAC ELA 76% of students met or exceeded standards. Student groups, met/exceeded standards: Socio-economically Disadvantaged: 47%	Per Spring 2023 SBAC: Overall Student Achievement in grades 3-8, 11: SBAC ELA 76.5% of students met or exceeded standards. Student groups, met/exceeded standards: Socio-economically disadvantaged: 60%	2023-2024: The overall CUSD average of students in grades 3-8, 11 who met or exceeded standards in ELA will increase by 3% (~1% per year) and by 6% (~2% per year) for each student group below the spring 2019 all student ELA average,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<p>Two or More Races: 78%</p> <p>Hispanic or Latino: 70%</p> <p>EL: 36%</p> <p>RFEP: 70%</p> <p>Military: 78%</p> <p>Other subgroups of need may be identified based on previous year's performance.</p>	<p>Students with Disabilities: 39%</p> <p>Two or More Races: 81%</p> <p>Hispanic or Latino: 69%</p> <p>EL: 54%</p> <p>RFEP: 76%</p> <p>Military: 79%</p> <p>Other subgroups of need may be identified based on previous year's performance.</p>	<p>Students with Disabilities: 37%</p> <p>Two or More Races: 83%</p> <p>Hispanic or Latino: 66%</p> <p>EL: 40%</p> <p>RFEP: 69%</p> <p>Military: 80%</p> <p>Other student groups may be identified based on previous year's performance.</p>	<p>Students with disabilities: 41%</p> <p>Two or More Races: 79%</p> <p>Hispanic or Latino: 68%</p> <p>English Learners: 27%</p> <p>RFEP: 75%</p> <p>Military: 82%</p>	
<p>5. Academic Achievement in Math</p>	<p>Per Spring 2019 SBAC:</p> <p>Overall Student Achievement in grades 3-8, 11: SBAC Math 67% of students met or exceeded standards.</p> <p>Subgroups, met/exceeded standards:</p> <p>Socio-economically Disadvantaged: 48%</p> <p>Students with Disabilities: 38%</p> <p>Two or More Races: 69%</p>	<p>Per Spring 2021 SBAC:</p> <p>Overall Student Achievement in grades 3-8, 11: SBAC Math 62% of students met or exceeded standards.</p> <p>Subgroups, met/exceeded standards:</p> <p>Socio-economically Disadvantaged: 46%</p> <p>Students with Disabilities: 30%</p> <p>Two or More Races: 68%</p>	<p>Per Spring 2022 SBAC:</p> <p>Overall Student Achievement in grades 3-8, 11: SBAC Math 64% of students met or exceeded standards.</p> <p>Student groups, met/exceeded standards:</p> <p>Socio-economically Disadvantaged: 32%</p> <p>Students with Disabilities: 36%</p> <p>Two or More Races: 69%</p>	<p>Per Spring 2023 SBAC:</p> <p>Overall Student Achievement in grades 3-8, 11: SBAC Math 64.9% of students met or exceeded standards.</p> <p>Student groups, met/exceeded standards:</p> <p>Socio-economically disadvantaged: 48%</p> <p>Students with disabilities: 38%</p> <p>Two or More Races: 63%</p>	<p>2023-2024: The overall CUSD average of students in grades 3-8, 11 who met or exceeded standards in Math will increase by 3% (~1% per year) and by 6% (~2% per year) for each student group below the spring 2019 all student Math average.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<p>Hispanic or Latino: 56%</p> <p>EL: 37%</p> <p>RFEP: 60%</p> <p>Military: 69%</p> <p>Other subgroups of need may be identified based on previous year's performance.</p>	<p>Hispanic or Latino: 51%</p> <p>EL: 42%</p> <p>RFEP: 58%</p> <p>Military: 68%</p> <p>Other subgroups of need may be identified based on previous year's performance.</p>	<p>Hispanic or Latino: 51%</p> <p>EL: 41%</p> <p>RFEP: 52%</p> <p>Military: 70%</p> <p>Other student groups of need may be identified based on previous year's performance.</p>	<p>Hispanic or Latino: 54%</p> <p>English Learners: 40%</p> <p>RFEP: 55%</p> <p>Military: 74%</p>	
6. Academic Achievement in Science	<p>Per Spring 2019 CAST:</p> <p>Overall Student Achievement in grades 5, 8, and 11: CAST Science 60% of students met or exceeded standards.</p> <p>Subgroups, met/exceeded standards:</p> <p>Socio-economically Disadvantaged: 53%</p> <p>Students with Disabilities: 27%</p> <p>Two or More Races: 69%</p> <p>Hispanic or Latino: 44%</p> <p>EL: 11%</p> <p>RFEP: 41%</p> <p>Military: 65%</p>	<p>Per Spring 2021 CAST:</p> <p>* Grade 5 did not take the CAST in 2021.</p> <p>Overall Student Achievement in grades 8 and 11: CAST Science 54% of students met or exceeded standards.</p> <p>Subgroups, met/exceeded standards:</p> <p>Socio-economically Disadvantaged: 47%</p> <p>Students with Disabilities: 22%</p> <p>Two or More Races: 56%</p> <p>Hispanic or Latino: 47%</p>	<p>Per Spring 2022 CAST:</p> <p>Overall Student Achievement in grades 5, 8 and 11: CAST Science 57% of students met or exceeded standards.</p> <p>Student groups, met/exceeded standards:</p> <p>Socio-economically Disadvantaged: 37%</p> <p>Students with Disabilities: 32%</p> <p>Two or More Races: 70%</p> <p>Hispanic or Latino: 40%</p> <p>EL: 10%</p> <p>RFEP: 36%</p> <p>Military: 68%</p>	<p>Per Spring 2023 CAST:</p> <p>Overall Student Achievement in grades 5, 8 and 11: CAST Science 56.51% of students met or exceeded standards.</p> <p>Student groups, met/exceeded standards:</p> <p>Socio-economically Disadvantaged: 33.7%</p> <p>Students with Disabilities: 30.0%</p> <p>Two or More Races: 61.91%</p> <p>Hispanic or Latino: 41.88%</p> <p>EL: 18.18%</p>	<p>2023-2024:</p> <p>The overall CUSD average of students in grades 5, 8, and 11 who met or exceeded standards in Science (per the CAST) will increase by 3% (~1% per year) and by 6% (~2% per year) for each student group below the spring 2019 all student Science average.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	Other subgroups of need may be identified based on previous year's performance.	EL: N/A (fewer than 10 students tested) RFEP: 47% Military: 64% Other subgroups of need may be identified based on previous year's performance.	Other student groups of need may be identified based on previous year's performance.	RFEP: 37.21% Military: 67.31%	
7. Local ELA and Math Achievement Metrics	2020-2021: ELA Grades K-5 percentage of students meeting standards on the Benchmark Advance Interim 3 Assessment: K = 75% 1 = 80% 2 = 71% 3 = 71% 4 = 60% 5 = 38% Math Grades K-5 percentage of students meeting or approaching standards on the Bridges in Mathematics Number Corner Check-Up 3: K = 93% 1 = 92% 2 = 86% 3 = 89% 4 = 85%	2021-2022: ELA Grades K-5 percentage of students meeting standards on the Benchmark Advance Interim 3 Assessment: K =73% (21% increase from Interim 1) 1 =63% (38% increase from Interim 1) 2 =50% (26% increase from Interim 1) 3 =48% (33% increase from Interim 1) 4 =40% (26% increase from Interim 1) 5 =41% (2% increase from Interim 1) Math Grades K-5 percentage of	2022-2023: ELA Grades K-5 percentage of students meeting standards on the Benchmark Advance Interim 3 Assessment: K =69% (34% increase from Interim 1) 1 =64% (33% increase from Interim 1) 2 =53% (18% increase from Interim 1) 3 =47% (21% increase from Interim 1) 4 =50% (36% increase from Interim 1) 5 =39% (1% increase from Interim 1) Math Grades K-5 percentage of	2023-2024: This metric is for the Interim 3 Assessment, which will be facilitated in the spring. Below are the results from the Interim 1 assessment. Local ELA and math achievement metrics. ELA grades K-5 percentage of students meeting standards (EOY) on the Benchmark Advance Interim 1 Assessment: K = 37% 1 = 30% 2 = 31% 3 = 25% 4 = 16% 5 = 42% Math grades K-5 percentage of	2023-2024: The percentage of students in grades K-5 meeting standards in ELA will increase by 3% (~1% per year). The percentage of students in grades K-5 meeting or approaching standards will increase by 3% (~1% per year). The average GPA for students in ELA and Math in grade 6-12 will increase by 0.6 (~0.2 per year).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<p>5 = 78%</p> <p>The average English course GPA for students in grades 6-8 during fall 2020 was 3.02. The average Math course GPA for students in grades 6-8 during fall 2020 was 2.9.</p> <p>The average English course GPA for students in grades 9-12 during fall 2020 was 2.96. The average Math course GPS for students in grades 9-12 during fall 2020 was 2.84.</p>	<p>students meeting or approaching standards on the Bridges in Mathematics Number Corner Check-Up 3:</p> <p>K = 94%</p> <p>1 = 92%</p> <p>2 = 89%</p> <p>3 = 87%</p> <p>4 = 82%</p> <p>5 = 81%</p> <p>The average English course GPA for students in grades 6-8 during fall semester 1 2021 was 3.01. The average Math course GPA for students in grades 6-8 during fall semester 1 2021 was 2.94.</p> <p>The average English course GPA for students in grades 9-12 during fall term 1 2021 was 3.03. The average Math course GPS for students in grades 9-12 during fall term 1 2021 was 2.77.</p>	<p>students meeting or approaching standards on the Bridges in Mathematics Number Corner Check-Up 3:</p> <p>K = 91%</p> <p>1 = 89%</p> <p>2 = 87%</p> <p>3 = 87%</p> <p>4 = 82%</p> <p>5 = 78%</p> <p>The average English course GPA for students in grades 6-8 during fall semester 1 2022 was 3.19. The average Math course GPA for students in grades 6-8 during fall semester 1 2022 was 3.2.</p> <p>The average English course GPA for students in grades 9-12 during fall term 1 2022 was 3.13. The average Math course GPS for students in grades 9-12 during fall term 1 2022 was 2.9.</p>	<p>students meeting or approaching standards (BOY) on the Bridges in Mathematics Number Corner Baseline Assessment:</p> <p>Meeting = 48%</p> <p>Approaching = 35%</p> <p>Strategic = 10%</p> <p>Intensive = 3%</p> <p>No Score = 4%</p> <p>Additionally, GPA for English and math courses at the secondary level will not be available until the end of the first semester/term on January 25th.</p>	
8. Preliminary Scholastic Aptitude Test (PSAT)	October 2019 % of students meeting benchmarks	October 2021 % of students meeting benchmarks	October 2022 % of students meeting benchmarks	October 2023 % of students meeting benchmarks	2023-2024: The overall percentage of 9, 10,

