

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Coronado Unified School District

CDS Code: 37680310000000

School Year: 2021-22

LEA contact information:

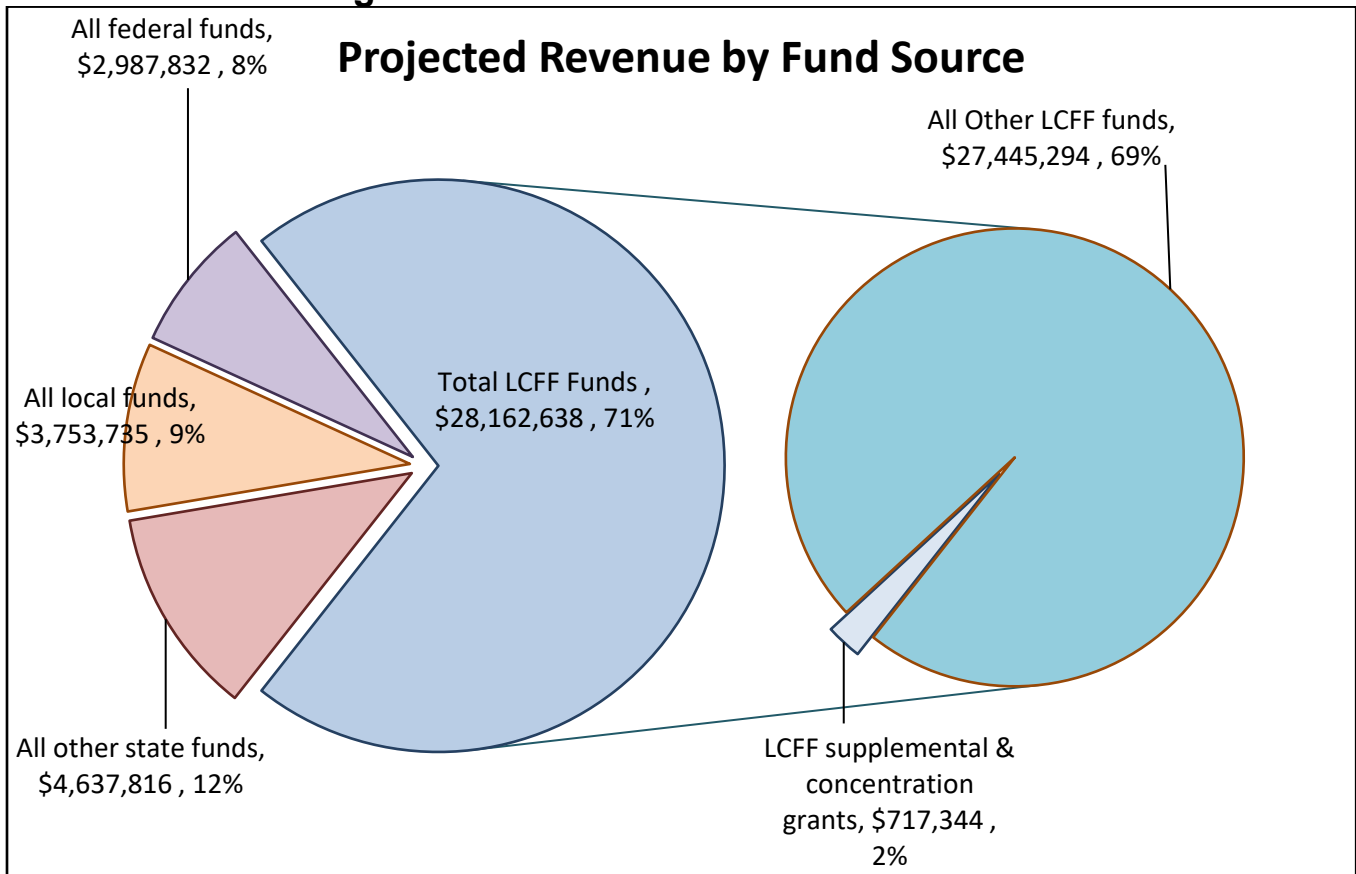
Karl Mueller

Superintendent

619 522-8900 ext 1025

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021-22 School Year

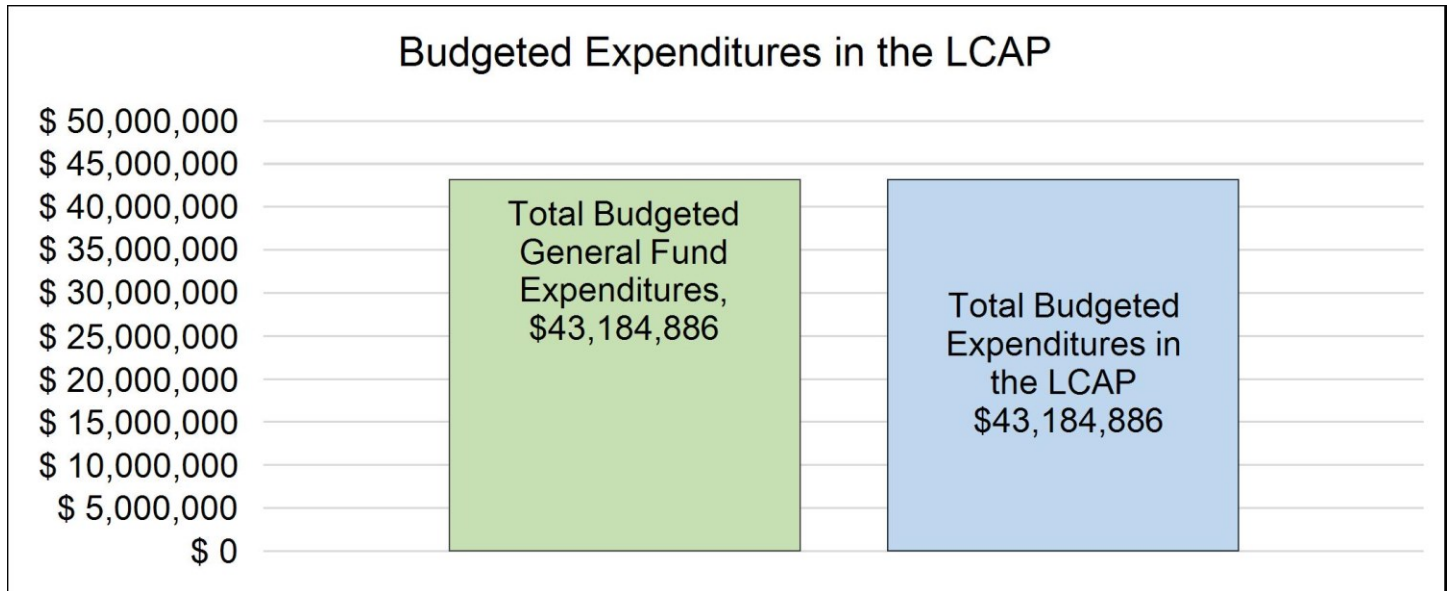


This chart shows the total general purpose revenue Coronado Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Coronado Unified School District is \$39,542,021, of which \$28,162,638 is Local Control Funding Formula (LCFF), \$4,637,816 is other state funds, \$3,753,735 is local funds, and \$2,987,832 is federal funds. Of the \$28,162,638 in LCFF Funds, \$717,344 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Coronado Unified School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Coronado Unified School District plans to spend \$43,184,886 for the 2021-22 school year. Of that amount, \$43,184,886 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

