

# 2021-22 Local Control and Accountability Plan (LCAP) Overview

## Coronado Unified School District

### State Priorities



1. Basic Services
2. Academic Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Outcomes

### Local Control Funding Formula

California's Local Control Funding Formula (LCFF) provides Base, Supplemental, and Concentration (S&C) funding to school districts. S&C funds are the only funds targeted to improve student outcomes for all students, especially for English learner, foster youth, and low-income students.

### Local Control Accountability and Plan

The Local Control Accountability and Plan (LCAP) shows how these funds will improve student outcomes and performance for all students.

### Student Enrollment

Ethnicity	Percent of Enrollment
American Indian	0.3%
African American	1.0%
Asian	1.4%
Filipino	1.8%
Hispanic/Latino	22.7%
Pacific Islander	0.5%
White	58.1%
Multiple/No Response	6.0%
Student Group	Percent of Enrollment
English Learners	3.0%
Low Income	10.9%
Foster Youth	0.15%

### Our Community



#### City of Coronado Communities Served



2,608

Students



4

Schools



380

Staff

### 2021-22 LCAP Funding Overview

Funding Source	Totals
LCFF Funds	\$28,162,636.00
Other State Funds	\$4,637,818.00
Local Funds	\$7,396,600.00
Federal Funds	\$2,987,832.00
<b>Total Funds</b>	<b>\$43,184,886.00</b>
Type	Totals
Personnel	\$35,378,456.00
Non-Personnel	\$7,806,430.00



## 2021-22 LCAP Goals and Services

**GOAL**

**1**

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



<p><b>1.1</b></p>	<p><b>Standards-Aligned Core Curriculum, Assessment and High Quality Instruction</b>          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> <ol style="list-style-type: none"> <li>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.</li> <li>2. Standards-aligned core curriculum, assessment and high quality instruction will contribute to increases in student engagement and achievement.</li> <li>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</li> <li>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.</li> <li>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.</li> <li>6. All classrooms will provide focused intervention support, increase in social emotional supports, and the development of inclusive learning environments.</li> </ol>	<p>\$35,356,199.00</p>	 <p><b>All Students</b></p>
<p><b>1.2</b></p>	<p><b>College and Career Readiness</b>          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. 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.</p>	<p>\$1,100,074.00</p>	 <p><b>All Students</b></p>
<p><b>1.3</b></p>	<p><b>English Language Development</b>          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>\$245,000.00</p>	 <p><b>English Learners</b></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 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>		<p><b>Foster Youth Low Income</b></p>
1.4	<p><b>Academic Achievement</b> Improve performance in English language arts (ELA) and mathematics for all identified students, 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.</p>	\$180,000.00	 <p><b>English Learners Foster Youth Low Income</b></p>
1.5	<p><b>21st Century Learning Tools, Resources and Skills</b> 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 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.</p>	\$873,301.00	 <p><b>All Students</b></p>
1.6	<p><b>Systematic Data Analysis</b> 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).</p>	\$100,000.00	 <p><b>All Students</b></p>

1.7	<p><b>Professional Learning</b>  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 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"> <li>1. Professional Learning Communities (PLCs), data analysis and data discussions</li> <li>2. Formative Assessment (including CAASPP Interims)</li> <li>3. MTSS: PBIS, restorative practices, Sanford Harmony, Beyond SST, Thrively, SEL, building learning communities, and academic tiered resources and strategies</li> <li>4. Academically-related training will include paraprofessionals when appropriate to content or service</li> <li>5. Review integrated and designated ELD strategies</li> <li>6. CCR Literacy Standards and Literacy Best Practices</li> <li>7. Content-specific and curriculum adoptions</li> <li>8. Elementary Bridges in Mathematics and Benchmark Advance</li> <li>9. PLTW</li> <li>10. Instructional Best-Practices: Learning Goals, Success Criteria, Student Talk, Engagement, Student Agency, Scaffolding Content, and Classroom Culture</li> <li>11. Co-teaching</li> <li>12. Instructional learning walks</li> </ol>	\$855,364.00	 All Students
1.8	<p><b>Recruit and Retain Highly Qualified Staff</b>  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.</p>	\$550,000.00	 All Students

**GOAL**

**2**

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



<p><b>2.1</b></p>	<p><b>Stakeholder Participation, Communication and Engagement</b>  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.</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>	<p>\$15,000.00</p>	 <p><b>All Students</b></p>
<p><b>2.2</b></p>	<p><b>Two-Way Communication</b>  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 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>	<p>\$30,000.00</p>	 <p><b>All Students</b></p>
<p><b>2.3</b></p>	<p><b>CUSD Website</b>  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 providing these updates on an ongoing basis.</p>	<p>\$350,000.00</p>	 <p><b>All Students</b></p>

**GOAL**




**3**

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



<p><b>3.1</b></p>	<p><b>Safe and Clean Facilities for Students and Staff</b>  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>	<p>\$1,894,874.00</p>	 <b>All Students</b>
<p><b>3.2</b></p>	<p><b>School Site Safety Plans</b>  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>	<p>\$50,000.00</p>	 <b>All Students</b>
<p><b>3.3</b></p>	<p><b>Multi-Tiered System of Supports</b>  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"> <li>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.</li> <li>2. Support appropriate inclusion at all school site for identified students.</li> <li>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.</li> <li>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.).</li> <li>5. Professional learning opportunities for teachers and classified staff on creating inclusive experiences such as Universal Design for Learning and MTSS supports.</li> </ol>	<p>\$152,344.00</p>	 <b>English Learners</b> <b>Foster Youth</b> <b>Low Income</b>
<p><b>3.4</b></p>	<p><b>Social Emotional Learning</b>  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"> <li>1. Positive Behavior Interventions and Supports (PBIS)</li> <li>2. Restorative Justice Practices</li> <li>3. Clubs and organizations promoting positive school climate</li> <li>4. Training for all counselors and support staff related to suicide prevention</li> <li>5. Support unduplicated students through coordinated services meetings to determine needs, supports, and transition; in addition to individual check-ins for each family</li> </ol>	<p>\$140,000.00</p>	 <b>English Learners</b> <b>Foster Youth</b> <b>Low Income</b>



<p><b>3.5</b></p>	<p><b>Student Engagement &amp; Dropout Prevention</b>          Improve CUSD attendance and chronic absenteeism rates for all students.          1. Ensure all site attendance is accurately reported daily into Synergy.          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.          3. Ensure all sites promote and/or incentivize positive attendance.          4. Ensure all sites hold appropriate SART and SARB meetings for students whose attendance reaches appropriate thresholds.          5. Enhance the process of identifying and supporting chronically absent students.          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>	<p>\$371,250.00</p>	 <p><b>All Students</b></p>
<p><b>3.6</b></p>	<p><b>Counseling Services</b>          CUSD will provide clear communication related to the structure of the continuum of services, ranging from community partnerships, guidance counseling, clinical counseling and ERMHS.          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.          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 CUSD Resource Officer from the Coronado Police Department.          3. Information on available local services for supporting staff will be offered by the Human Resources Department.          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>	<p>\$901,480.00</p>	 <p><b>All Students</b></p>
<p><b>3.7</b></p>	<p><b>Equity, Diversity and Inclusion</b>          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>	<p>\$20,000.00</p>	 <p><b>All Students</b></p>



**Stakeholder Engagement**

**Major Changes for 2021-22**

**We Want to Increase**

**We Want to Decrease**

**Coronado Unified School District**

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