



**2021-22 Local Control Accountability Plan (LCAP)
Actions & Services Mid-Year Report**

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Goal 1

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

Rationale

The development of this goal intentionally maintains and seeks to further refine the articulation and alignment of the three CUSD Governing Board goals and the three goals within each school site's SPSA: Learning, Communication and Support. Alignment of our overarching goals is critical in ensuring that stakeholders understand the goals and how they articulate up and down the entire CUSD system. This goal is directly aligned to the work we are doing and the feedback we are receiving from our stakeholders related to improving student achievement for all students and providing more opportunities for students to be prepared for college and career. The state priorities addressed by this goal are priorities 1, 2, 4, 5, 7 and 8. The Learning goal in particular continues to remain relevant and further defined within this plan as a result of the following:

1. Improving academic achievement for all students
2. CUSD focus on college and career readiness through articulated pathways, increase in CTE and dual enrollment opportunities, changing school structures and systems to support flexibility for personalized learning and student schedules and provide opportunities for exploration, acceleration and remediation
3. Continued professional development for certificated and classified staff, with a special focus on the sustainability through the fidelity of the implementation of research-based instructional practices
4. Continued focus on improving the academic achievement of CUSD English learners, RFEP students, socioeconomically disadvantaged students, Hispanic or Latino students and students with disabilities.

The data provided below reflects the 2019 CA School Dashboard. An updated Dashboard will be released in February, with limited data available as a result of the pandemic.

Furthermore, the development of this goal was directly influenced by current CUSD student achievement data, highlighting the need to improve academic achievement for all students and all subgroups.

- Per the CA School Dashboard 2018-2019 data, students who are Socioeconomically Disadvantaged (n=186), Students with Disabilities (n=217), and English Learners (n=85) are either not performing at mastery level in English language arts or mathematics or whose performance has declined:
- In spring 2019, the ELA performance of Students with Disabilities (n=217) was 15.1 points below level 3; performance levels were maintained by 1.0 points (orange status).
- In spring 2019, the ELA performance of Socioeconomically Disadvantaged Students (n=186) was 38.4 points above level 3; performance levels did increase for the second consecutive year by 5.4 points (green status).
- In spring 2019, the ELA performance of English Learners (n=85) was 6.0 points above level 3; performance levels were increased by 16.1 points (green status).
- In spring 2019, the mathematics performance of Students with Disabilities (n=216) was 40.1 points below level 3; performance levels were maintained by 0.3 points (orange status).
- In spring 2019, the mathematics performance of Socioeconomically Disadvantaged Students (n=185) was 0.5 points below level 3; performance levels decreased by 4.0 points (yellow status).
- In spring 2019, the mathematics performance of English Learners (n=84) was 7.3 points below level 3; performance levels increased by 14.8 points (green status).

Graduation Rate:

- Per CA School Dashboard 2018-2019 data, the graduation rate for all students increased by 2.4%, reaching a "blue" status of 95.4%. Additionally, the graduation rate for Socioeconomically Disadvantaged students increased by 19.2%, reaching a "blue" status of 97.0%.

The College Career Indicator also influenced the development of this goal and the corresponding metrics and actions. 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)

Socioeconomically Disadvantaged = 66.7% (n=33)

Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
2	<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>January 2022: CUSD has adopted new instructional materials in science, social science and world language. Professional learning related to these adoptions is being provided. CUSD will update the Local Indicators in June with the adoption of the 2022-2023 LCAP.</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>
1	<p>2. All students will have standards aligned instructional materials, as measured by annual inventory, Williams Sufficiency evaluation. Sufficiency will include device and internet access at home for digital instructional materials and learning management system access.</p>	<p>2019-2020: Maintain baseline. Williams sufficiency was met at 100%. In 2020, CUSD implemented a revised process of ensuring access to device and internet at home. CUSD distributed approximately 503 devices to students and issued mobile hotspots to families upon request.</p>	<p>January 2022: CUSD continues to maintain the baseline, meeting Williams sufficiency with 100%.</p>	<p>2023-2024: Maintain baseline.</p>
1	<p>3. 100% of CUSD teachers will be appropriately credentialed and assigned.</p>	<p>2020-2021: Maintain baseline. 100% of teachers in 2020-2021 were appropriately credentialed and assigned per internal audit.</p>	<p>January 2022: CUSD continues to maintain the baseline, with 100% of teachers currently being appropriately credentialed and assigned per internal audit.</p>	<p>2023-2024: Maintain baseline.</p>