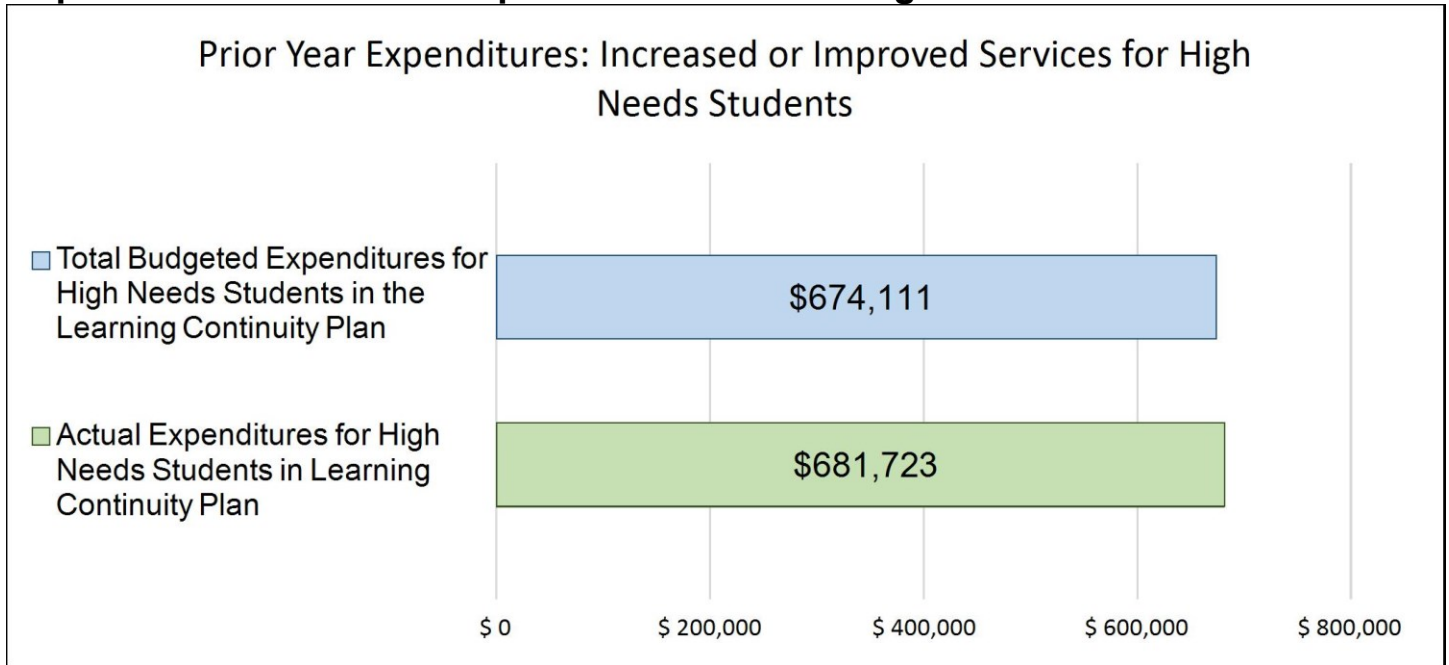
Not applicable. All General Fund Budget Expenditures are included in the Local Control Accountability Plan (LCAP).

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Coronado Unified School District is projecting it will receive \$717,344 based on the enrollment of foster youth, English learner, and low-income students. Coronado Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Coronado Unified School District plans to spend \$717,344 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Coronado Unified School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Coronado Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Coronado Unified School District's Learning Continuity Plan budgeted \$674,111 for planned actions to increase or improve services for high needs students. Coronado Unified School District actually spent \$681,723 for actions to increase or improve services for high needs students in 2020-21.



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

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

LEA Name	Contact Name and Title	Email and Phone
Coronado Unified School District	Karl Mueller Superintendent	karl.mueller@coronadousd.net 619 522-8900 ext 1025

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Governing Board Goal 1

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 1. Alignment to standards will be based on classroom observation, professional development, adopted instructional materials, and student achievement. (S)</p> <p>19-20 See #4 and #5 below.</p> <p>Baseline See # 4 below.</p>	<p>100% of classrooms are implementing standards-based instruction as evidenced by classroom observations, participation in professional development and student achievement. Due to the impact of COVID-19, the SBAC for ELA and Mathematics was waived for the 2019-2020 school year, thus an actual measurable outcome is not available for this metric. However, CUSD has been utilizing local assessment data (adopted curriculum assessments) and course grades to determine standards alignment and student achievement.</p>
<p>Metric/Indicator 2. All students will have standards aligned instructional materials, as measure by annual inventory, Williams Sufficiency evaluation. Sufficiency will include device and internet access at home for digital instructional materials and learning management system access. (S)</p> <p>19-20 Maintain baseline.</p>	<p>Williams sufficiency was met at 100%, as measured by annual inventory, with all students having standards aligned instructional materials (including devices and internet access at home for digital instructional materials and the learning management system). Due to the impacts of COVID-19, CUSD distributed over 503 devices to students and issued mobile hotspots to families upon request.</p>

Expected	Actual
<p>Baseline 2016-17: Williams Sufficiency was met at 100%. In 2016-17, CUSD implemented a revised process of ensuring access to device and internet at home. Approximately 43 devices were loaned to students and lowcost/no cost internet was provided to 1 family.</p> <p>Metric/Indicator 3. 100% of CUSD teachers will be appropriately credentialed and assigned. (S)</p> <p>19-20 Maintain baseline.</p> <p>Baseline 100% of teachers in 2016-17 were appropriately credentialed and assigned per internal audit.</p>	<p>100% of teachers in 2019-2020 were appropriately credentialed and assigned per internal audit.</p>
<p>Metric/Indicator 4. Academic Achievement in ELA (S)</p> <p>19-20 Overall Student Achievement in grades 3-8, 11, and all identified subgroups: SBAC ELA +2% over previous year's percent of students meeting/exceeding standards.</p> <p>Student groups scoring below the All Student level will increase more than the All Student group to close the gap.</p> <p>Additionally, this metric measures the implementation of the standards.</p> <p>Baseline Per Spring 2016 SBAC:</p>	<p>Due to the impact of COVID-19, the SBAC for ELA was waived for the 2019-2020 school year, thus an actual measurable outcome is not available for this metric. However, CUSD has been utilizing local assessment data (adopted curriculum assessments) and course grades to determine academic achievement in ELA.</p> <p>Per Spring 2019 SBAC: 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>Local Data:</p>

Expected	Actual
<p>Overall Student Achievement in grades 3-8, 11: SBAC ELA 73% of students met or exceeded standards.</p> <p>Subgroups, met/exceeded standards:</p> <p>Socio-economically Disadvantaged: 58% Students with Disabilities: 32% Two or More Races: 69% EL: 8% RFEP: 69% Military: 74%</p> <p>Other subgroups of need may be identified based on previous year's performance.</p>	<p>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%</p> <p>The average English course GPA for students in grades 6-8 during fall 2020 was 3.02.</p> <p>The average English course GPA for students in grades 9-12 during fall 2020 was 2.96.</p>
<p>Metric/Indicator 5. Academic Achievement in Math (S)</p> <p>19-20 Overall Student Achievement in grades 3-8, 11, and all identified subgroups: SBAC Math +2% over previous year's percent of students meeting/exceeding standards.</p> <p>Student groups scoring below the All Student level will increase more than the All Student group to close the gap.</p> <p>Additionally, this metric measures the implementation of the standards.</p> <p>Baseline Per Spring 2016 SBAC:</p> <p>Overall Student Achievement in grades 308, 11: SBAC Math 60% of students met or exceeded standards.</p>	<p>Due to the impact of COVID-19, the SBAC for mathematics was waived for the 2019-2020 school year, thus an actual measurable outcome is not available for this metric. However, CUSD has been utilizing local assessment data (adopted curriculum assessments) and course grades to determine academic achievement in mathematics.</p> <p>Per Spring 2019 SBAC: 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% RFEP: 60% Military: 69%</p>