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	English/Reading/Writing (EWR) and Math: Gr 9: 68%; 43% Gr 10: 79%; 64% Gr 11: 82%; 67%	English/Reading/Writing (EWR) and Math: Gr 9: 64%; 36% Gr 10: 82%; 59% Gr 11: 80%; 57%	English/Reading/Writing (EWR) and Math: Gr 9: 56%; 40% Gr 10: 66%; 56% Gr 11: 73%; 54%	English/Reading/Writing (EWR) and Math: Gr 9: 64%; 42% Gr 10: 73%; 59% Gr 11: 64%; 55%	and 11 grade students meeting benchmarks on the PSAT will increase by 3% (~1% per year) in ERW and by 3% (~1% per year) in Math.
9. Graduation Rate	2019-2020 4-year cohort graduation rate was 94.0%	2020-2021 4-year cohort graduation rate was 97.1%	2021-2022 4-year cohort graduation rate was 97.5%	2022-2023 4-year cohort graduation rate was 95.90%	2023-2024: The 4-year cohort graduation rate will increase by 3% (~1% per year).
10. UC A-G Rate	63.8% in 2019-2020	48.0% in 2020-2021	59.6% in 2021-2022	71.59% in 2022-2023	2023-2024: The UC A-G rate will increase by 6%. (~2% per year)
11. AP Participation and AP Pass Rates	48.9% participation rate in 2019-2020 with a pass rate of 77.5%. Equity and Excellence: 55.4% of graduating seniors in 2020 scored 3 or higher on at least one AP exam at any point during high school.	65.8% participation rate in 2020-2021 with a pass rate of 62%. Equity and Excellence: 61% of graduating seniors in 2021 scored 3 or higher on at least one exam at any point during high school.	60.0% participation rate in 2021-2022 with a pass rate of 80%. Equity and Excellence: 60.3% of graduating seniors in 2022 scored 3 or higher on at least one exam at any point during high school.	56.4% participation rate in 2022-2023 with a pass rate of 80%. Equity and Excellence: 43.5% of graduating seniors in 2023 scored 3 or higher on at least one exam at any point during high school.	2023-2024: The participation rate will increase by 5% and the pass rate will increase by 3%.
12. CTE Participation and Achievement	The percent of students	The percent of students	The percent of students	The percent of students	2023-2024:

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	<p>(unduplicated n=676/1127) who participated in CTE courses in 2019-2020 was 60%.</p> <p>The percent of students who received a "C" or better in capstone CTE courses in 2019-2020 was 100% (n=231/231).</p>	<p>(unduplicated n=494/1110) who participated in CTE courses in 2020-2021 was 44.5%.</p> <p>The percent of students who received a "C" or better in capstone CTE courses in 2020-2021 was 98.5% (n=200/203).</p>	<p>(unduplicated n=605/1046) who participated in CTE courses in 2021-2022 was 58.0%.</p> <p>The percent of students who received a "C" or better in capstone CTE courses in 2021-2022 was 99.0% (n=196/197).</p>	<p>(unduplicated n=636/1062) who participated in CTE courses in 2022-2023 was 60.0%.</p> <p>The percent of students who received a "C" or better in capstone CTE courses in 2022-2023 was 99.0% (n=236/238).</p>	<p>The percentage of unduplicated students participating in CTE courses will increase by 3%. The percentage of students who receive a "C" or better in a capstone CTE course will be maintained.</p>
13. Early Admission Program (EAP; based on SBAC scores for grade 11)	<p>Per Spring 2019 SBAC:</p> <p>Gr 11 Students who are considered Ready in ELA (Standard Exceeded): 54.74%; Students who are considered Conditionally Ready in ELA (Standard Met): 28.47%.</p> <p>Gr 11 Students who are considered Ready in Math (Standard Exceeded): 34.44%; Students who are considered Conditionally Ready in Math (Standard Met): 27.04%.</p>	<p>Per Spring 2021 SBAC:</p> <p>Gr 11 Students who are considered Ready in ELA (Standard Exceeded): 60.43%; Students who are considered Conditionally Ready in ELA (Standard Met): 28.34%.</p> <p>Gr 11 Students who are considered Ready in Math (Standard Exceeded): 32.97%; Students who are considered Conditionally Ready in Math (Standard Met): 33.51%.</p>	<p>Per Spring 2022 SBAC:</p> <p>Gr 11 Students who are considered Ready in ELA (Standard Exceeded): 49.57%; Students who are considered Conditionally Ready in ELA (Standard Met): 33.33%.</p> <p>Gr 11 Students who are considered Ready in Math (Standard Exceeded): 32.03%; Students who are considered Conditionally Ready in Math (Standard Met): 23.38%.</p>	<p>Per Spring 2023 SBAC:</p> <p>Gr 11 Students who are considered Ready in ELA (Standard Exceeded): 51.26%; Students who are considered Conditionally Ready in ELA (Standard Met): 34.03%.</p> <p>Gr 11 Students who are considered Ready in Math (Standard Exceeded): 23.91%; Students who are considered Conditionally Ready in Math (Standard Met): 28.26%.</p>	<p>2023-2024: The percentages of students who are considered Ready in ELA and Math (standard exceeded) and those who are considered Conditionally Ready in ELA and Math (standard met) will increase 1% over the previous year.</p>

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14. Student and Teacher Digital Literacy	Baseline will be determined during the 2021-2022 school year.	During the 2021-2022 school year, CUSD reviewed a variety of digital literacy scope and sequences from around the state and determined exemplars that will be used in the following year to begin updating and revising the TK-5 digital literacy scope and sequence and implementation plan.	During the 2022-2023 school year, CUSD continued to review exemplars and also researched software programs that provide curriculum aligned to grade level digital literacy outcomes. A draft digital literacy plan is being completed.	AB 873 was passed in October 2023 and will guide the development of the local scope and sequence for digital literacy. Additionally, CUSD is currently piloting the digital citizenship curriculum, Neptune Navigate, at all school sites.	2023-2024: Plan has been completed and a timeline for initial implementation has been developed.
15. Professional Learning	Baseline: Current school site staff qualitative feedback and professional learning surveys.	Site administrators gathered input from site leadership teams relative to professional learning needs for the 2022-2023 school year. CUSD will remain focused on academic discourse at all grade levels in addition to providing professional learning to individuals and groups of educators aligned to their school focus and grade level or department goals.	Site administrators gathered input from site leadership teams relative to professional learning needs for the 2022-2023 school year. Additionally, the Learning Department facilitated a mid-year professional learning survey to gather input regarding content-area and technology professional learning needs. CUSD will remain focused on academic discourse at all grade levels in addition to providing professional learning to individuals and	Site and District administrators have continued to gather qualitative and quantitative feedback from staff regarding professional learning needs for the 2023-2024 school year. Each school site is utilizing the NCUST eight indicators of quality teaching to provide professional learning opportunities and guide instructional growth and leadership. CUSD is providing professional learning to individuals and groups of	2023-2024: TBD based on previous year's efforts and the change in the professional learning structures.

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			groups of educators (in PLCs) aligned to their school focus and grade level or department content area goals.	educators (in PLCs) aligned to their school focus and grade level or department content area goals.	
16. CA Physical Fitness Test (PFT)	2018-2019 percentage of students in the Healthy Fitness Zone (average of all 6 areas): Gr 5: 79.6% Gr 7: 77.1% Gr 9: 89.6%	The PFT has been postponed since the spring 2019 administration as a result of the pandemic. CUSD administered the PFT between February 2022 - May 2022. PFT participation rates for spring 2022: CUSD: 98% (640/653) CHS: 97.3% CMS: 98.5% VES: 97.9% SSES: 100%	CUSD administered the PFT between February 2023 - May 2023. PFT participation rates for spring 2023: CUSD: 98.10% (621/633) CHS: 97.00% CMS: 98.90% VES: 98.72% SSES: 100%	The PFT will be administered in spring 2024.	2023-2024: The percentage of students in the Healthy Fitness Zone (average of all 6 areas) will increase: Gr 5: 82% Gr 7: 80% Gr 9: 92%
17. College and Career Indicator (CCI)	Spring 2019: 63.9% of graduating seniors were deemed "Prepared" for college and career. Summary of subgroup averages: Hispanic or Latino: 52.8% (n=53) White = 67% (n=182)	An updated CA School Dashboard College and Career Indicator has not yet been released by the CDE since the 2019 Dashboard. CDE did release a 2021 College/Career Measures Only Report. Summary of	An updated CA School Dashboard College and Career Indicator has not yet been released by the CDE since the 2019 Dashboard. CDE is expected to release a status only CCI on the fall 2023 CA School Dashboard. CDE did	CDE released a status only CCI on the fall 2023 CA School Dashboard on December 15th. Spring 2023: 70.5% (n=268) of graduating seniors were placed in the "Prepared" level on the College/Career	2023-2024: 70% of our graduating seniors overall will be deemed "Prepared" for college/career via CCI state measures, including student groups.