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4	4.Academic Achievement in ELA	<p>Per Spring 2019 SBAC:</p> <p>Overall Student Achievement in grades 3-8, 11: SBAC ELA 78% of students met or exceeded standards.</p> <p>Subgroups, met/exceeded standards: Socio-economically Disadvantaged: 67% Students with Disabilities: 45% Two or More Races: 78% Hispanic or Latino: 70% EL: 36% RFEP: 70% Military: 78%</p> <p>Other subgroups of need may be identified based on previous year's performance.</p>	<p>Per Spring 2021 SBAC:</p> <p>Overall Student Achievement in grades 3-8, 11: SBAC ELA 77% of students met or exceeded standards.</p> <p>Subgroups, met/exceeded standards: Socio-economically Disadvantaged: 66% Students with Disabilities: 39% Two or More Races: 81% Hispanic or Latino: 69% EL: 54% RFEP: 76% Military: 79%</p>	<p>2023-2024:</p> <p>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,</p>
4	5. Academic Achievement in Math	<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: Socio-economically Disadvantaged: 48% Students with Disabilities: 38% Two or More Races: 69% Hispanic or Latino: 56% EL: 37%</p>	<p>Per Spring 2021 SBAC:</p> <p>Overall Student Achievement in grades 3-8, 11: SBAC Math 66% of students met or exceeded standards.</p> <p>Subgroups, met/exceeded standards: Socio-economically Disadvantaged: 46% Students with Disabilities: 30% Two or More Races: 68% Hispanic or Latino: 51% EL: 42%</p>	<p>2023-2024:</p> <p>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>

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		<p>RFEP: 60% Military: 69%</p> <p>Other subgroups of need may be identified based on previous year's performance.</p>	<p>RFEP: 58% Military: 68%</p>	
4	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% Students with Disabilities: 27% Two or More Races: 69% Hispanic or Latino: 44% EL: 11% RFEP: 41% Military: 65%</p> <p>Other subgroups of need may be identified based on previous year's performance.</p>	<p>Per Spring 2021 CAST:</p> <p>Overall Student Achievement in grades 5, 8, and 11: CAST Science 54% of students met or exceeded standards.</p> <p>Subgroups, met/exceeded standards:</p> <p>Socio-economically Disadvantaged: 47% Students with Disabilities: 22% Two or More Races: 56% Hispanic or Latino: 47% EL: N/A (fewer than 10 students tested) RFEP: 47% Military: 64%</p> <p>It is important to note the CAST was not facilitated with grade 5 during the spring 2021 administration.</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>
4	7. Local ELA and Math Achievement Metrics	<p>2020-2021:</p> <p>ELA Grades K-5 percentage of students meeting standards on</p>	<p>Fall 2021:</p> <p>ELA Grades K-5 percentage of students meeting standards on</p>	<p>2023-2024:</p> <p>The percentage of students in grades K-5 meeting standards in ELA will increase by 3%</p>

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		<p>the Benchmark Advance Interim 3 Assessment: K = 75% 1 = 80% 2 = 71% 3 = 71% 4 = 60% 5 = 38%</p> <p>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% 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>the Benchmark Advance Interim 2 Assessment: K = 50% 1 = 42% 2 = 34% 3 = 35% 4 = 51% 5 = 51%</p> <p>Math Grades K-5 percentage of students meeting or approaching standards on the Bridges in Mathematics Number Corner Check-Up 1 from October 2021: K = 93% 1 = 77% 2 = 83% 3 = 76% 4 = 71% 5 = 65%</p> <p>GPA comparisons in English and Mathematics courses at CMS and CHS will be provided in the June 2022 LCAP.</p>	<p>(~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).</p>
4	8. Preliminary Scholastic Aptitude Test (PSAT)	October 2019 % of students meeting benchmarks	October 2021 % of students meeting benchmarks	2023-2024:

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		English/Reading/Writing (ERW) and Math: Gr 9: 68%; 43% Gr 10: 79%; 64% Gr 11: 82%; 67%	English/Reading/Writing (ERW) and Math: Gr 9: 64%; 36% Gr 10: 82%; 59% Gr. 11: 80%; 57%	The overall percentage of 9, 10, 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.
5	9. Graduation Rate	2019-2020 4-year cohort graduation rate was 93.7%	2020-2021 4-year cohort graduation rate was 97.1%	2023-2024: The 4-year cohort graduation rate will increase by 3% (~1% per year).
7	10. UC A-G Rate	63.8% in 2019-2020	59.8% in 2020-2021 48.0% in 2021-2022	2023-2024: The UC A-G rate will increase by 6%. (~2% per year)
7	11. AP Participation and AP Pass Rates	74% participation rate in 2019-2020 with a pass rate of 87%. 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 AP exam at any point during high school.	2023-2024: The participation rate will increase by 5% and the pass rate will increase by 3%.
7	12. CTE Participation and Achievement	The percent of students (unduplicated n=676/1127) who participated in CTE courses in 2019-2020 was 60%. The percent of students who received a "C" or better in	The percent of students (unduplicated n=494/1110) who participated in CTE courses in 2020-2021 was 44.5%. The percent of students who received a "C" or better in	2023-2024: 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

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		capstone CTE courses in 2019-2020 was 100% (n=231/231).	capstone CTE courses in 2020-2021 was 98.5% (n=200/203). There were 475 students taking a CTE course during fall 2021 term 1 at CHS.	capstone CTE course will be maintained.
4	13. Early Admission Program (EAP; based on SBAC scores for grade 11)	Per Spring 2019 SBAC: 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%. 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%.	Per Spring 2021 SBAC: 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%. 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%	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.
2	14. Student and Teacher Digital Literacy	Baseline will be determined during the 2021-2022 school year.	January 2022: Baseline data will be reported in the June 2022-2023 LCAP.	2023-2024: Plan has been completed and a timeline for initial implementation has been developed.
2	15. Professional Learning	Baseline: Current school site staff qualitative feedback and professional learning surveys.	January 2022: Staff qualitative feedback and professional learning surveys have been conducted related to site-specific professional	2023-2024: TBD based on previous year's efforts and the change in the professional learning structures.

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			learning and will continue to be conducted through the rest of the school year. Results are continually used to personalize learning experiences for CUSD staff.	
4	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%	January 2022: The PFT has been postponed since the spring 2019 administration as a result of the pandemic. CUSD will be facilitating the PFT between February 2022 - May 2022 and will be required to report only participation rates to CDE.	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%
4	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) Socioeconomically Disadvantaged = 66.7% (n=33)	January 2022: An updated CA School Dashboard College and Career Indicator has not yet been released by the California Department of Education since the 2019 dashboard. CDE will be releasing an updated dashboard in early spring. This data will be included in the 2022-2023 June LCAP.	2023-2024: 70% of our graduating seniors overall will be deemed "Prepared" for college/career via CCI state measures, including student groups.
7	18. Discrete VAPA Instruction	2019-2020 Discrete VAPA Instruction: CHS Discrete Arts Enrollment: 64.7% of students are enrolled	2020-2021 Discrete VAPA Instruction: CHS Discrete Arts Enrollment: 64.1% of students are enrolled	2023-2024: The overall secondary CUSD discrete arts enrollment will increase by 3% (~1% per year).