Expected	Actual
<p>Subgroups, met/exceeded standards:</p> <p>Socio-economically Disadvantaged: 51% Students with Disabilities: 29% Two or More Races: 71% EL: 52% RFEP: 53% Military: 68%</p> <p>Other subgroups of need may be identified based on previous year's performance.</p>	<p>Local Data: 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 Math course GPA for students in grades 6-8 during fall 2020 was 2.9.</p> <p>The average Math course GPS for students in grades 9-12 during fall 2020 was 2.84.</p>
<p>Metric/Indicator 6. Academic Achievement in Science (S) 19-20 Overall Student Achievement in grades 5,8, and one in high school (gr TBD): CAST student performance will be 2% above baseline.</p> <p>Baseline N/A CAST Pilot Test</p>	<p>Due to the impact of COVID-19, the CAST was waived for the 2019-2020 school year, thus an actual measurable outcome for spring 2020 is not available for this metric. However, CUSD is able to report the spring 2019 CAST results that serve as a baseline for this first operational year of the assessment. Overall in 2019, 60% of all students met or exceeded standards on the CAST in grades 5, 8 and 11. In addition, per spring 2019 CAST results, the following shows the percentage of students in each subgroup who met/exceeded standards:</p> <ul style="list-style-type: none"> * Socioeconomically Disadvantaged: 53% * Students with Disabilities: 27% * Two or More Races: 69% * EL: 11% * RFEP: 41% * Military-Connected: 65% * Hispanic/Latino: 44%

Expected	Actual
<p>Metric/Indicator 7. Discrete and integrated VAPA instruction (L; per CUSD Arts Empower Strategic Plan)</p> <p>19-20 Discrete VAPA instruction: total secondary CUSD Discrete Arts Enrollment: 51%</p> <p>Maintain 100% of students participating in integrated VAPA instruction over baseline.</p> <p>Baseline Discrete VAPA instruction: total secondary CUSD Discrete Arts Enrollment: 43% of students are enrolled in the arts (baseline - 866/school enrollment 1,992) Integrated VAPA: units of instruction were piloted in grades 4 and 5 in 2015-16.</p>	<p>In 2019-2020, the percentage of students receiving Discrete VAPA instruction through enrollment in the secondary CUSD Discrete Arts program is 64.7% (730/1127). This is an increase of 4.7%.</p> <p>In 2020-2021, the percentage of students receiving Discrete VAPA instruction through enrollment in the secondary CUSD Discrete Arts program is 56.8% (607/1069). This is a decrease of 7.9% and can be attributed to the effects of COVID-19 (distance learning, hybrid learning and decrease in enrollment).</p> <p>In 2019-2020 and in 2020-2021, the percentage of students participating in integrated VAPA instruction was 100% at both elementary sites. This reflects the implementation of the Arts for Learning DoDEA grant that provides integrated arts instruction at every grade level (up to 20 lessons per year). We are currently in year five of the grant. This is the final year. It is important to note that lessons continued to be delivered remotely during COVID-19 whether CUSD was implementing a distance learning program or a hybrid learning program.</p>
<p>Metric/Indicator 8. Preliminary Scholastic Aptitude Test (PSAT) (L)</p> <p>19-20 ERW and Math: +2% over previous year for each grade.</p> <p>Baseline October 2016 % of students meeting benchmarks (baseline; first year of all students being tested with 100% participation in gr 9 and 11; 99% participation in gr 10):</p> <p>English/Reading/Writing (EWR) and Math: Gr 9: 65%; 45\$ Gr 10: 85%; 63%</p>	<p>The percentage of students meeting benchmarks on the October 2019 PSAT administration are below. English/Reading/Writing (ERW) and Math: Gr. 9: 68% meeting ERW benchmark (decreased by 4%); 43% meeting math benchmark (decreased by 8%) Gr. 10: 79% meeting ERW benchmark (decreased by 4%); 64% meeting math benchmark (decreased by 2%) Gr. 11: 82% meeting ERW benchmark (decreased by 1%); 67% meeting math benchmark (increased by 5%)</p> <p>9th grade average was 938 (470 reading/writing and 468 math) 10th grade average was 1012 (509 reading and 503 math) 11th grade average was 1094 (547 reading/writing and 547 math)</p>

Expected	Actual
Gr 11: 84%; 63%	<p>It is important to note that due to the impact of COVID-19, the October 2020 PSAT administration was cancelled.</p> <p>For reference, the percentage of students meeting benchmarks on the 2020 administration of the SAT was 95% for ERW and 80% for Math. There were 178 test takers.</p>
<p>Metric/Indicator 9. Graduation Rate (S)</p> <p>19-20 Maintain</p> <p>Baseline 97.6% (4-year cohort graduation rate for the class of 2015-16)</p>	<p>The four-year cohort graduation rate for the class of 2018-2019 was approximately 95.4%, an increase of 2.5%. The four-year cohort graduation rate for the class of 2019-2020 was approximately 94.0%, a decrease of 1.4%. One contributing factor to this decrease was the change in the learning environment and structures due to the impact of COVID-19.</p>
<p>Metric/Indicator 10. UC A-G Rate (S)</p> <p>19-20 Maintain</p> <p>Baseline 80% in 2015-16</p>	<p>The UC A-G rate in 2018-2019 was 57.4%, a decrease of 16%. The UC A-G rate in 2019-2020 was 63.8%, an increase of 6.4%.</p>
<p>Metric/Indicator 11. AP Participation and AP Pass Rates (S)</p> <p>19-20 38% participation rate in with a pass rate of 76%</p> <p>Baseline 33.3% participation rate in 2015-16 with a pass rate of 73%</p>	<p>There was a 47.6% participation rate in 2018-2019 with a pass rate of 80.9% (a decrease of 1.6%). There was a 48.9% participation rate in 2019-2020 with a pass rate of 77.5% (a decrease of 3.4%). While there has been a slight decrease in pass rates over the past two years, the participation rate has continued to increase, exceeding our goal by 10.9%.</p>
<p>Metric/Indicator 12. CTE Participation and Achievement (S)</p> <p>19-20 Maintain</p>	<p>The percent of students (unduplicated; 627/1162) who participated in CTE courses in 2018-2019 was 54%. The percent of students (unduplicated; 676/1127) who participated in CTE courses in 2019-2020 was 60%. The percent of students who received a "C"</p>