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	Socioeconomically Disadvantaged = 66.7% (n=33)	<p>College/Career Measures:</p> <p>35.2% of 2021 graduates completed at least one CTE Pathway with a grade of C- or better in the capstone course.</p> <p>48% of 2021 graduates met the UC/CSU a-g criteria with a C or better</p> <p>17.4% of 2021 graduates earned the State Seal of Biliteracy</p> <p>20.3% of 2021 graduates completed a-g requirements and at least one CTE pathway</p>	<p>release a 2022 College/Career Measures Only Report. Summary of College/Career Measures:</p> <p>34.8% of 2022 graduates completed at least one CTE Pathway with a grade of C- or better in the capstone course.</p> <p>71.3% of 2022 graduates met the UC/CSU a-g criteria with a C or better</p> <p>16.3% of 2022 graduates earned the State Seal of Biliteracy</p> <p>28.0% of 2022 graduates completed a-g requirements and at least one CTE pathway</p>	<p>Indicator. 13.8% of graduating seniors were placed in the "Approaching Prepared" level and 15.7% were placed in the "Not Prepared" level.</p> <p>Summary of group "Prepared" averages: Hispanic or Latino: 65.2% (n=66) - high range White = 71.1% (n=149) - very high range Socioeconomically Disadvantaged = 60.9% (n=64) - high range</p>	
18. Discrete VAPA Instruction	2019-2020 Discrete VAPA Instruction: CHS Discrete Arts Enrollment: 64.7% of students are enrolled in the arts (baseline -	2020-2021 Discrete VAPA Instruction: CHS Discrete Arts Enrollment: 64.1% of students are enrolled in the arts (baseline -	2021-2022 Discrete VAPA Instruction: CHS Discrete Arts Enrollment: 59.3% of students are enrolled in the arts (baseline -	2021-2022 Discrete VAPA Instruction: CHS Discrete Arts Enrollment: 65.63% of students are enrolled in the arts (baseline -	2023-2024: The overall secondary CUSD discrete arts enrollment will increase by 3% (~1% per year).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	730/school enrollment (1,127) CMS Discrete Arts Enrollment: 51.7% of students are enrolled in the arts (baseline - 408/789 school enrollment) (per CUSD Strategic Arts Plan)	712/school enrollment (1,110) CMS Discrete Arts Enrollment: 52.6% of students are enrolled in the arts (baseline - 353/671 school enrollment) (per CUSD Strategic Arts Plan)	620/school enrollment (1,046) CMS Discrete Arts Enrollment: 51.0% of students are enrolled in the arts (baseline - 322/632 school enrollment) (per CUSD Strategic Arts Plan)	697/school enrollment (1,062) CMS Discrete Arts Enrollment: 56.67% of students are enrolled in the arts (baseline - 378/667 school enrollment) (per CUSD Strategic Arts Plan)	
19. English Learners Annual progress on becoming English Proficient	2019 CA School Dashboard ELPI Indicator: 60.5% English learners are making progress toward English Language Proficiency 2018-2019 ELPAC Summative Assessment: 16.40% of English Learners were well developed 37.77% of English learners were moderately developed 30.12% of English learners were somewhat developed 15.71% of English learners were in the beginning stage	An updated CA School Dashboard ELPI Indicator has not yet been released by the California Department of Education since the 2019 dashboard. 2020-2021 ELPAC Summative Assessment: 52.44% of English Learners were well developed 29.27% of English learners were moderately developed 10.98% of English learners were somewhat developed 7.32% of English learners were in the beginning stage	Per 2022 CA School Dashboard: 60% of English learners (n=35) are making progress towards English language proficiency. 48.6% of ELs progressed at least one ELPI level 11.4% of ELs maintained ELPI level 4 28.6% of ELs maintained ELPI levels 1, 2L, 2H, 3L, 3H 11.4% of ELs decreased at least one ELPI level 2021-2022 ELPAC Summative Assessment:	Per 2023 CA School Dashboard: 78.2% of English learners (n=78) are making progress towards English language proficiency. 69.2% of ELs progressed at least one ELPI level 6.4% of ELs maintained ELPI level 4 12.8% of ELs maintained ELPI levels 1, 2L, 2H, 3L, 3H 6.4% of ELs decreased at least one ELPI level 2022-2023 ELPAC Summative Assessment:	2023-2024: The California Dashboard will report 63.5% of our EL students progressing towards English language proficiency (ELPI). The number of English learners will increase by 3% who performed at the well developed or moderately developed levels.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			22.12% of English Learners were well developed 49.56% of English learners were moderately developed 18.58% of English learners were somewhat developed 9.73% of English learners were in the beginning stage	45.22% of English Learners were well developed 33.04% of English learners were moderately developed 14.78% of English learners were somewhat developed 6.96% of English learners were in the beginning stage	
20. EL Reclassification Rate	EL Reclassification rate for 2019-2020 was 9%, an 8% decrease compared to the 2018-2019 reclassification rate of 17%.	EL Reclassification rate for 2020-2021 was 13%, a 4% increase compared to the 2019-2020 reclassification rate of 9%.	EL Reclassification rate for 2021-2022 was 12.1%, a 0.9% decrease compared to the 2020-2021 reclassification rate of 13%.	EL Reclassification rate for 2022-2023 was 17.4%, a 5.3% increase compared to the 2021-2022 reclassification rate of 12.1%.	2023-2024: The reclassification rate for English learner students will increase by 3% (~1% per year).
21. Long-term English Learner count	In 2019-2020, there were 3 students meeting the criteria for long-term English learner (LTEL).	In 2020-2021, there were 15 students meeting the criteria for long-term English learner (LTEL).	In 2021-2022, there were 9 students meeting the criteria for long-term English learner (LTEL).	In 2022-2023, there were 22 students meeting the criteria for long-term English learner (LTEL).	2023-2024: CUSD will maintain a low number of LTEL, keeping the number under 10 students who are classified as LTELs.
22. Programs and services enabling English Learners to make progress towards gaining	In 2020-2021, an audit of school site master schedules showed that 100% of English learners were	In 2020-2021, an audit of school site master schedules showed that 100% of English learners were	In 2021-2022, an audit of school site master schedules showed that 100% of English learners were	In 2022-2023, an audit of school site master schedules showed that 100% of English learners were	2023-2024: CUSD will annually audit the master schedule and EL student course

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
academic content knowledge and English language proficiency	strategically placed and receiving designated and integrated ELD instruction in addition to daily access to the CCSS.	strategically placed and receiving designated and integrated ELD instruction in addition to daily access to the CCSS.	strategically placed and receiving designated and integrated ELD instruction in addition to daily access to the CCSS.	strategically placed and receiving designated and integrated ELD instruction in addition to daily access to the CCSS.	placement in order to maintain the percentage of EL receiving designated and integrated ELD instruction in addition to daily access to the CCSS.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	<p>Standards-Aligned Core Curriculum, Assessment and High Quality Instruction</p> <p>Academic and performance standards will continue to be aligned with California State Standards, including the ELD standards, in the following content areas: ELA, Mathematics, Career Technical Education, Computer Science, Health Education, History-Social Science, Physical Education, Science, Arts Education, and World Languages.</p> <p>1. Educators will participate in piloting curriculum and recommending the adoption of instructional materials, professional development in instructional best practices related to content area frameworks, CCR standards, formative assessment and literacy.</p> <p>2. Standards-aligned core curriculum, assessment and high quality instruction will contribute to increases in student engagement and achievement.</p>	No	Fully Implemented	<p>Metric #2: Meeting Williams sufficiency at 100%</p> <p>Metric #3: 100% of CUSD teachers are appropriately credentialed and assigned</p> <p>Metric #15: staff professional learning opportunities</p>	<p>NCUST report</p> <p>NCUST site walkthrough data</p> <p>Local assessments</p> <p>MTSS Committee</p> <p>Renaissance data and assessment system (tiered supports through DnA, EduClimber and FastBridge)</p> <p>Social/Emotional/Behavioral (SEB) screener pilot</p> <p>CPM Inspiring Connections pilot for math at CMS</p> <p>CMS PBIS recognition</p> <p>Purple Star recognition at all school sites</p>	\$40,916,588.00	\$17,626,063

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>3. In order to provide all students equitable access to high quality, standards-aligned instruction, CUSD will ensure that all staff are trained and are highly qualified</p> <p>4. In order to provide all students equitable access to high quality, standards-aligned instruction, CUSD will ensure there are Multi-Tiered System of Supports (MTSS) in place to provide intervention and enrichment services that support the needs of all learners.</p> <p>5. CUSD and school sites will ensure that all students are receiving high quality instruction in a safe and inclusive learning environment that supports social emotional learning, PBIS and utilizes restorative practices to build positive and healthy learning communities that demonstrate value for the individual.</p> <p>6. All classrooms will provide focused intervention support, increase in social emotional supports, and the continued development and refinement of inclusive learning environments.</p>						
1.2	<p>College and Career Readiness Provide learning opportunities for all students in grades K-12 content which integrates academic subjects with relevant, challenging technical and occupational knowledge through Career Technical Education (CTE) pathways, Project Lead the Way (PLTW) curricula, dual enrollment (Southwestern</p>	No	Partially Implemented	<p>Metric #9: Graduation rate for 2022-2023 was 95.90% (257 graduates/268 cohort)</p> <p>Metric #10: UC A-G completion rate for 2022-23 was 71.59%</p>	<p>50 2022-2023 graduates earned the State Seal of Bilingualism</p> <p>145 2022-2023 graduates received the Golden State Seal of Merit Diploma</p>	\$3,115,699.00	\$1,416,227