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		<p>in the arts (baseline - 730/school enrollment 1,127)</p> <p>CMS Discrete Arts Enrollment: 51.7% of students are enrolled in the arts (baseline - 408/789 school enrollment)</p> <p>(per CUSD Strategic Arts Plan)</p>	<p>in the arts (baseline - 712/school enrollment 1,110)</p> <p>CMS Discrete Arts Enrollment: 52.6% of students are enrolled in the arts (baseline - 353/671 school enrollment)</p>	
4	19. English Learners Annual progress on becoming English Proficient	<p>2019 CA School Dashboard ELPI Indicator: 60.5% English learners are making progress toward English Language Proficiency</p> <p>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</p>	<p>January 2022: An updated CA School Dashboard ELPI Indicator has not yet been released by the California Department of Education since the 2019 dashboard. CDE will be releasing an updated dashboard in early spring. This data will be included in the 2022-2023 June LCAP.</p>	<p>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.</p>
4	20. EL Reclassification Rate	<p>EL Reclassification rate for 2019-2020 was 9%, an 8% decrease compared to the 2018-2019 reclassification rate of 17%.</p>	<p>EL Reclassification rate for 2020-2021 was 13%, an increase of 4%.</p>	<p>2023-2024: The reclassification rate for English learner students will increase by 3% (~1% per year).</p>
4	21. Long-term English Learner count	<p>In 2019-2020, there were 3 students meeting the criteria for</p>	<p>In 2020-2021, there were 15 students meeting the criteria for</p>	<p>2023-2024:</p>

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		long-term English learner (LTEL).	long-term English learner (LTEL). This increased from the prior year, largely due to the inability to use 2019 ELPAC scores to reclassify students as a result of the pandemic, and new students enrolling in CUSD schools.	CUSD will maintain a low number of LTEL, keeping the number under 10 students who are classified as LTELs.
2	22. Programs and services enabling English Learners to make progress towards gaining academic content knowledge and English language proficiency	In 2020-2021, an audit of school site master schedules showed that 100% of English learners were strategically placed and receiving designated and integrated ELD instruction in addition to daily access to the CCSS.	January 2022: An internal audit of current school site master schedules show that 100% of English learners have been strategically placed and are receiving designated and integrated ELD instruction in addition to daily access to the CCSS.	2023-2024: CUSD will annually audit the master schedule and EL student course placement in order to maintain the percentage of EL receiving designated and integrated ELD instruction in addition to daily access to the CCSS.

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.1	Standards-Aligned Core Curriculum, Assessment and High Quality Instruction 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	July 1, 2021 through January 31, 2022	No	LCFF \$18,091,732 Other State \$2,000,690 Local \$6,990,318 Federal \$1,946,659	LCFF \$3,684,556 Other State \$2,313,678 Local \$157,282 Federal \$172,284	\$35,357,199	\$18,862,727

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	<p>Education, Science, Arts Education, and World Languages.</p> <ol style="list-style-type: none"> 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. 2. Standards-aligned core curriculum, assessment and high quality instruction will contribute to increases in student engagement and achievement. 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 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. 5. CUSD and school sites will ensure that all students are receiving high quality instruction in a safe and inclusive learning environment that supports 						

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	<p>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 development 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 Community College), State Seal of Biliteracy (SSB) 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.</p>	July 1, 2021 through January 31, 2022	No	<p>LCFF \$399,824</p> <p>Other State \$160,457</p> <p>Local \$156,540</p> <p>Federal \$225,861</p>	<p>LCFF \$875</p> <p>Other State \$35,393</p> <p>Local \$93,460</p> <p>Federal \$37,664</p>	\$1,100,074	\$517,035

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	CUSD will develop 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.								
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 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</p>	July 1, 2021 through January 31, 2022	Yes	LCFF	\$205,000	LCFF	\$40,000	\$245,000	\$110,250

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	<p>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 instructional assistants, continued professional learning for teachers and 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>								
1.4	<p>Academic Achievement Improve performance in English language arts (ELA) and mathematics for all identified students,</p>	July 1, 2021 through January 31, 2022	Yes	LCFF	\$140,000	LCFF	\$40,000	\$180,000	\$84,600

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	including unduplicated student groups. Continue to assign one ELD/ELA TOSA and one Math/Science TOSA 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.						
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. Continue to assign one Educational	July 1, 2021 through January 31, 2022	No	LCFF \$544,942	LCFF \$190,759 Other State \$137,600	\$873,301	\$410,451