Expected	Actual
<p>Baseline The percent of students (duplicated; 1016/1238) who participated in CTE courses in 2015-16 was 82%, an increase of 30% over the 2014-15 rate of 52% (631/1211).</p> <p>The percent of students who received a “C” or better in capstone CTE courses was 99% (2/210)</p>	<p>or better in capstone CTE courses in 2018-2019 was 97.8% (226/231). The percent of students who received a "C" or better in capstone CTE courses in 2019-2020 was 100%.</p>
<p>Metric/Indicator 13. Early Admission Program (EAP; based on SBAC scores for grade 11) (S)</p> <p>19-20 Gr 11 The percents of Students who are considered Ready in ELA and math (Standard Exceeded) and those who are considered Conditionally Ready in ELA and Math will increase 2% over previous the year.</p> <p>Baseline Per Spring 2016 SBAC:</p> <p>Gr 11 Students who are considered Ready in ELA (Standard Exceeded): 35% (-8% over 2015); Students who are considered Conditionally Ready in ELA (Standard Met): 36% (-2% over 2015).</p> <p>Gr 11 Students who are considered Ready in Math (Standard Exceeded): 27% (+7 over 2015); Studentswho are considered Conditionally Ready in Math (Standard Met): 28% (-2% over 2015)</p> <p>Metric/Indicator 14. Student and Teacher Digital Literacy (L)</p> <p>19-20 Maintain.</p>	<p>Per spring 2019 SBAC: Gr. 11 students who are considered Ready in ELA (Standard Exceeded): 54.74% (increased 22.74%) Gr. 11 students who are considered Conditionally Ready in ELA (Standard Met): 28.47% (decreased 5.53%) Gr. 11 students who are considered Ready in Math (Standard Exceeded): 34.44% (increased 4.94%) Gr. 11 students who are considered Conditionally Ready in Math (Standard Met): 27.04% (increased 1.04%)</p> <p>It is important to note that due to the impacts of COVID-19, the spring 2020 SBAC administration was waived.</p> <p>CUSD continues to work on developing metrics for student and digital literacy, using the California digital literacy scope and sequence as a guideline to evaluate the current program and provide feedback relative to digital resources, assessments and</p>

Expected	Actual
<p>Baseline No metric to date.</p>	<p>professional development. It is important to note that during this process and especially during distance and hybrid learning with COVID-19, students being exposed to digital literacy curriculum and digital opportunities on a weekly basis is 100%. This was determined through inventorying student daily schedules, classroom observations and monitoring teacher usage of devices and application in the classroom and during distance learning. CUSD is now almost completely 1:1.</p>
<p>Metric/Indicator 15. Teacher PD on academic data systems (L)</p> <p>19-20 Additional training will be based on need.</p> <p>Baseline TOSAs and other teacher leaders were trained on MMARS. All staff received presentation on CAASPP data and portal.</p> <p>Metric/Indicator 16. CA Physical Fitness Test (PFT) (L)</p> <p>19-20 % of students in the Healthy Fitness Zone (average of all 6 areas) will increase: Gr 5: 91% Gr7: 90% Gr 9: 91%</p> <p>Baseline 2015-16; % of students in the Healthy Fitness Zone (average of all 6 areas): Gr 5: 87% Gr7: 83% Gr 9: 87%</p>	<p>Teachers and administrators continue to receive refresher training and resources related to our Student Information System (Edupoint - Synergy) and our Learning Management System (PowerSchool) and other digital curriculum resources. DURING the 2019-2020 school year, CUSD adopted the data analytics system, Illuminate Ed. Administrators and classroom teachers will be trained on this system during the 2021-2022 school year. THIS was delayed one year due to the impacts of COVID-19.</p> <p>Per the 2018-2019 CA Physical Fitness Test (PFT), the % of students in the Healthy Fitness Zone (average of all six areas) was: Gr. 5: 79.6% (increased by 0.6% with Body Composition and Flexibility being the biggest areas of need) Gr. 7: 77.1% (decreased by 3.9% with Body Composition being the biggest areas of need) Gr. 9: 89.6% (decreased by 0.4% with Body Composition being the biggest areas of need)</p> <p>Due to the impact of COVID-19, the PFT was waived for the 2019-2020 school year, thus an actual measurable outcome is not available for this metric. However, CUSD has been continuing to provide courses and resources for students related to physical activity, physical education and healthy lifestyle choices.</p>
<p>Metric/Indicator 17. PEPs (L)</p>	<p>In 2018-2019 and 2019-2020, approximately 100% of students had a type of Personalized Education Plan (PEP). CUSD</p>

Expected	Actual
<p>19-20 100% of students will have a PEP.</p> <p>PEP includes content area goals and ELD goals for English Learners (EL) and services for unduplicated students and students with exceptional needs.</p> <p>Baseline 86% of students in 2015-16 had a type of PEP.</p> <p>Metric/Indicator 18. Professional Development (L)</p> <p>19-20 TBD based on previous year’s efforts and the change in the PD structure.</p> <p>Baseline Teacher feedback has been via the CUSD Professional Development Committee.</p>	<p>continues to work on streamlining the PEP document and implementation of a PEP as each school site.</p> <p>The Learning Department continued to meet with the MTSS committee throughout the 2019-2020 school year. The committee was comprised of staff members and administrators from all school sites and district office representatives. Additionally, the CHS MTSS committee partnered with SDCOE for additional support in order to streamline and narrow the focus of their MTSS efforts. This partnership will continue for three years. During the 2019-2020 school year, there were three active DoDEA grants: Project M3, Project A4L, and Project STEM READ-I. The M3 DoDEA grant ended in August 2020. Professional learning opportunities for staff were provided in the areas of guided reading, close reading, reciprocal teaching, collaborative conversations, mindfulness, social/emotional/behavioral supports, educational technology and team time support. Due to the impacts of COVID-19, some professional learning opportunities were not offered and the focus for continued professional learning shifted to webinars and self-paced professional learning in the areas of Zoom technology, essential learnings, essential learning template, online teaching best practices, PowerSchool and various online applications to support the pivot to distance and hybrid learning. The Learning Department also continues to facilitate professional learning for newly adopted curricula. CUSD has gathered feedback from administrators related to the structure and content of the 2020-2021 and 2021-2022 professional learning opportunities.</p>