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Community College), State Seal of Biliteracy (SSB) opportunities, State Seal of Civic Engagement (SSCE) opportunities, internships, work experience, completion of A-G requirements and Advanced Placement (AP) courses. These pathways and opportunities will allow students to incorporate applied learning across disciplines preparing them for both college and career. CUSD will continue to engage in the development of a Graduate Profile, representing the CUSD mission for all students to attain proficiency in the core content areas and graduate from high school prepared for postsecondary and career options.</p>			<p>Metric #11: AP participation and AP pass rates for 2022-2023: 56.4% participation rate with a pass rate of 80%</p> <p>Metric #12: CTE participation and achievement for 2022-2023: 60% of students (636/1062 unduplicated) participated in a CTE course, and 236/238 students (99%) received a "C" or better in capstone CTE courses</p> <p>Metric #17: College and Career Indicator (pending dashboard release in December)</p>	<p>134 students (duplicated) in 2022-2023 participated in dual enrollment opportunities</p> <p>Portrait of a Graduate coalition</p> <p>DoDEA Project SAIL</p> <p>Seven 2022-2023 graduates earned the State Seal of Civic Engagement. Eight juniors and one sophomore also completed SSCE projects during the 2022-2023 school year</p> <p>58 students are currently participating in the CHS internship/work experience programs for the 2023-2024 school year</p>		
1.3	<p>English Language Development English Learners (EL) and Reclassified Fluent English Proficient (RFEP) students will improve reading, writing, speaking and listening skills in English to be college and career ready.</p> <p>1. Continue to assign one ELD/ELA Teacher on Special Assignment (TOSA) to work with all four school sites relative to providing instructional support for designated and integrated ELD instruction, ELPAC testing, D/ELAC committee supports, parent outreach and collaboration with teachers and instructional assistants related to</p>	Yes	Fully Implemented	<p>Metric #19: English Learners annual progress on becoming English proficient - 2022-2023 summative ELPAC data (n=115) show 45.22% well developed, 33.04% moderately developed, 14.78% somewhat developed and 6.96% beginning to develop</p> <p>Metric #19: ELPI dashboard data</p>	<p>ELD professional learning</p> <p>Additional ELD instructional materials purchased</p> <p>ELAC and DELAC meetings</p> <p>Secondary bilingual instructional assistant hired</p> <p>STAMP/Avant assessment data</p>	\$270,000.00	\$122,727

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>instructional resources, academic assessment and data analysis, and tiered supports for English learner students.</p> <p>2. Provide professional learning for all teachers on integrated ELD/Specially Designed Academic Instruction in English (SDAIE) and/or Guided Language Acquisition Design (GLAD) strategies.</p> <p>3. Monitor academic progress in ELA and math for all EL and RFEP students.</p> <p>4. Schedule and promote District and site English Learner Advisory Committee (D/ELAC) participation</p> <p>5. Ensure and support reclassification celebrations and Seal of Biliteracy (CHS only) at each school site.</p> <p>6. Support English learner students by integrating the California English Language Development (ELD) standards in our classrooms. Focus on providing continued professional learning for teachers and instructional assistants, and the integration of common formative assessments to inform instruction for English learner students and improve English learner language acquisition and academic achievement.</p>			<p>Metric #20: EL reclassification rate for 2022-2023 was 17.4%</p> <p>Metric #21: Long-term English learner count for 2022-2023 on Census day (10/5/22) was 22 students</p> <p>Metric #22: Programs and services enabling English Learners to make progress towards gaining academic content knowledge and English language proficiency - 100% of English learners have been strategically placed and are receiving designated and integrated ELD instruction in addition to daily access to the CCSS.</p>	World language biliteracy awards event		
1.4	<p>Academic Achievement Improve performance in English language arts (ELA) and mathematics for all identified students, including unduplicated</p>	Yes	Fully Implemented	Metric #4: Academic achievement in ELA - per spring 2023 SBAC, 76.5% of students met or exceeded standards.	DIBELS universal screener Reading Inventory (lexile) at CMS	\$290,000.00	\$131,818

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>student groups. Continue to assign one ELD/ELA TOSA, one Math/Science TOSA, and Program Specialists to work with all four school sites relative to providing instructional support to teachers, special education case carriers, and instructional aides. TOSAs will also collaborate with grade level teams, departments and school administrators to provide student achievement data, participate in PLC dialogue and offer instructional supports and resources as needed.</p>			<p>Student groups meeting/exceeding standards on 2023 SBAC: Socio-economically disadvantaged: 60% Students with disabilities: 41% Two or More Races: 79% Hispanic or Latino: 68% English Learners: 27% RFEP: 75% Military: 82%</p> <p>Metric #5: Academic achievement in math - per spring 2023 SBAC, 64.9% of students met or exceeded standards. Student groups meeting/exceeding standards on 2023 SBAC: Socio-economically disadvantaged: 48% Students with disabilities: 38% Two or More Races: 63% Hispanic or Latino: 54% English Learners: 40% RFEP: 55% Military: 74%</p> <p>Metric #7: Local ELA and math achievement metrics. ELA grades K-5 percentage of students meeting standards (EOY) on the Benchmark Advance Interim 1 Assessment: K = 37% 1 = 30% 2 = 31%</p>	<p>Common Lit Literacy Inventory at CMS and CHS</p> <p>Elementary PLC Template and Meeting Notes</p> <p>PLC data slides</p> <p>Renaissance Data Reports</p> <p>Tier II supports for literacy and math at all school sites</p> <p>SPSA goals</p>		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				3 = 25% 4 = 16% 5 = 42% Math grades K-5 percentage of students meeting or approaching standards (BOY) on the Bridges in Mathematics NUmber Corner Baseline Assessment: Meeting = 48% Approaching = 35% Strategic = 10% Intensive = 3% No Score = 4%			
1.5	21st Century Learning Tools, Resources and Skills CUSD will continue to prioritize the implementation of the "4Cs" for 21st Century Learning: critical thinking, communication, collaboration, and creativity. CUSD recognizes that technology plays an important role in building these skills for students and as such, will ensure all students and staff have access to and proficiency of 21st century learning tools, resources, and skills. CUSD will continue to develop and refine an articulated K-12 Digital Literacy Scope and Sequence to guide instruction relative to integrating the 4Cs into classroom teaching, ensuring that all student groups receive instruction from teachers with an increased capacity for 21st century best practices.	No	Planned	Metric #14: Student and Teacher Digital Literacy - CUSD is piloting a digital citizenship program called Neptune Navigate. CUSD is also collaborating with SDCOE related to educational technology guidance in developing a digital literacy scope and sequence that includes AI knowledge and skills.	Teacher exploration with AI softwares Drafting foundational digital literacy scope and sequence CUSD is 1:1 for student devices DoDEA Project E3 funded the purchase of interactive whiteboards for all elementary classrooms in addition to professional learning to effectively use the whiteboards to enhance teaching and learning Year 2 on implementing new Learning Management System, Canvas. Ongoing site supports as needed through the Information Technology Department.	\$995,000.00	\$452,273

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.6	<p>Systematic Data Analysis Staff will receive professional learning on the data analytics system Renaissance (Illuminate DnA and Educlimber). Staff will also receive refresher professional learning on the Student Information System (Synergy) and ongoing training and support on the Learning Management System (Instructure - "Canvas").</p>	No	Partially Implemented	Metric #15: Professional Learning - staff has received professional learning on the Renaissance platform. Some staff has engaged in multiple trainings depending on what component of Renaissance they are utilizing.	<p>Year 2 on implementing new Learning Management System, Canvas. Ongoing site supports as needed through the Information Technology Department.</p> <p>The information Technology Department is supporting staff on an individual basis with the Student Information System, Synergy.</p>	\$125,000.00	\$56,818
1.7	<p>Professional Learning Professional learning will be provided to CUSD certificated and classified staff to ensure implementation of CA State Standards and Frameworks, adopted curricula, intervention programs, and to support all students including English learners, students with disabilities, and other identified special populations. CUSD professional learning will be coordinated by school site administration and the Learning Department. A professional learning calendar and focus areas will be collaboratively developed between the Learning Department, Student Services Department, site administrators and teacher leaders. Professional learning for certificated and classified staff will also be tailored to the individual needs of each school site, department, grade level and staff member. CUSD</p>	No	Fully Implemented	Metric #15: Professional Learning - a variety of professional learning opportunities have been provided to staff during the fall 2023 and will continue to be provided through spring 2024.	<p>Professional learning opportunities and topics have included, and are not limited to, the following:</p> <ul style="list-style-type: none"> Common Lit PLC data analysis Renaissance System Canvas Edmentum Courseware CPM Inspiring Connections CAST CAASPP NGSS / Savvas Neptune Navigate View Sonic Boards Bridges in Mathematics MTSS VAPA Curriculum Mapping Scope and Sequence NCUST Co-Teaching AP Classroom Curricular Team / PLC 	\$932,579.00	\$423,900

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>priorities for professional learning include:</p> <ol style="list-style-type: none"> 1. Professional Learning Communities (PLCs), data analysis and data discussions 2. Formative Assessment (Common Lit, Reading Inventory, DIBELS, Number Corner, Benchmark Advance, Read 180) 3. MTSS: PBIS, restorative practices, Harmony, Beyond SST, SEL, building learning communities, and academic tiered resources and strategies 4. Academic-related training will include paraprofessionals when appropriate to content or service 5. Review integrated and designated ELD strategies 6. CCR Literacy Standards and Literacy Best Practices 7. Content-specific and curriculum adoptions 8. Elementary Bridges in Mathematics and Benchmark Advance 9. PLTW 10. Instructional Best-Practices: Learning Goals, Success Criteria, Student Talk, Engagement, Student Agency, Scaffolding Content, and Classroom Culture 11. Co-teaching 12. Instructional learning walks 13. Advanced Placement courses 14. TCI Social Studies Alive! (grades K-5) 				<p>Amplify Student Engagement Instructional Practices Leader in Me Playworks DoDEA CTE Special Education Project E3 Learning Walks PLTW TCI Advanced Placement Paraprofessional Training Individual Support</p>		
1.8	Recruit and Retain Highly Qualified Staff	No	Fully Implemented	Metric #3: 100% of CUSD teachers will be	CUSD recruitment efforts	\$1,705,000.00	\$775,000