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	Technology TOSA to work with CMS, CHS and district-wide technology initiatives and programs. 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.								
1.6	Systematic Data Analysis Staff will receive professional learning on the data analytics system Illuminate Ed. Staff will also receive refresher professional learning on the Student Information System (Synergy) and the Learning Management System (PowerSchool).	July 1, 2021 through January 31, 2022	No	LCFF	\$50,000	LCFF	\$50,000	\$100,000	\$40,000
1.7	Professional Learning Professional learning will be provided to CUSD certificated and classified staff to ensure implementation of CA State Standards and Frameworks, adopted	July 1, 2021 through January 31, 2022	No	LCFF Federal	\$500,000 \$305,364	LCFF	\$50,000	\$855,364	\$402,021

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	<p>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 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 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 (including CAASPP Interims) 3. MTSS: PBIS, restorative practices, Sanford Harmony, Beyond SST, Thrively, SEL, building learning communities, and academic tiered resources and strategies 4. Academically-related training will include paraprofessionals when 						

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	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							1.8	Recruit and Retain Highly Qualified Staff 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	July 1, 2021 through January 31, 2022	No	LCFF	\$500,000	LCFF	\$50,000	\$550,000	\$258,500

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	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.						

Goal 2

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

Rationale

The development of this goal intentionally maintains and seeks to further refine the articulation and alignment of the three CUSD Governing Board goals and the three goals within each school site's SPSA: Learning, Communication and Support. Alignment of our overarching goals is critical in ensuring that stakeholders understand the goals and how they articulate up and down the entire CUSD system. This goal is directly aligned to the work we are doing and the feedback we are receiving from our stakeholders related to improving and streamlining 2-way communication between school sites, district office and stakeholders. The state priorities addressed by this goal are priorities 3, 6, and 7. The Communication goal in particular continues to remain relevant and further defined within this plan as a result of the following:

1. Importance of parents as partners in the educational experience of all CUSD students.
2. Improve equitable access to all CUSD stakeholder communications and resources.
3. Continue to be responsive to needs of all stakeholders relative to timely communication, collaborative problem solving, and improving communication and relationships with all stakeholders.
4. Improve communications and equitable opportunities for involvement for students and families within special populations, such as: English learner, homeless, foster youth, socioeconomically disadvantaged, special education, hispanic or latino, and military-connected.

Furthermore, the development of this goal was directly influenced by stakeholder participation rates on CUSD feedback surveys (need to continue to improve the number of parents providing feedback), as well as parent/guardian participation on CUSD committees (need more diverse parent representation).

Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
3	1. Parent Survey Data Participation Counts	2020-2021 average participation on parent surveys	January 2022:	2023-2024:

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		facilitated via ThoughtExchange: Average Participants: 159 Average Number of Thoughts: 139 Average Number of Ratings: 3,033	To date, average participation on parent surveys facilitated via Thought Exchange is: Average Participants: 232 Average Number of Thoughts: 135 Average Number of Ratings: 3,816	Increase parent participation on all 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.
5	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 ~21,751 hours. • There were ~40,914 visits by 1,206 parents totaling ~2,209 hours. 	Between August 24, 2021 and January 24, 2022: <ul style="list-style-type: none"> • There were ~512,356 visits by 2,087 students totaling ~47,584 hours. • There were ~21,172 visits by 177 teachers totaling ~5,932 hours. • There were ~23,768 visits by 1,013 parents totaling ~1,367 hours. 	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.
3	3. Local Indicator Self-Reflection Tool rating for the following: building relationships between school staff and families, building partnerships for student outcomes, and	2019: Building relationships between school staff and families received ratings ranging from 3 (Initial Implementation) to 4 (Full Implementation). Building	January 2022: CUSD has continued to refine and streamline all communications between CUSD, school sites and educational partners. CUSD	2023-2024: The areas of building relationships between school staff and families, building partnerships for student outcomes, and seeking input for