Expected	Actual
<p>Metric/Indicator 19. English Learners Annual progress on becoming English Proficient</p> <p>19-20 Increase +2% over baseline.</p> <p>We will use ELPAC as our measure for English Learner progress.</p> <p>Baseline In 2016-17, 80% of English Learners made annual progress of at least one level on CELDT level towards becoming English proficient.</p> <p>Metric/Indicator 20. EL Reclassification Rate</p> <p>19-20 Increase +1% over previous year.</p> <p>Baseline EL Reclassification rate for 2016-17 is 30%, a 20% increase as compared to the 2015-16 reclassification rate of 19%.</p>	<p>ELPAC summative assessment data from spring 2019 shows that 16.40% of English learners are well developed, 37.77% are moderately developed, 30.12% are somewhat developed, and 15.71% are in the beginning stage. CUSD also uses the following measures of formative assessments to monitor growth in between the annual ELPAC assessment: Read 180, publisher assessments and intervention curriculum assessments (Tier II).</p> <p>CUSD no longer uses NWEA MAP as an assessment for all students grades K-8. NWEA MAP can be used as a tier II assessment in order to triangulate student data and monitor growth.</p> <p>The EL reclassification rate for 2019-2020 was 9%, a 8% decrease compared to the 2018-2019 reclassification rate of 17%. This decrease can be attributed to the impacts of COVID-19 and the postponement of testing and other assessment measures used to determine the reclassification of students. It is important to note that during the 2019-2020 school year, 77% of English Learners were meeting expected growth measures per the summative ELPAC.</p>
<p>Metric/Indicator 21. Long-term English Learner count</p> <p>19-20 Maintain</p> <p>Baseline In 2016-17, CUSD increased the number of long-term English learners from 0 to 2 (new enrollees since last year).</p>	<p>In 2019-2020, CUSD decreased the number of long-term English learners from 10 to 3.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Continue as in previous years, with emphasis on:</p> <p>A. Transitions to NGSS and new HSS Framework, arts integration and STEAM integration. Administer Operational CAST for grades 5, 8, and once in high school (grade 11).</p> <p>B. Implement HSS instructional materials per 2018 HSS adoption per adoption process recommendations (Year 2).</p> <p>E. implement adopted ELA curriculum (middle school) and pilot ELA curriculum (elementary)</p> <p>F. implement adopted math curriculum (elementary)</p> <p>H. Implement necessary changes to health instruction based on 17-18 evaluation.</p>	<p>Objects 1xxx - 5xxx Salaries, Benefits, Books/Supplies, and Services LCFF Base and other State and Federal Funding Sources LCFF - \$21,134,697, State - \$2,826,960, Federal - \$3,483,865, Other Local - \$3,950,925</p>	<p>LCFF - \$21,134,697, State - \$2,826,960, Federal - \$3,483,865, Other Local - \$3,950,925</p>
<p>Continue as in 18-19, with emphasis on:</p> <p>i. supporting school administration in ensuring they are annually identifying students in these subgroups, reviewing data and providing appropriate placement and supports.</p> <p>iii. developing and refining a Personalized Education Plan (PEP) with the involvement of the student, parents and teacher(s) for each student in these subgroups. This can also include regular student conferencing.</p>	<p>Objects: 1xxx - 3xxx Salaries and Benefits LCFF Supplement \$155,000</p>	<p>\$155,000</p>
<p>Continue as in 18-19, with emphasis on improving performance in mathematics for identified students, including students with disabilities, socio-economically disadvantaged students and English Learners by:</p> <p>i. ensuring school administration annually identifies students in these subgroups, reviews data, and offers available supports and/or places students appropriately.</p> <p>ii. CUSD Mathematics Teacher on Special Assignment will provide teacher support and Special Education case carriers (students with disabilities subgroup) will serve as case carrier for these students; a Personalized Education Plan (PEP) will be developed with the involvement of the student and parents</p> <p>iii. Continued teacher professional development focused on high quality mathematics tasks, number talks and mathematics curriculum adoption.</p>	<p>Objects: 1xxx - 3xxx Salaries and Benefits LCFF Base and other State and Federal Funding Sources LCFF Base \$50,000 & Federal (DoDEA) \$50,000</p>	<p>LCFF Base \$50,000 & Federal (DoDEA) \$50,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Continue as in previous year with a special emphasis on the following:</p> <p>A. CUSD will provide a system of ongoing feedback to and for all CUSD students on their strengths and needs to support students' advocacy for their own learning which will include:</p> <ul style="list-style-type: none"> a. time for student goal setting and reflection with teachers b. documentation of interests, strengths, and needs in electronic portfolio c. "Voice and choice" via projects, assessments, and assignments <p>B. The CUSD Personalized Learning Committee (administrative cabinet) will develop criteria for Personalized Education Plans for all levels/grades, collaborate on best practices, as well as investigation of warehousing PEPs via electronic portfolios.</p>	<p>Included in Goal #1, Action #1 LCFF Base and other State and Federal Funding Sources</p>	<p>Included in Goal #1, Action #1</p>
<p>Continue as in previous year with emphasis on the following:</p> <p>B. A Digital Literacy Scope and Sequence for grades 6-12 will be developed to parallel the TK-5 Digital Literacy Scope and Sequence. The TK-5 sequence will be revised to reflect changes in instructional program (computer lab, STEM, Technology Resource Teacher) and the purchase of additional devices.</p> <p>C. All student groups will receive instruction from teachers with an increased capacity for 21st century best practices for instruction.</p> <p>D. Effectiveness of digital learning resources will be evaluated annually.</p>	<p>Included in Goal #1, Action #1 LCFF Base and other State and Federal Funding Sources</p>	<p>Included in Goal #1, Action #1</p>
<p>Continue as in previous year with emphasis on areas identified by Learning Department Leadership Team and Student Services, as well as surveys, observations, and evaluations. Special emphasis will be placed on the following:</p> <p>C. Academically-related training will include paraprofessionals when appropriate to content or service.</p> <p>E. Certificated professional development will be coordinated by the Learning and Student Services Departments using feedback from Learning Department Leadership Team and Student Services, as well as surveys, observations, and evaluations. PD will be relevant to the department and/or grade level and will be directed by clearly articulated</p>	<p>Objects: 1xxx-3xxx and 5xxx Salaries, Benefits, and Services LCFF Base and Supplemental LCFF Base \$270,000 & LCFF Supplemental \$65,000</p>	<p>LCFF Base \$270,000 & LCFF Supplemental \$65,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>objectives and agenda. The Learning Department Leadership Team will design department/grade level specific experiences and provide 'voice and choice' options for teachers based on their needs.</p> <p>H. Explore a system for tracking PD.</p> <p>I. Provide training for all teachers on data analysis and data discussions, review integrated and designated ELD strategies, MTSS, PBIS, restorative practices, Sanford Harmony, Beyond SST, literacy instructional strategies, SEL and content-specific training.</p>		
<p>Continue as in 18-19 with emphasis on the following:</p> <p>C. Common criteria for assessing and grading will be used by all teachers within a grade. All teachers will understand the continuum of expectations from grade to grade (vertical alignment). Resources will be developed to support alignment and implementation.</p>	<p>Objects: 1xxx - 3xxx Salaries and Benefits LCFF Base \$5,000</p>	<p>\$5,000</p>

Goal Analysis

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

All budgeted funds were used to support the actions/services described for Goal 1: Learning.

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

During the 2019-2020 school year, CUSD continued to successfully align and implement the California State Standards. NGSS, HSS, VAPA and World Languages at the secondary level continued to be a focus for alignment. Alignment of standards also continues in Career Technical Education courses, particularly new courses and coding within CALPADS. Despite the impact COVID-19 had on all aspects of our educational institution, CUSD continued to make progress within the MTSS committee, working with committee members from each site to complete the tiered fidelity inventory and develop and refine their school wide behavior expectations. MTSS members met regularly and participated in professional learning related to PBIS and restorative practices. Additionally, the Coronado High School MTSS team continued their partnership with SDCOE, focusing on completing school inventories and reviewing student data. CUSD successfully piloted and adopted ELA curriculum (Benchmark Advance) for students in grades TK-5. Elementary teachers received comprehensive virtual training in spring 2020. Professional learning pivoted with COVID-19 from a focus on

research-based literacy strategies to best practices for online teaching and learning, including professional learning workshops for the various online applications that were purchased due to the impact of COVID-19.