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	CUSD will recruit and retain highly qualified, appropriately credentialed staff. Recruitment will include participation in county-wide job fairs, partnerships with local universities, and student-teacher coordination and placement. Retention of teachers will be measured by coordinated professional learning and support from school site instructional leaders and administrators. Additionally, the CUSD Human Resources department will conduct thorough exit interviews with employees who decide to leave CUSD in order to learn more about why an employee is leaving and how CUSD can improve further retention efforts and employee support systems.			appropriately credentialed and assigned - Currently, 100% of CUSD teachers are appropriately credentialed and assigned.	<p>For the 2023-2024 school year, the district is paying special educators a signing bonus of \$5000 if a teacher signs an agreement to remain in the district for three years</p> <p>Beginning in the 2022-2023 school year, the district is paying for the teacher induction program if a teacher signs an agreement to remain in the district for three years</p> <p>Please indicate whether you have used or plan to use this benefit. Exit interviews</p> <p>Efforts to increase substitute pool</p> <p>New HR Director streamlining systems of support</p>		

Goal 2

Goal Description

Communication: Communicate openly, freely, and accurately to engage and involve all educational partners.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
1. Parent Survey Data Participation Counts	2020-2021 average participation on parent	2021-2022 average participation on parent	2022-2023 average participation on family	2023-2024 data regarding the average participation on family	2023-2024: Increase parent participation on all

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	surveys facilitated via ThoughtExchange: Average Participants: 159 Average Number of Thoughts: 139 Average Number of Ratings: 3,033	surveys facilitated via ThoughtExchange: Average Participants: 234 Average Number of Thoughts: 138 Average Number of Ratings: 4,654	surveys facilitated via ThoughtExchange: Average Participants: 238 Average Number of Thoughts: 121 Average Number of Ratings: 4,110	surveys will be provided in spring 2024.	CUSD parent surveys by 100 participants. Increase number of thoughts on all CUSD parent surveys by 50. Increase number of ratings on all CUSD parent surveys by 300.
2. Powerschool Usage Data	2020-2021 (as of April 22, 2021): <ul style="list-style-type: none"> There were ~823,211 visits by 2,449 students totaling ~203,198 hours. The top student uses include inbox, calendar, Dropbox, assessments, first pages, announcements, and discussions. There were ~49,209 visits by 236 teachers totaling 	2021-2022 (as of April 29, 2022): <ul style="list-style-type: none"> There were ~835,380 visits by 2,216 students totaling ~275,451 hours. The top student uses include inbox, calendar, Dropbox, assessments, first pages, announcements, and discussions. There were ~34,239 visits by 191 teachers totaling 	During the 2022-2023 school year, CUSD adopted a new Learning Management System, Canvas, replacing Powerschool. 2022-2023 Canvas Usage Data: 492 Courses 128 Teacher Users 2,163 Student Users 3,171 Total Users CHS: Term 1 <ul style="list-style-type: none"> There are 161 courses, 66 teachers, and 1,009 students There were 8,142 assignments created, 1,038 discussion 	2023-2024: CUSD is in the second year of implementation of the Learning Management System, Canvas. Canvas usage data will be provided in spring 2024.	2023-2024: Improve the unique access number of students (by 100 students) and parents/guardians (by 100 parents/guardians) who log into Powerschool. Maintain the unique access number of teachers who log into Powerschool.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<p>~21,751 hours.</p> <ul style="list-style-type: none"> There were ~40,914 visits by 1,206 parents totaling ~2,209 hours. 	<p>~9,506 hours.</p> <ul style="list-style-type: none"> There were ~34,982 visits by 1,059 parents totaling ~1,831 hours. 	<p>topics, 47 media recordings and 18,398 files uploaded</p> <ul style="list-style-type: none"> The top activity categories included: general, other, assignments, files and grades <p>Coronado High School: Term 2 (as of April 30, 2023)</p> <ul style="list-style-type: none"> There are 146 courses, 62 teachers, and 1,023 students There were 5,514 assignments created, 662 discussion topics, 131 media recordings and 16,583 files uploaded The top activity categories 		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			<p>included: general, other, assignments, files and grades</p> <p>Coronado Middle School: (as of April 30, 2023)</p> <ul style="list-style-type: none"> • There are 67 courses, 40 teachers, and 639 students • There were 4,447 assignments created, 452 discussion topics, 205 media recordings and 7,488 files uploaded • The top activity categories included: general, other, assignments, files, modules and grades 		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			<p>Village Elementary: (as of April 30, 2023)</p> <ul style="list-style-type: none"> • There are 41 courses, 27 teachers, and 634 students • There were 733 assignments created, 202 discussion topics, 0 media recordings and 2,435 files uploaded • The top activity categories included: general, other, assignments, files and modules <p>Silver Strand Elementary: (as of April 30, 2023)</p> <ul style="list-style-type: none"> • There are 16 courses, 15 teachers, and 238 students 		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			<ul style="list-style-type: none"> • There were 226 assignments created, 33 discussion topics, 0 media recordings and 615 files uploaded • The top activity categories included: general, other, assignments, pages, files and modules 		
<p>3. Local Indicator Self-Reflection Tool rating for the following: building relationships between school staff and families, building partnerships for student outcomes, and seeking input for decision-making.</p> <p>Data Source: SBE CA School Dashboard Local Indicators Self-Reflection Tool (Local Indicator #3 - Building Relationships)</p>	<p>2019: Building relationships between school staff and families received ratings ranging from 3 (Initial Implementation) to 4 (Full Implementation). Building partnerships for student outcomes received ratings ranging from 3 (Initial Implementation) to 4 (Full Implementation). Seeking input for decision making</p>	<p>2021-2022: Building relationships between school staff and families received ratings ranging from 3 (Initial Implementation) to 4 (Full Implementation). Building partnerships for student outcomes received ratings ranging from 3 (Initial Implementation) to 4 (Full Implementation). Seeking input for decision making</p>	<p>2022-2023: Building relationships between school staff and families received ratings ranging from 3 (Initial Implementation) to 4 (Full Implementation). Building partnerships for student outcomes received ratings ranging from 3 (Initial Implementation) to 4 (Full Implementation). Seeking input for decision making</p>	<p>2023-2024: Progress towards this metric will be determined in during the spring semester and the update will be provided in the June LCAP local indicators report.</p>	<p>2023-2024: The areas of building relationships between school staff and families, building partnerships for student outcomes, and seeking input for decision making will be implemented with ratings between 3 and 5.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	received ratings of 4 (full implementation).	received ratings of 4 (full implementation).	received ratings of 4 (full implementation).		
4. Required Parent School Participation	2020-2021: <ul style="list-style-type: none"> • All schools have a robust Parent Teacher Organization. • All schools with an EL count over 21 have an English Learner Advisory (VES and CMS). • CUSD has a District English Learner Advisory Committee (DELAC). • CUSD participates in the SELPA CAC. • CUSD has a Parent Leadership Committee which represents parents from each site. 	2021-2022: <ul style="list-style-type: none"> • All schools have a robust Parent Teacher Organization. • All schools with an EL count over 21 have an English Learner Advisory (VES and CMS). • CUSD has a District English Learner Advisory Committee (DELAC). • CUSD participates in the SELPA CAC. • CUSD has a Parent Leadership Committee which represents parents from each site. 	2022-2023: <ul style="list-style-type: none"> • All schools have a robust Parent Teacher Organization. • All schools with an EL count over 21 have an English Learner Advisory (VES and CMS). • CUSD has a District English Learner Advisory Committee (DELAC). • CUSD participates in the SELPA CAC. • CUSD has a Parent Leadership Committee which represents parents from each site. 	2023-2024: <ul style="list-style-type: none"> • All schools have a robust Parent Teacher Organization. • All schools with an EL count over 21 have an English Learner Advisory (VES and CMS). • CUSD has a District English Learner Advisory Committee (DELAC). • CUSD participates in the SELPA CAC. • CUSD has a Parent Leadership Committee which represents parents from each site. 	2023-2024: Maintain current attendance at parent school participation forums.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
5. Parent Teacher Conferences	2020-2021 Participation in elementary parent teacher conferences: Silver Strand Elementary: 98.9% Village Elementary: 99.1%	2021- 2022 Participation in elementary parent teacher conferences: Silver Strand Elementary: 95.1% Village Elementary: 96.0%	2022- 2023 Participation in elementary parent teacher conferences: Silver Strand Elementary: 95.6% Village Elementary: 96.0%	2023-2024 Participation in elementary parent teacher conferences: Silver Strand Elementary: 90% Village Elementary: 98%	2023-2024: Maintain current participation rates at parent teacher conferences at SSES and VES.
6. School Site Council (SSC) Participants Create, Analyze and Approve each School Plan for Student Achievement (SPSA).	2020-2021: 100% of SSC participants were involved in creating, analyzing, and approving site SPSA plans.	2021-2022: 100% of SSC participants were involved in creating, analyzing, and approving site SPSA plans.	2022-2023: 100% of SSC participants were involved in creating, analyzing, and approving site SPSA plans.	2023-2024: 100% of SSC participants are currently participating in the process of creating, analyzing, and approving site SPSA plans.	2023-2024: Maintain - 100% of School Site Council participants were involved in creating, analyzing, and approving site SPSA plans.
7. Measurement of progress in which students have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students and individuals with exceptional needs. Data Source: SBE CA School Dashboard Local Indicators Self-	2020-2021: LCFF CA School Dashboard Self-Reflection Tool - Local Indicator 7 LCFF Local Indicator 7 narrative was presented to the CUSD Governing Board in June 2021. Report includes specific local measures, tools, summary of results, identified barriers, and	2021-2022: LCFF CA School Dashboard Self-Reflection Tool - Local Indicator 7 LCFF Local Indicator 7 narrative was presented to the CUSD Governing Board in June 2022. Report includes specific local measures, tools, summary of results,	2022-2023: LCFF CA School Dashboard Self-Reflection Tool - Local Indicator 7 LCFF Local Indicator 7 narrative was presented to the CUSD Governing Board in June 2023. The report included specific local measures, tools, summary of results,	2023-2024: Progress towards this metric will be determined during the spring semester and the update will be provided in the June LCAP local indicators report.	2023-2024: Present an annual narrative to the CUSD Governing Board noting progress in which students have access to, and are enrolled in, a broad course of study for grades 1-12.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Reflection Tool (Local Indicator #7 - A Broad Course of Study)	explains the actions CUSD will implement to ensure access to a broad course of study, especially for unduplicated students and individuals with exceptional needs.	identified barriers, and explains the actions CUSD will implement to ensure access to a broad course of study, especially for unduplicated students and individuals with exceptional needs.	identified barriers, and an explanation of the actions CUSD will implement to ensure access to a broad course of study, especially for unduplicated students and individuals with exceptional needs.		
8. Number of events for parents/guardians of English Learners	2020-2021: English Learners: On average, 12 English learner families attended ELAC/DELAC and monthly EL information meetings	2021-2022: English Learners: On average, 6 English learner families attended ELAC/DELAC meetings. Meetings were still held virtually with the exception of one meeting in June which will be held in-person.	2022-2023: English Learners: On average, 15 English learner families attended ELAC/DELAC meetings. All meetings were held in-person.	2023-2024: English Learners: Progress towards this metric will be determined during the spring semester.	2023-2024: Increase the average number of EL families attending ELAC/DELAC and monthly EL informational meetings by 50% annually (~6 additional families).
9. Measurement of progress in which parent/guardian participation in programs is promoted for unduplicated pupils and individuals with exceptional needs. Data Source: SBE CA School Dashboard Local Indicators Self-	2020-2021: LCFF CA School Dashboard Self-Reflection Tool - Local Indicator 3 LCFF Local Indicator 3 narrative was presented to the CUSD Governing Board in June 2021. Report includes	2021-2022: LCFF CA School Dashboard Self-Reflection Tool - Local Indicator 3 LCFF Local Indicator 3 narrative was presented to the CUSD Governing Board in June 2022. Report includes	2022-2023: LCFF CA School Dashboard Self-Reflection Tool - Local Indicator 3 LCFF Local Indicator 3 narrative was presented to the CUSD Governing Board in June 2023. The report included	2023-2024: Progress towards this metric will be determined in during the spring semester and the update will be provided in the June LCAP local indicators report.	2023-2024: Present an annual narrative to the CUSD Governing Board noting progress in which parent/guardian participation in programs is promoted for unduplicated pupils and individuals with exceptional needs.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Reflection Tool (Local Indicator #3 - Parent Engagement)	current strengths and progress in improving the engagement of underrepresented families, especially for unduplicated students and individuals with exceptional needs, in the areas of building relationships, building partnerships for student outcomes, and seeking input for decision making.	current strengths and progress in improving the engagement of underrepresented families, especially for unduplicated students and individuals with exceptional needs, in the areas of building relationships, building partnerships for student outcomes, and seeking input for decision making.	current strengths and progress in improving the engagement of underrepresented families, especially for unduplicated students and individuals with exceptional needs, in the areas of building relationships, building partnerships for student outcomes, and seeking input for decision making.		