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	<p>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>partnerships for student outcomes received ratings ranging from 3 (Initial Implementation) to 4 (Full Implementation). Seeking input for decision making received ratings of 4 (full implementation).</p>	<p>has a new website and a Public Information Officer who has been in expanding communication publications, surveys and protocols. CUSD will update the Local Indicators in June with the adoption of the 2022-2023 LCAP.</p>	<p>decision making will be implemented with ratings between 3 and 5.</p>
3	4. Required Parent School Participation	<p>2020-2021:</p> <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. 	<p>January 2022:</p> <ul style="list-style-type: none"> All schools continue to have a robust Parent Teacher Organization. All schools with an EL count over 21 have an English Learner Advisory Committee (VES and CMS). CUSD has a District English Learner Advisory Committee (DELAC). CUSD participates in the SELPA CAC (Community Advisory Committee). CUSD has a Parent Leadership Committee which represents parents from each site. 	<p>2023-2024:</p> <p>Maintain current attendance at parent school participation forums.</p>
3	5. Parent Teacher Conferences	<p>2020-2021 Participation in elementary parent teacher conferences:</p>	<p>2021-2022 participation in elementary parent teacher conferences:</p>	<p>2023-2024:</p> <p>Maintain current participation rates at parent teacher conferences at SSES and VES.</p>

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		Silver Strand Elementary: 98.9% Village Elementary: 99.1%	Silver Strand Elementary: 95.1% Village Elementary: 96%	
3	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.	January 2022: All site SSC participants are currently engaged and involved in 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	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-Reflection Tool (Local Indicator #7 - A Broad Course of Study)	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 explains the actions CUSD will implement to ensure access to a broad course of study, especially for unduplicated students and individuals with exceptional needs.	January 2022: CUSD continues to offer all students access to a broad course of study. CUSD continues to analyze and evaluate the success of all courses of study through current enrollment numbers, structures and program pathways, seeking to reduce barriers for students. CUSD will update the Local Indicators in June with the adoption of the 2022-2023 LCAP.	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.
3	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	January 2022: An update on the average attendance of families of English learners attending ELAC/DELAC and other EL	2023-2024: Increase the average number of EL families attending ELAC/DELAC and monthly EL informational meetings by 50%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
			meetings will be reported in the June 2022-2023 LCAP.	annually (~6 additional families).
3	<p>9. Measurement of progress in which parent/guardian participation in programs is promoted for unduplicated pupils and individuals with exceptional needs.</p> <p>Data Source: SBE CA School Dashboard Local Indicators Self-Reflection Tool (Local Indicator #3 - Parent Engagement)</p>	<p>2020-2021: LCFF CA School Dashboard Self-Reflection Tool - Local Indicator 3</p> <p>LCFF Local Indicator 3 narrative was presented to the CUSD Governing Board in June 2021. Report includes 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.</p>	<p>January 2022: CUSD continues to provide families with multiple opportunities to engage in dialogue relative to their child's academic progress. CUSD will update the Local Indicators in June with the adoption of the 2022-2023 LCAP.</p>	<p>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.</p>

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.1	<p>Stakeholder 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</p>	July 1, 2021 through January 31, 2022	No	LCFF \$10,000	LCFF \$5,000	\$15,000	\$6,000

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>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.</p> <p>Annual Surveys regarding Board goal areas will continue to be conducted to inform progress of District efforts, especially on communication. Surveys may include feedback from the following stakeholders: parents, 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>						
2.2	<p>Two-Way Communication Continue to utilize a variety of avenues to promote two-way communication with parents, students, staff, and the community. Enhanced stakeholder involvement via such methodologies as ThoughtExchange, site surveys, site and district forums, which encourage</p>	July 1, 2021 through January 31, 2022	No		LCFF \$30,000	\$30,000	\$30,000

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	<p>feedback on areas of celebration and areas of improvement. Continue to create activities, spaces and opportunities to connect with parents 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>								
2.3	<p>CUSD Website Explore and commit to a new company to refresh the CUSD website. This update will require collaboration between site and district staff and administrators. Professional learning related to the navigating and updating website content will be provided to all staff who will be</p>	July 1, 2021 through January 31, 2022	No	LCFF	\$300,000	LCFF	\$50,000	\$350,000	\$184,500

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	providing these updates on an ongoing basis.						