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities: Governing Board Goal 2

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 1. Parent Survey Data Participation Counts</p> <p>19-20 Increase participation on all CUSD parent surveys by 50 responses.</p> <p>Baseline 2016-17: Fall (Communication): 373 Winter (Learning): 279 Spring (Support PENDING):</p>	<p>The 2019-2020 parent survey participation counts increased in comparison to the 2018-2019 survey counts. This can partially be attributed to COVID-19 and the pivot to distance learning in spring 2020. The following parent surveys were facilitated during the 2019-2020 school year via ThoughtExchange.</p> <p>9/30/2019: How can CUSD best prepare our students for college and career readiness? 317 Participants, 265 Thoughts, 8,511 Ratings</p> <p>12/9/2019: As we look forward into the New Year, what can we do, as a school community, to best Connect, Challenge, and Champion the students in our care? 135 Participants, 21 Thoughts, 330 Ratings</p> <p>2/27/2020: What are some things you think our schools are doing well and what are the most important things to focus on to ensure that our students are college, career, and life ready? 216 Participants, 60 Thoughts, 1,183 Ratings</p> <p>3/20/2020: As our community manages the impact of COVID-19, what are important supports and services we can create in order to keep everyone connected and engaged during the statewide Shelter in Place?</p>

Expected	Actual
	<p>305 Participants, 152 Thoughts, 4,062 Ratings</p> <p>5/11/2020: Based off of your Distance Learning experience, what perspectives do we need to consider to ensure student success in remote learning?</p> <p>616 Participants, 955 Thoughts, 19,409 Ratings</p>
<p>Metric/Indicator 2. Haiku/Powerschool usage data</p> <p>19-20 Maintain student use; increase teacher use based on previous year's inventory; increase parent use based on previous year's inventory.</p> <p>Baseline 2016-17 (as of April 27, 2016):</p> <ul style="list-style-type: none"> • There were ~874,000 visits by students totaling ~83,000 hours. The top student uses include inbox, calendar, Dropbox, assessments, first pages, announcements, and discussions. • There were ~38,000 visits by teachers totaling ~7,800 hours. • There were ~60,000 visits by parents totaling ~3,000 hours <p>Metric/Indicator 3.Elementary parent teacher conference data</p> <p>19-20 Increase parent conference participation: VES: maintain SSES: 98.5%</p>	<p>2019-2020 PowerSchool usage data increased, largely due to COVID-19 and the pivot to distance learning in spring 2020. Current Powerschool usage data as of August 2020 through April 22, 2021 is below:</p> <ul style="list-style-type: none"> * There were ~823,211 visits by 2,449 students totaling ~ 203,198 hours. * The top student uses include dropbox, inbox, calendar and assessment, which are all accessed through a teacher's mainpage. * 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. <p>Fall 2019 annual parent-teacher conference participation rates did meet our target goals. Silver Strand Elementary School: 98.9% (increased by 1.4%) Village Elementary School: 99.1% (increased by 0.6%)</p>

Expected	Actual
<p>Baseline Fall 2016: 98% of Village Elementary parents participated in annual parent teacher conferencing and 96% at Silver Strand Elementary.</p> <p>Metric/Indicator 4.Required parent school participation</p> <p>19-20 Maintain current attendance at fall and spring D/ELAC combined meetings.</p> <p>Baseline 2016-17:</p> <ul style="list-style-type: none"> • All schools have a compliant, functioning School Site Council. • All schools have a robust Parent Teacher Organization. • All schools with an EL count over 21 have an English Learner Advisory (VES and SSES). • CUSD has a District English Learner Advisory Committee (DELAC). • CUSD has a Special Education Parent Advisory Committee (SEPAC). • CUSD has a Parent Leadership Committee which represents parents from each site 	<p>During the 2019-2020 school year:</p> <ul style="list-style-type: none"> * All schools have a compliant, functioning School Site Council. * All schools have a robust Parent Teacher Organization. * All schools with an EL count over 21 have an English Learner Advisory Committee (VES and CMS) and met this year as a combined group with the District English Learner Advisory Committee (DELAC) as a result of the small size of the EL population and District EL families from all school sites were invited to attend these combined meetings. * CUSD has a Special Education Parent Advisory Committee (SEPAC) * CUSD has a parent Leadership Committee which represents parents from each school site.
<p>Metric/Indicator 5.Parent Trainings</p> <p>19-20 Face to Face: Maintain and reflect parent needs</p> <p>Playposit software was discontinued.</p> <p>Baseline 2016-17:</p>	<p>During the 2019-2020 school year, CUSD provided face to face and virtual trainings for parents on a variety of topics. Back to school, reading, mathematics, academic interventions, English learners, social emotional support, social media, bullying, school safety, positive discipline, technology, drug awareness, college career readiness and the LCAP. Due to the impacts of COVID-19, CUSD provided numerous resources for families focusing on technology and education applications being used during distance learning.</p>

Expected	Actual
<p>Face to Face Trainings: 28+ trainings were provided to CUSD parents on a variety of topics: Back to School; reading, mathematics, and academic interventions; English learners; social emotional support, social media, bullying, positive discipline, suicide awareness; college and career, and parenting.</p> <p>Virtual Trainings (Playposit): none</p>	
<p>Metric/Indicator 6.Staff Surveys and Department Metrics</p> <p>19-20 Key action will depend on previous year’s evaluation.</p> <p>Baseline none</p>	<p>During the 2019-2020 school year, a variety of staff surveys were used to provide important feedback related to professional development and district efficiencies. Below is a summary of the topics and participation rates of teachers who participated in the ThoughtExchange surveys.</p> <p>8/15/2019: What are some key takeaways from the experiences offered this morning and how are you planning to bring them forward into the school year? 54 Participants, 46 Thoughts, 389 Ratings</p> <p>9/20/2019: What are some important things we can do, or do better, to support the health and wellness of our staff in Coronado USD? 170 Participants, 132 Thoughts, 4,638 Ratings</p> <p>12/9/2019: As we look forward into the New Year, what can we do, as a school community, to best Connect, Challenge, and Champion the students in our care? 135 Participants, 21 Thoughts, 330 Ratings</p> <p>12/16/2019: What are important things for us to consider as we provide positive opportunities for students and staff within our bell schedule? 47 Participants, 18 Thoughts, 152 Ratings</p>

Expected	Actual
	<p>2/27/2020: What are some things you think our schools are doing well and what are the most important things to focus on to ensure that our students are college, career, and life ready? 216 Participants, 60 Thoughts, 1,183 Ratings</p> <p>3/20/2020: As our community manages the impact of COVID-19, what are important supports and services we can create in order to keep everyone connected and engaged during the statewide Shelter in Place? 305 Participants, 152 Thoughts, 4,062 Ratings</p> <p>5/11/2020: Based off of your Distance Learning experience, what perspectives do we need to consider to ensure student success in remote learning? 616 Participants, 955 Thoughts, 19,409 Ratings</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Continue as in 18-19 with emphasis on:</p> <p>A. Continue to research and evaluate single sign-on for communication, participation and engagement, based on previous year's efforts, with a focus on district adopted resources.</p> <p>B. Increase consistent usage of learning management system (Power School) for all grades.</p> <p>C-F. Maintain and explore opportunities for providing virtual parent trainings.</p>	<p>Objects: 5xxx Services LCFF Base \$30,000</p>	<p>\$30,000</p>
<p>Continue as in 18-19 with emphasis on:</p> <p>A. Evaluate support to school sites under the supervision of the CUSD Executive Cabinet.</p> <p>B. Evaluate accountability structure for classified departments aligned with uniform standards of services to support CUSD school sites (M&O,</p>	<p>Objects: 1xxx - 3xxx Salaries and Benefits LCFF Base \$1,477,508</p>	<p>\$1,477,508</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Technology, Business Services, Child Nutrition, etc.). Communicate structures to all CUSD staff. C-D. Maintain E. Evaluate communication from sites to District Office, and from District Office to sites.		
Maintain	Objects: 5xxx Services LCFF Base \$40,000	\$40,000

Goal Analysis

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

All budgeted funds were used to support the actions/services described for Goal 2: Communication.