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<p>Educational Partner Participation, Communication and Engagement</p> <p>Continue to hold required (ED Code) and local parent participation committee meetings including School Site Councils (SSC), District and site English Learner Advisory Committees (D/ELAC), District Parent Leadership Committee (PLC), District Military Local Partnership (M-LPC), South Bay SELPA Community Advisory Committee (CAC), and Parent Teacher Organizations. CMS and CHS will also continue to engage regularly with a Student Advisory group during the 2023-2024 school year.</p>	No	Fully Implemented	<p>Metric #1: Parent survey data participation counts - outcomes pending for the 2023-2024 school year</p> <p>Metric #2: Canvas (formerly Powerschool) usage data - outcomes pending for the 2023-2024 school year</p> <p>Metric #4: Required parent school participation - all school sites have a robust PTO; Sites with an EL count over 21 students has an ELAC; CUSD has a DELAC; CUSD participates in the</p>	<p>Portrait of a Graduate input opportunities (interviews, meetings, coalition events, Google forms)</p> <p>Meeting agendas and meeting notes</p> <p>Secondary student advisory groups at CMS and CHS</p> <p>Superintendent's student advisory committee (CMS and CHS)</p>	\$30,000.00	\$15,000

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Annual Surveys regarding LCAP Board goal areas will continue to be conducted to inform progress of District efforts, especially on communication. Surveys may include feedback from the following educational partners: parents/guardians, teachers, students, staff and community members.</p> <p>CUSD will continue to strive for 100% participation in TK-5 parent-teacher conferences at both Silver Strand and Village Elementary Schools.</p>			<p>SELPA CAC; CUSD has a parent leadership committee (PLC)</p> <p>Metric #5: Parent teacher conferences - outcomes pending for the 2023-2024 school year</p> <p>Metric #6: School site council participants create, analyze and approve each school plan for student achievement (SPSA) - each school site is currently in the process of convening their 2023-2024 SSC to review and collaboratively update the SPSA</p> <p>Metric #8: Number of events for parents/guardians of English learners - outcomes pending for the 2023-2024 school year</p>			
2.2	<p>Two-Way Communication Continue to utilize a variety of avenues to promote two-way communication with parents/guardians, students, staff, and the community. Enhance educational partner involvement via such methodologies as ThoughtExchange, site surveys, site and district forums, which encourage feedback on areas of celebration and areas of improvement. Continue to create activities, spaces and opportunities to connect with parents/guardians</p>	No	Fully Implemented	Metric #3: Building relationships between school staff and families, building partnerships for student outcomes, and seeking input for decision-making.	<p>Qualitative and Quantitative Data:</p> <p>District and school site weekly S'more newsletters</p> <p>PIO Communications</p> <p>Catapult Communications</p> <p>Forums and Workshops</p>	\$40,000.00	\$20,000

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>as partners in their child's education.</p> <p>CUSD and each school site will provide timely and informative communication to the CUSD community via email blasts, newsletters, etc.</p> <p>School sites and the District office will continue to engage in and provide timely and collaborative communication. Continue to improve communication through evaluating the effectiveness of communication from sites to District office, and from District office to sites.</p>				<p>Portrait of a Graduate input opportunities (interviews, meetings, coalition events, Google forms)</p> <p>Student Advisory Committees</p> <p>Parent Advisory Committees</p> <p>Budget Study Committee</p> <p>Keeping Students Safe Online Committee</p> <p>Safety Committee</p>		
2.3	<p>CUSD Website</p> <p>Professional learning related to the navigating and updating the new website content will continue to be provided to all staff who will be making these updates on an ongoing basis. CUSD will continue to provide support to staff related to the new website, website features and ongoing professional learning. CUSD will continue to update the website and weed through content that is no longer applicable.</p>	No	Fully Implemented	Goal 2 Communication: All metrics within the communication goal relate to the development and continued refinement of the CUSD Website.	<p>Website Training for Staff</p> <p>Website Development</p> <p>Website Revisions</p> <p>PIO</p>	\$410,000.00	\$196,364