Goal 3

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

Rationale

The development of this goal intentionally maintains and seeks to further refine the articulation and alignment of the three CUSD Governing Board goals and the three goals within each school site's SPSA: Learning, Communication and Support. Alignment of our overarching goals is critical in ensuring that stakeholders understand the goals and how they articulate up and down the entire CUSD system. This goal is directly aligned to the work we are doing and the feedback we are receiving from our stakeholders related to MTSS, equity, access, inclusive school climates, and prioritizing the social/emotional/mental health of students and staff. state priorities addressed by this goal are priorities 1 and 5. The Support goal in particular continues to remain relevant and further defined within this plan as a result of the following:

1. Students need to learn in a physically and emotionally safe learning environment.
2. Teachers and staff need to teach and work in a physically and emotionally safe school community.
3. The COVID-19 pandemic has greatly impacted our community and the lives of our students. Many are facing unprecedented challenges that may prove stressful and overwhelming. It is critical for CUSD to focus on social-emotional wellness in order to respond to the anticipated mental health needs. Research support that the physical, social, emotional, and behavioral health of each learner is critical for student learning.
4. As the need for flexibility to support staff and students broadens, it is important to provide multiple pathways in ensuring access to learning, both academically and professionally.

Some of the data provided below reflects the 2019 CA School Dashboard. An updated Dashboard will be released in February, with limited data available as a result of the pandemic.

Furthermore, the development of this goal was directly influenced by current CUSD Suspension Rates, Chronic Absenteeism Rates and CA Healthy Kids Survey results.

- Per CA School Dashboard 2018-2019 data, the overall suspension rate for CUSD maintained status in the "yellow" category, increasing by 0.1% to 2.9%. Students reporting Two or More Races increased by 1.4% (orange status), English Learners increased by 0.8% (orange status), and Hispanic/latino students increased by 0.6% (orange status).
- Per CA School Dashboard 2018-2019 data, the suspension rate for Coronado Middle School was in the "orange" category, increasing by 1.7% to 4.2%. The chronic absenteeism rate for Coronado Middle School was also in the "orange" category, increasing by 0.9% to 5.7%.

CA Healthy Kids Survey 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%
 Caring Adult Relationships
 Gr. 5: 75%
 Gr. 7: 72%
 Gr. 9: 68%
 Gr. 11: 73%
 Feel Safe at School
 Gr. 5: 87%
 Gr. 7: 75%
 Gr. 9: 78%
 Gr. 11: 81%

CA Healthy Kids Survey Spring 2021 Results: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%

Caring Adult Relationships
 Gr. 5: 79%
 Gr. 7: 63%
 Gr. 9: 59%
 Gr. 11: 60%

Feel Safe at School
 Gr. 5: 95%
 Gr. 7: 81%
 Gr. 9: 83%
 Gr. 11: 76%

Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
1	1. Williams Facilities Inspection Tool (FIT)	2019-2020:	January 2022:	2023-2024:

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		100% of CUSD schools received an overall “good” rating on the Facilities Inspection Tool (FIT)	An update on the rating that each school received on the Facilities Inspection Tool (FIT) will be provided in the June 2022-2023 LCAP.	Maintain, with understanding of Board philosophy of planned degradation of facilities due to budget constraints.
6	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.	January 2022: All schools continue to hold required safety drills.	2023-2024: Maintain
6	3. CA Healthy Kids Survey (State required, locally reported; administered every 2 years)	Spring 2021 Administration Results Pending 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% Caring Adult Relationships Gr. 5: 75% Gr. 7: 72% Gr. 9: 68% Gr. 11: 73% Feel Safe at School	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% Caring Adult Relationships Gr. 5: 79% Gr. 7: 63% Gr. 9: 59% Gr. 11: 60% Feel Safe at School Gr. 5: 95% Gr. 7: 81%	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% over the previous year's results.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		Gr. 5: 87% Gr. 7: 75% Gr. 9: 78% Gr. 11: 81%	Gr. 9: 83% Gr. 11: 76%	
5	4. Number of Existing Academic Intervention Sections and Services: % FTE dedicated to Intervention	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	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	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. Based on student need, maintain or adjust the %FTE at VES. Using data from the previous year, evaluate expense and effectiveness of academic interventions. Evaluation will inform restructuring intervention sections and services based on individual need.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
5	5. P2 Attendance Rate (annually in April)	The 2019-2020 P2 attendance rate is 96.39%	Snapshot in time: The attendance rate on January 20, 2022 was 91.5%.	2023-2024: Increase 0.5% over the previous year.
5	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 (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%)	2023-2024: Decrease chronic absenteeism overall and at each site by 1% over the previous year.
6	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.	2023-2024: Decrease suspensions overall and at each site by 0.5% over the previous year. Maintain an expulsion rate of 0%.
5	8. Dropout Counts	2019-2020 Dropout Counts: CHS: 13 students CMS: 6 students	2020-2021 Dropout Counts: CHS: 12 students CMS: 15 students	2023-2024: Reduce the dropout counts at each secondary school site by 25%.
6	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	2020-2021: <ul style="list-style-type: none"> • Guidance Counselors: 1.0 @ CMS; 3.0 @ CHS • Clinical Counselors: 3.5 • Educationally Related Mental Health (ERMHs) 	2023-2024: Maintain