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

Communicating openly, freely, and accurately to engage and involve stakeholders continues to be an important part of the work that we do on a daily basis to partner with our community, and provide support to each school site and the students they serve. CUSD continues to provide a variety of ways for parents and the community to access information about for our schools and programs. During the 2019-2020 school year, CUSD was successful with the research, evaluation and plan for the implementation of a single sign-on (Class Link) for the 2020-2021 school year. Due to the impacts of COVID-19 and the pivot to online learning, CUSD experienced an increase in the number of students, parents and staff using technology. As a result, CUSD provided numerous training resources so students, staff and families could successfully navigate distance learning. All trainings went virtual beginning in March 2020. Parent participation has increased as a result.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)

Local Priorities: Governing Board Goal 3

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 1. Williams Facilities Inspection Tool (FIT)</p> <p>19-20 Maintain, with understanding of Board philosophy of planned degradation of facilities due to budget constraints.</p> <p>Baseline 2015-16: 100% of CUSD schools received an overall “good” rating on Facilities Inspection Tool (FIT)</p>	<p>During the 2018-2019 and 2019-2020 school years, 100% of CUSD schools received an overall "good" rating on the Facilities Inspection Tool (FIT). While we are maintaining our status in alignment with our goal, we understand the Board philosophy related to our budget constraints and future planning for the degradation of our facilities.</p>
<p>Metric/Indicator 2. Required Safety Drills: Elementary: monthly CMS: 4 times a year CHS: 2 times a year</p> <p>19-20 Maintain</p> <p>Baseline 2016-17: All schools held required safety drills.</p>	<p>During the 2019-2020 school year, all schools held the required safety drills while school was offering in-person learning (pre-COVID), thus maintaining our goal. The required number of drills held at each school site are as follows: SSES: monthly VES: monthly CMS: 4 times a year CHS: 2 times a year</p>

Expected	Actual
<p>Metric/Indicator 3.CA Healthy Kids Survey (State required, locally reported; administered every 2 years)</p> <p>19-20 CHKS: N/A</p> <p>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 2019 survey results.</p> <p>Baseline Spring 2017:</p> <p>Participation Rate: Gr. 5: 54% Gr. 7: 90% Gr. 11: 78%</p> <p>School Connectedness: Gr. 5: 62% Gr. 7: 73% Gr. 11: 66%</p> <p>Caring Adult Relationships Gr. 5: 64% Gr. 7: 46% Gr. 11: 44%</p> <p>Feel Safe at School Gr. 5: 87% Gr. 7: 79% Gr. 11: 87%</p>	<p>CUSD will be administering the CHKS in spring 2021. Results from the spring 2019 administration of the CHKS are as follows:</p> <p>Participation Rate: Gr. 5: 62% Gr. 7: 94% Gr. 9: 91% Gr. 11: 91%</p> <p>School Connectedness: Gr. 5: 76% Gr. 7: 74% Gr. 9: 91% Gr. 11: 69%</p> <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>

Expected	Actual
<p>Metric/Indicator 4.Number of Existing Academic Intervention Sections and Services for General Education; % FTE dedicated to Intervention</p> <p>19-20 Using data from the previous year, evaluate expense and effectiveness of academic interventions. Evaluation will inform restructuring intervention sections and services based on individual student need.</p> <p>Baseline CHS (Credit Recovery, Math Support, Palm): 12 sections CMS (Math Support 6, Literacy Lab 6, Academic Lab 7/8): 3 sections SSES: 3.4% FTE for ASE VES: 2.14% FTE for ASE</p>	<p>During the 2019-2020 school year, the number of existing academic intervention sections and services for general education, and the % FTE dedicated to intervention support are: CHS: 11 sections (credit recovery, math support, palm, ELD) CMS: 3 sections (math support, literacy lab, ELD) SSES: 2.37% FTE for academic support and ELD VES: 2.6% FTE for academic support and ELD</p>
<p>Metric/Indicator 5.P2 Attendance Rate (annually in April)</p> <p>19-20 Increase .5% over previous year.</p> <p>Baseline The 2016-17 P2 attendance rate is 95.51%, an increase of 68% over 2015-16 P2</p>	<p>The 2019-2020 P2 attendance rate is 96.39%, a decrease of 0.41% over 2018-2019 P2. It is also important to note that due to the impacts of COVID-19, the 2019-2020 P2 attendance data was gathered in February 2020 and not in April 2020.</p>
<p>Metric/Indicator 6.Chronic Absenteeism Rate</p> <p>19-20 Decrease chronic absenteeism overall and at each site by 2% over previous year.</p>	<p>As of 2020 P2, the chronic absenteeism rate for CUSD is 5%, a decrease of 3.12% over spring 2019 P2. The chronic absenteeism rate for each individual school site is as follows: CHS: 6.5% (a decrease of 8.23%) CMS: 3.4% (a decrease of 2.2%) SSES: 5.6% (an increase of 2.37%) VES: 4.3% (an increase of 1.15%)</p>

Expected	Actual
<p>Baseline As of spring 2017 P2 (April), the chronic absenteeism rate for CUSD is 16%, an increase of 3% over spring 2016 P2. CHS: 22% (+9.6%) CMS: 9% (-5.2%) SSES: 13% (-2.2%) VES: 13% (+1)</p>	<p>CUSD did not meet our goal to decrease chronic absenteeism overall and at each site by 2%. However, two school sites did have a decrease in their site chronic absenteeism rate.</p>
<p>Metric/Indicator 7.Suspensions and Expulsions</p> <p>19-20 Decrease suspensions at all schools by .5%</p> <p>Baseline 2015-16: 2.5% of students were suspended; there were no expulsions.</p>	<p>During the 2018-2019 school year, 3.0% of CUSD students were suspended and there were no expulsions. This is an increase of 0.2% (suspension rate), thus not meeting our goal. During the 2019-2020 school year, 1.1% of CUSD students were suspended and there were no expulsions. This is a decrease of 1.9% (suspension rate), thus meeting our goal. It is important to note that the decrease in suspension rate can be attributed to school closures during spring 2020 and the pivot to distance learning.</p>
<p>Metric/Indicator 8.Dropout Counts</p> <p>19-20 Reduce the dropout counts at each secondary school by 25%.</p> <p>Baseline 2015-16: CHS was 5; CMS was 4.</p>	<p>During the 2018-2019 school year, the dropout counts for CHS was 17 students and the dropout counts for CMS was 0 students. During the 2019-2020 school year, the dropout counts for CHS was 13 students and the dropout counts for CMS was 6 students. The goal of reducing the dropout counts at each school site by 25% was not met.</p>
<p>Metric/Indicator 9.%FTE and Type of Counseling Services</p> <p>19-20 Maintain</p> <p>Baseline 2016-17: Guidance Counselors: 1.0 @ CMS; 3.8 @ CHS Clinical Counselors: 3.5 Educationally Related Mental Health (ERMHs)</p>	<p>During the 2019-2020 school year, the % FTE for counseling services is as follows: Guidance Counselors: 1.0 at CMS; 3.0 at CHS Clinical Counselors: 3.5 Educationally Related Mental Health (ERMHs) Professionals: 1.58 Military Family Life Counselors: 5.0</p>