Goal 3

Goal Description

Support: Maintain safe and supportive schools where students and staff thrive.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
1. Williams Facilities Inspection Tool (FIT)	2019-2020: 100% of CUSD schools received an overall "good" rating on the Facilities Inspection Tool (FIT)	2021-2022: 100% of CUSD schools received an overall "good" or "exemplary" status rating on the Facilities Inspection Tool (FIT).	2022-2023: 100% of CUSD schools received an overall "good" or "exemplary" status rating on the Facilities Inspection Tool (FIT).	2023-2024: 100% of CUSD schools received an overall "good" or "exemplary" status rating on the Facilities Inspection Tool (FIT).	2023-2024: Maintain, with understanding of Board philosophy of planned degradation of facilities due to budget constraints.
2. Required Safety Drills SSES: monthly VES: monthly CMS: 4 times a year CHS: 2 times a year	2019-2020: All schools held required safety drills.	2021-2022: All schools held the required safety drills.	2022-2023: All schools held the required safety drills.	2023-2024: To date, all schools are making progress with facilitating the required safety drills.	2023-2024: Maintain
3. CA Healthy Kids Survey (State required, locally reported; administered every 2 years)	Spring 2019 results: Participation Rate: Gr. 5: 62% Gr. 7: 94% Gr. 9: 91% Gr. 11: 91% School Connectedness: Gr. 5: 76% Gr. 7: 74% Gr. 9: 91% Gr. 11: 69%	Spring 2021 results: Participation Rate: Gr. 5: 78% Gr. 7: 77% Gr. 9: 91% Gr. 11: 50% School Connectedness: Gr. 5: 82% Gr. 7: 65% Gr. 9: 68% Gr. 11: 60%	Spring 2023 results: Participation Rate: Gr. 5: VES 45% and SSES 97% Gr. 7: 92% Gr. 9: 91% Gr. 11: 84% School Connectedness: Gr. 5: VES 81% and SSES 88% Gr. 7: 68% Gr. 9: 68%	2023-2024: The CA Healthy Kids Survey is administered every 2 years. The next administration will be spring 2025.	2023-2024: Improve +2% over the 2021 baseline. Use results from CUSD student surveys related to safety and learning to inform action steps related to student safety and social/emotional supports. Increase student participation rate on surveys by 2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<p>Caring Adult Relationships Gr. 5: 75% Gr. 7: 72% Gr. 9: 68% Gr. 11: 73%</p> <p>Feel Safe at School Gr. 5: 87% Gr. 7: 75% Gr. 9: 78% Gr. 11: 81%</p>	<p>Caring Adult Relationships Gr. 5: 79% Gr. 7: 63% Gr. 9: 59% Gr. 11: 60%</p> <p>Feel Safe at School Gr. 5: 95% Gr. 7: 81% Gr. 9: 83% Gr. 11: 76%</p>	<p>Gr. 11: 67%</p> <p>Caring Adult Relationships Gr. 5: VES 75% and SSES 93% Gr. 7: 73% Gr. 9: 63% Gr. 11: 68%</p> <p>Feel Safe at School Gr. 5: VES 87% and SSES 82% Gr. 7: 73% Gr. 9: 79% Gr. 11: 77%</p>		over the previous year's results.
4. Number of Existing Academic Intervention Sections and Services: % FTE dedicated to Intervention	<p>CHS (Credit Recovery, Math Support, Palm, ELD): 11 Sections CMS (Math Support, Literacy Lab, ELD): 3 sections SSES: 2.37% FTE for academic support and ELD VES: 2.6% FTE for academic support and ELD</p>	<p>2021-2022 School Year: CHS (Credit Recovery, Math Support, Palm, ELD): 10 Sections CMS (Math Support, Literacy Lab, ELD): 3 sections SSES: 2.1% FTE for academic support and ELD VES: 1.5% FTE for academic support and ELD</p>	<p>2022-2023 School Year: CHS (Credit Recovery, Math Support, Palm, ELD): 9 Sections CMS (Math Support, Literacy Lab, ELD): 3 sections SSES: 2.6% FTE for academic support and ELD VES: 2.0% FTE for academic support and ELD</p>	<p>2023-2024 School Year: CHS (Credit Recovery, Math Support, Palm, ELD): 9 Sections CMS (Math Support, Literacy Lab, ELD): 5 sections SSES: 2.6% FTE for academic support and ELD VES: 2.0% FTE for academic support and ELD</p>	<p>2023-2024: Based on student need, maintain or adjust the number of sections at CHS (Credit Recovery, Math Support, Palm, ELD). Based on student need, maintain or adjust the number of sections at CMS (Math Support, Literacy Lab, ELD). Based on student need, maintain or adjust the %FTE at SSES.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
					<p>Based on student need, maintain or adjust the %FTE at VES.</p> <p>Using data from the previous year, evaluate expense and effectiveness of academic interventions.</p> <p>Evaluation will inform restructuring intervention sections and services based on individual need.</p>
5. P2 Attendance Rate (annually in April)	The 2019-2020 P2 attendance rate is 96.39%	The 2021-2022 P2 attendance rate is 91.64%	The 2022-2023 P2 attendance rate is 94.72%	The 2023-2024 P2 attendance rate will be updated in spring 2024.	2023-2024: Increase 0.5% over the previous year.
6. Chronic Absenteeism Rate	As of spring 2020 P2 (April), the chronic absenteeism rate for CUSD is 5%, a decrease of 3.12% over spring 2019 P2. CHS: 6.5% (-8.23%) CMS: 3.4% (-2.2%) SSES: 5.6% (+2.37%) VES: 4.3% (+1.15%)	As of spring 2021 P2 (April), the chronic absenteeism rate for CUSD was 1.98%, a decrease of 3.02% over spring 2020 P2. CHS: 1.45% (-5.05%) CMS: 1.53% (-1.87%) SSES: 2.91% (-2.69%) VES: 2.85% (-1.45%)	As of spring 2023 P2 (April), the chronic absenteeism rate for CUSD is 24.2%, a decrease of 1.8% over spring 2022 P2. CHS: 35.7% (-0.9%) CMS: 26.1% (-5.9%) SSES: 13.8% (-2.2%) VES: 11.6% (+1.2%)	The 2023-2024 P2 attendance rate will be updated in spring 2024. The 2023 CA School Dashboard Chronic Absenteeism Indicator for CUSD was in the "orange" category with 10.7% of students in grades K-8 chronically	2023-2024: Decrease chronic absenteeism overall and at each site by 1% over the previous year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		As of spring 2022 P2 (April), the chronic absenteeism rate for CUSD is 26%, an increase of 24.02% over spring 2021 P2. CHS: 36.6% (+35.15%) CMS: 32% (+30.47%) SSES: 16% (+13.09%) VES: 10.4% (+7.55%)		absent. In comparison with the 2022 Dashboard, CUSD reported in the "maintained" category at 0.4%. The following student groups were in the "orange" performance level: Hispanic, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities and White. One student group, English Learners, was in the "yellow" performance level.	
7. Suspensions and Expulsions	2019-2020: 1.1% of students were suspended; there were no expulsions.	2020-2021: 0.1% of students were suspended; there were no expulsions.	2021-2022: 0.5% of students were suspended (0.2% out of school and 0.3% in school); there were no expulsions.	2022-2023: 3.14% of students were suspended (1.14% out of school = 32 students and 2.0% in school = 56 students); there is 1 expulsion (0.2%)	2023-2024: Decrease suspensions overall and at each site by 0.5% over the previous year. Maintain an expulsion rate of 0%.
8. Dropout Counts	2019-2020 Dropout Counts: CHS: 13 students CMS: 6 students	2020-2021 Dropout Counts: CHS: 16 students CMS: 24 students (Corrected - Based on CALPADS data)	2021-2022 Dropout Counts: CHS: 12 students CMS: 15 students	2022-2023 Dropout Counts: CHS: 2 students CMS: 4 students	2023-2024: Reduce the dropout counts at each secondary school site by 25%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
9. % FTE and Type of Counseling Services	2019-2020: Guidance Counselors: 1.0 @ CMS; 3.0 @ CHS Clinical Counselors: 3.5 Educationally Related Mental Health (ERMHs) Professionals: 1.58 Military Family Life Counselors: 5.0	2020-2021: Guidance Counselors: 1.0 @ CMS; 3.0 @ CHS Clinical Counselors: 3.5 Educationally Related Mental Health (ERMHs) Professionals: 1.58 Military Family Life Counselors: 5.0 2021-2022: Guidance Counselors: 1.0 @ CMS; 3.0 @ CHS Clinical Counselors: 5.5 Educationally Related Mental Health (ERMHs) Professionals: 1.75 Military Family Life Counselors: 5.0	2022-2023: Guidance Counselors: 1.0 @ CMS; 3.0 @ CHS Head Counselor at CHS: 1.0 Clinical Counselors: 7.0 Educationally Related Mental Health (ERMHs) Professionals: 1.80 Military Family Life Counselors: 5.0	2023-2024: Guidance Counselors: 1.0 @ CMS; 3.0 @ CHS Head Counselor at CHS: 1.0 Clinical Counselors: 6.0 Educationally Related Mental Health (ERMHs) Professionals: 1.80 Military Family Life Counselors: 4.0	2023-2024: Maintain
10. Staff School Climate Survey (LCFF Priority 6c)	N/A	N/A	Baseline CA Healthy Kids Survey Spring 2023 Staff Survey Results (% Strongly Agree) Participation Rate: Silver Strand Elementary School (SSES): 26 Staff Members	2023-2024: The CA Healthy Kids Survey - Staff Survey is administered every 2 years. The next administration will be spring 2025.	2023-2024: Improve +2% over the 2022-2023 baseline. Use results from CUSD staff surveys related to safety and learning to inform action steps related to student safety and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			<p>Village Elementary School (VES): 24 Staff Members Coronado Middle School (CMS): 38 Staff Members Coronado High School (CHS): 52 Staff Members</p> <p>School Connectedness - Staff Perception of Student Caring Adult Relationships SSES: 40% VES: 33% CMS: 61% CHS: 55%</p> <p>School Safety - Staff Perception of Student Safety SSES: 54% VES: 22% CMS: 58% CHS: 41%</p>		<p>social/emotional supports. Increase staff participation rate on surveys by 2% over the previous year's results.</p>
11. Parent/Guardian School Climate Survey (LCFF Priority 6c)	N/A	N/A	Baseline CA Healthy Kids Survey Spring 2023 Parent/Guardian Survey Results (% Strongly Agree): Participation Rate: Silver Strand Elementary School	2023-2024: The CA Healthy Kids Survey - Parent/Guardian Survey is administered every 2 years. The next administration will be spring 2025.	2023-2024: Improve +2% over the 2022-2023 baseline. Use results from CUSD staff surveys related to safety and learning to inform action steps related to

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			<p>(SSES): 37 Parent/Guardian Respondents Village Elementary School (VES): 60 Parent/Guardian Respondents Coronado Middle School (CMS): 38 Parent/Guardian Respondents Coronado High School (CHS): 75 Parent/Guardian Respondents</p> <p>School Connectedness - Parent/Guardian Perception of Student Caring Adult Relationships SSES: 53% VES: 35% CMS: 34% CHS: 43%</p> <p>School Safety - Parent/Guardian Perception of Student Safety SSES: 47% VES: 25% CMS: 42% CHS: 37%</p>		<p>student safety and social/emotional supports. Increase staff participation rate on surveys by 2% over the previous year's results.</p>