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		Counselors: 5.0	Professionals: 1.58 <ul style="list-style-type: none"> Military Family Life Counselors: 5.0 2021-2022: <ul style="list-style-type: none"> 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 	

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.1	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.	July 1, 2021 through January 31, 2022	No	LCFF \$1,323,995	LCFF \$570,879	\$1,894,874	\$952,693

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
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/updates and staff will participate in safety training and update site-specific protocols as necessary.</p>	July 1, 2021 through January 31, 2022	No	LCFF \$50,000		\$50,000	\$23,500
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: 1. Continue to work with the MTSS 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.</p>	July 1, 2021 through January 31, 2022	Yes	LCFF \$105,344	LCFF \$47,000	\$152,344	\$71,602

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report								
	<p>2. Support appropriate inclusion at all school site for identified students.</p> <p>3. Implement new balanced assessment system, develop and use interim/benchmark assessments, use assessment data formatively to provide targeted interventions and resources to individual students.</p> <p>4. Provide training and access for teachers and related staff on academic data systems (Beyond SST, CA School Dashboard, Illuminate Ed, CAASPP, SEIS, PowerSchool, Synergy) and supplemental instructional technology resources (i.e.: BYU Education, Raz Kids, IXL, Discovery Education, etc.).</p> <p>5. Professional learning opportunities for teachers and classified staff on creating inclusive experiences such as Universal Design for Learning and MTSS supports.</p>							3.4	<p>Social Emotional Learning CUSD will continue to build capacity at each school site to improve SEL interventions, decrease number of</p>	July 1, 2021 through January 31, 2022	Yes	LCFF	\$100,000	LCFF	\$40,000	\$140,000	\$65,800

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	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: <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 4. Training for all counselors and support staff related to suicide prevention 5. Support unduplicated students through coordinated services meetings to determine needs, supports, and transition; in addition to individual check-ins for each family 						
3.5	Student Engagement & Dropout Prevention Improve CUSD attendance and chronic absenteeism rates for all students. <ol style="list-style-type: none"> 1. Ensure all site attendance is accurately reported daily into Synergy. 	July 1, 2021 through January 31, 2022	No	LCFF \$371,250		\$371,250	\$174,488

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<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 at-risk middle and high school potential dropouts and identify students who may benefit from targeted intervention support to meet graduation requirements.</p>						
3.6	<p>Counseling Services CUSD will provide clear communication related to the structure of the continuum of services, ranging from community partnerships, guidance</p>	July 1, 2021 through January 31, 2022	No	<p>LCFF \$601,480 Federal \$300,000</p>		\$901,480	\$423,696

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>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 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. Due to 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 Military Life Consultants (MFLCs), Coronado SAFE, and the</p>						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>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 8 Keys of Excellence, Thrively, Sanford Harmony and other campus clubs and organizations promoting positive school culture.</p>						
3.7	<p>Equity, Diversity and Inclusion Review recommendations made from the 2020-2021 Equity Committee and develop an action plan. Provide 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 leveraging teacher leaders that will be participating in anti-bias training and inclusivity training.</p>	July 1, 2021 through January 31, 2022	No		LCFF \$20,000	\$20,000	\$12,000

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report