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	<p>Safe and Clean Facilities for Students and Staff Working collaboratively with the CUSD Maintenance and Operations Department, CUSD will provide safe and clean facilities for students and staff. CUSD will continue to take recommendations from the Maintenance and Operations Department to improve top tier identified facilities through 2024.</p>	No	Fully Implemented	<p>Metric #1: Williams Facilities Inspection Tool (FIT) - 100% of CUSD schools received an overall "good" or "exemplary" status rating on the Facilities Tool (FIT) in 2023-2024.</p> <p>Metric #2: To date, all schools are making progress with facilitating the required safety drills.</p> <p>Metric #3: The CA Healthy Kids Survey provides feedback from students, parents and staff related to school safety and connectedness.</p>	CUSD continues to work collaboratively to ensure that there are safe and clean facilities for all staff and students. CUSD continues to make improvements to school facilities based on feedback and inspections.	\$2,200,000.00	\$1,000,000
3.2	<p>School Site Safety Plans All school sites will annually update safety plans using the adopted CA template and follow the requirements therein. Based on learnings from the previous school year, site safety plans will be revised/updated and staff will participate in safety training and update site-specific protocols as necessary.</p>	No	Fully Implemented	<p>Metric #2: To date, all schools are making progress with facilitating the required safety drills.</p>	<p>CUSD participated in a safety audit of all facilities throughout the district and received recommendations for each school site and the district office relative to improving the safety of our facilities and safety plans.</p> <p>Each school site is currently making updates to their safety plan and the district is prioritizing recommendations from the safety audit.</p>	\$60,000.00	\$40,000

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.3	<p>Multi-Tiered System of Supports Through data-driven decision making, CUSD will provide intervention and enrichment services that support the needs of all learners, especially in ELA and mathematics, and particularly for identified unduplicated pupils. Use of LCFF Supplemental Funds will support unduplicated populations and their needs. Special attention will be given to the following key actions:</p> <ol style="list-style-type: none"> 1. Continue to work with the MTSS and Special Education Committee at each school site to further develop and refine a system for MTSS, with special focus on the behavioral and academic tiers of support. 2. Support appropriate inclusion at all school sites for identified students. 3. Implement and refine a balanced assessment system at all school levels, continue to use interim/benchmark assessments, and continue to use assessment data formatively to provide targeted interventions and resources to individual students. 4. Provide training and access for teachers and related staff on academic data systems (CA School Dashboard, Renaissance (Illuminate DnA and Educlimber), CAASPP, SEIS, Canvas, Synergy) and supplemental instructional technology resources (i.e.: Edmentum (Courseware), Raz Kids, IXL, Discovery Education, Formative, etc.). 5. Professional learning opportunities for teachers and classified staff on creating inclusive 	Yes	Fully Implemented	<p>Metric #3: The CA Healthy Kids Survey provides feedback from students, parents and staff related to school safety and connectedness.</p> <p>Metric #4: CUSD allocates FTE to support tier II interventions at school sites.</p> <p>Metric #9: CUSD allocates FTE to support counseling services.</p> <p>Metric #10: CUSD facilitated the staff school climate survey. (spring 2022) It is facilitated every two years.</p>	<p>CUSD continues to work collaboratively through the MTSS Committee and the Special Education Committee to further develop and refine tiered supports for all students.</p> <p>CUSD is provided professional learning to all special educators and co-teachers, including time for teaching partners to plan and collaborate.</p> <p>CUSD has provided training for educators on local assessment measures, including refining the assessment calendars to reflect a balanced assessment system.</p> <p>CUSD is providing training and access to educators on data and assessments systems through the Renaissance portal and other assessment applications that are in use.</p> <p>The Human Resources Department facilitated a staff wellness and benefits survey.</p>	\$319,691.00	\$165,314

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>experiences such as Universal Design for Learning, effective co-teaching, and MTSS supports.</p> <p>6. Continue to provide mental health and wellness supports to staff and students through CUSD programs and community partnerships (i.e.: Care Solace, VEBA resources, Employee Assistance Program, Coronado SAFE Harbor, MFLCs, etc.) and continue to develop a system/structure for gathering feedback from students, staff and families relative to monitoring mental health and wellness, and ability to access CUSD provided resources (i.e.: CHKS, ThoughtExchange, Staff Meetings, individual school site Student Wellness checks, etc.).</p>						
3.4	<p>Social Emotional Learning</p> <p>CUSD will continue to build capacity at each school site to improve SEL interventions, decrease number of suspension/expulsions (especially for students with disabilities, socio-economically disadvantaged students, English learners, Hispanic or Latino students and students of two or more races), and support and also deepen understanding and implementation of the following:</p> <ol style="list-style-type: none"> 1. Positive Behavior Interventions and Supports (PBIS) 2. Restorative Justice Practices 3. Clubs and organizations promoting positive school climate 	Yes	Fully Implemented	<p>Metric #3: CA Healthy Kids Survey provides feedback from students, parents and staff related to school safety, behavior and mental health / wellness.</p> <p>Metric #9: % FTE and Types of Counseling Services -2023-2024: Guidance Counselors: 1.0 @ CMS; 3.0 @ CHS Head Counselor at CHS: 1.0 Clinical Counselors: 6.0</p>	<p>CUSD continues to work collaboratively through the MTSS Committee and the Special Education Committee to further develop and refine tiered supports for all students, including PBIS.</p> <p>CMS is piloting a Social-Emotional-Behavioral wellness screener.</p> <p>The Student Services Department continues to work with counselors at every school site to</p>	\$170,000.00	\$77,273

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>4. Training for all counselors and support staff related to suicide prevention</p> <p>5. Support unduplicated students through coordinated services meetings to determine needs, supports, and transition; in addition to individual check-ins for each family</p>			<p>Educationally Related Mental Health (ERMHs) Professionals: 1.80</p> <p>Military Family Life Counselors: 4.0</p>	<p>coordinate services and ensure the needs of individual students are being met.</p> <p>CMS and CHS are utilizing time during the advisory and homeroom periods to provide students with information and resources related to mental health and wellness.</p>		
3.5	<p>Student Engagement & Dropout Prevention</p> <p>Improve CUSD attendance and chronic absenteeism rates for all students.</p> <p>1. Ensure all site attendance is accurately reported daily into Synergy.</p> <p>2. Ensure all site attendance clerks and identified site administrators notify parents on a weekly basis of absences, including providing official CUSD absence threshold letters to parents on a timely basis.</p> <p>3. Ensure all sites promote and/or incentivize positive attendance.</p> <p>4. Ensure all sites hold appropriate SART and SARB meetings for students whose attendance reaches appropriate thresholds.</p> <p>5. Enhance the process of identifying and supporting chronically absent students.</p> <p>6. Continue to utilize counseling support in early identification of middle and high school student potential dropouts and identify students who may benefit from targeted intervention support to meet graduation requirements.</p>	No	Fully Implemented	<p>Metric #6: Chronic Absenteeism Rate -The 2023-2024 P2 attendance rate will be updated in spring 2024. The 2023 CA School Dashboard Chronic Absenteeism Indicator for CUSD was in the "orange" category with 10.7% of students in grades K-8 chronically absent. In comparison with the 2022 Dashboard, CUSD reported in the "maintained" category at 0.4%. The following student groups were in the "orange" performance level: Hispanic, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities and White. One student group, English Learners, was in the "yellow" performance level.</p>	<p>While CUSD has experienced an increase in chronic absenteeism rates as a result of COVID and other health-related illnesses, CUSD has made progress in streamlining attendance protocols, reporting, communications and student interventions/supports.</p>	\$430,000.00	\$195,455

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Metric #8: Dropout Counts -2022-2023 Dropout Counts: CHS: 2 students CMS: 4 students			
3.6	<p>Counseling Services CUSD will provide clear communication related to the structure of the continuum of services, ranging from community partnerships, guidance counseling, clinical counseling and ERMHS.</p> <p>1. Clinical Counselors and Educational Related Mental Health (ERMHS) Counselors will provide classroom/staff presentations, individual counseling, walk-in counseling, risk management services, parent/guardian consultation, and group counseling. They will review ongoing data collection from these programs to provide formative analysis of student social emotional needs across the district. As a result of this analysis, data driven decisions will be made ensuring the appropriateness of support. A Risk Management Team (RMT) for each site will be identified at the beginning of each school year, and a continuum of counseling services and supports will be followed for each site. The RMT will follow the continuum of counseling services to provide student support.</p> <p>2. Social emotional needs of students will be addressed through targeted collaboration between district departments, counselors, the CUSD School Liaison Officer for Navy Region Southwest, CUSD</p>	No	Fully Implemented	Metric #9: % FTE and Types of Counseling Services 2023-2024: Guidance Counselors: 1.0 @ CMS; 3.0 @ CHS Head Counselor at CHS: 1.0 Clinical Counselors: 6.0 Educationally Related Mental Health (ERMHS) Professionals: 1.80 Military Family Life Counselors: 4.0	CUSD has continued to refine the structure of counseling services and streamline communication to staff, students and families regarding counseling supports.	\$1,220,000.00	\$554,545

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Military Life Consultants (MFLCs), Coronado SAFE, and the CUSD Resource Officer from the Coronado Police Department.</p> <p>3. Information on available local services for supporting staff will be offered by the Human Resources Department.</p> <p>4. Continued training and support related to character development and social emotional learning programs for all students will be provided to staff, including the Triton 3, Harmony and other campus clubs and organizations promoting positive school culture.</p>						
3.7	<p>Equity, Diversity and Inclusion Review recommendations made from the 2022-2023 MTSS Committee and develop an action plan. Provide annual professional learning for all staff for the CUSD Discipline Action Guide. Build capacity of staff to address issues of equity, diversity and inclusion and implement strategies at each site. Build capacity by ensuring that site MTSS committee members regularly inform and provide professional learning for the rest of their site staff.</p>	No	Partially Implemented	Metric #3: The CA Healthy Kids Survey provides feedback from students, parents and staff related to school safety and connectedness.	Using recommendations from the 2022-2023 MTSS Committee, CUSD is focusing MTSS committee work this school year on PBIS, SEL, data analysis and academic tiers of supports, including universal design for learning.	\$25,000.00	\$15,000