Expected	Actual
Professionals: 1.25 Military Family Life Counselors: 3.0	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue as in 18-19, with emphasis on the following: B. Maintenance response time baseline data from School Dude will be evaluated and will include an email response to the originator and the person impacted.	Objects: 2xxx - 5xxx Salaries, Benefits, Books/Supplies, and Services LCFF Base \$3,600,000	\$3,600,000
Continue as in 18-19 with emphasis on the following: A. based on learning from 2018-19, the CUSD and site safety plans will be revised/updated. Staff will participate in safety training and the development of site-specific protocols.	Objects: 1xxx - 4xxx Salaries, Benefits, and Books/Supplies LCFF Base \$6,000	\$6,000
Continue as in 18-19; Key actions will be based on evaluation of MTSS for each site and district-wide. Use of LCFF Supplemental Funds will support unduplicated populations and their needs. Special attention will be given to the following key actions: A. Ensure each site maintains a system for multi-tiered supports based on CUSD Multi-tiered System of Supports (MTSS) Framework and MTSS Committee training and recommendations. F. Implement Beyond SST, a system designed to track evidence of need and applied interventions for all students involved in Student Success/Study Team process. Beyond SST will connect to Special Education Information System (SEIS). H. Provide training and access for teachers and related staff on academic data systems such as the CA School Dashboard, CAASPP, NWEA MAP, SEIS, Beyond SST, Power School, Edgenuity	Objects: 1xxx - 5xxx Salaries, Benefits, Books/Supplies, and Services LCFF Base and other State and Federal Funding Sources LCFF Supplemental \$194,298 LCFF Base \$177,000	LCFF Supplemental \$194,298 LCFF Base \$177,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>(Pathblazer), APEX, Synergy, Discovery Education, and other data or instructional technology resources.</p> <p>Continue as in 18-19 and implement Year 2 of English Language Proficiency Assessments of California (ELPAC). Key actions will be based on the needs of EL/RFEP populations. Emphasis will be placed on the following:</p> <p>C. Monitor academic progress in ELA and math for all English Learners and Reclassified Fluent English Proficient students.</p> <p>F. Provide continued professional learning for all teachers on ELA Framework, ELPAC data analysis and integrated ELD strategies.</p> <p>Continue as in 18-19, with emphasis on the following:</p> <p>A. Ensure all site attendance is accurately reported daily into Synergy.</p> <p>B. 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>C. Ensure all sites promote and/or incentivize positive attendance.</p> <p>D. Ensure all sites hold appropriate SART and SARB meetings for students whose attendance reaches appropriate thresholds.</p> <p>E. Provide reports to the Governing Board on district attendance each semester</p> <p>F. Provide teacher training on voluntary use of Synergy's attendance application.</p>	<p>Objects: 1xxx - 3xxx and 5xxx Salaries, Benefits, and Services LCFF Supplemental \$227,841</p> <p>Objects: 2xxx - 3xxx Salaries and Benefits LCFF Base \$950,000</p>	<p>\$227,841</p> <p>\$950,000</p>
<p>Continue as in 18-19, with emphasis on the following:</p> <p>A. All schools will continue to provide behavior intervention supports.</p> <p>B. Implement Positive Behavior Intervention System (PBIS), a for coding and tracking a hierarchy of interventions as it relates to infractions and number of infractions in Synergy.</p> <p>C. Continue to develop a plan for full implementation</p> <p>D. Provide follow-up training for all school registrars (at all 4 sites) related to coding and tracking of student suspensions in Synergy.</p>	<p>Object: 5xxx Services LCFF Base \$20,000</p>	<p>\$20,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>E. MTSS Committee representatives will work with site team to revise site discipline action guide and implementation of restorative practices.</p> <p>Continue as in 18-19 with emphasis on the following: Provide clear communication related to the structure of the continuum of services, ranging from community partnerships, guidance counseling, clinical counseling and ERMHS.</p> <p>A. 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>B. The Director of Student Services will lead the collaboration with District academic counselors, clinical counselors, and ERMHS; and will coordinate the support services of CUSD School Liaison Officer for Navy Region Southwest, CUSD Military Life Consultants (MFLCs), Coronado SAFE, and CUSD School Resource Officer from the Coronado Police Department, to address the social emotional needs of CUSD students.</p> <p>C. Information on available local services for supporting staff will be offered annually by Human Resources.</p> <p>D. Continued training and support related to character and support programs for all students will be provided to staff, including the 8 Keys of Excellence and Sanford Harmony.</p>	<p>Objects: 1xxx - 3xxx Salaries and Benefits LCFF Base \$740,000</p>	<p>\$740,000</p>

Goal Analysis

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

All budgeted funds were used to support the actions/services described for Goal 3: Support.

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

Maintaining safe and supportive schools where students and staff thrive continues to be an important part of the work that we do on a daily basis. This work is supported through our efforts to have clean, well-maintained facilities that welcome our students on a daily basis. Every school site has social, emotional and behavioral supports, however, due to the impacts of COVID-19, CUSD is evaluating what supports need to be increased in order to meet the unique needs of each individual student. The ongoing work within the MTSS committee continues to be critical in defining the academic, behavioral and social-emotional tiers of supports at each school site. School safety is ensured through comprehensive site safety plans, staff and student training, and the safety committee. CUSD continuously monitored the effects COVID-19 was having on student engagement, individualizing supports to engage students online, on campus and aim for 100% attendance during the implementation of each learning platform and reopening phase. CUSD has celebrated strong attendance rates during all stages of reopening.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Health and Safety (PPE) Equipment: To comply with all safety reopening guidelines as determined by the California Department of Public Health, CUSD has purchased a variety of PPE equipment in order to ensure staff and student safety when returning to in-person instructional offerings.	\$150,000	\$150,000	No
Instructional Materials: Additional instructional materials and assessment softwares will be purchased to support the identification of students who have experienced significant learning loss and the implementation of intervention strategies to accelerate learning.	\$200,000	\$200,000	No
Technology Hardware and Software: Additional technology equipment will be purchased to support a hybrid schedule where there is distance learning incorporated into the weekly schedule. Additional software licenses will be purchased to support a hybrid schedule. The hardware and software will ensure a continuity of learning as students navigate a combination of distance learning and in-person instruction.	\$50,000	\$50,000	No

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

All budgeted funds were used to support the actions described above related to in-person instructional offerings.

Analysis of In-Person Instructional Offerings

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

Due to the impact of the COVID-19 pandemic, in-person instruction was not immediately available when the 2020-2021 school year began in August 2020. San Diego at that time was on the watch-list. CUSD opened school on August 27, 2020 with all students in a distance learning environment. CUSD worked through the spring and summer to develop comprehensive reopening plans (hybrid learning and all in-person learning) using the SDCOE reopening checklist to ensure that all health and safety protocols were in place, including, but not limited to, face coverings available with guidelines, social distancing protocols and signage, transparent desk barriers, face shield, hand washing and sanitizing protocols and materials, staggered schedules, limiting sharing supplies and materials, water stations and efforts to cohort student groups. All reopening resources and plans can be found here:

<https://coronadousd.net/about/covid-19-information/>. Staff that returned over the summer and when school started received training relative to health, safety and hygiene. All safety protocols were in place at each school site as staff began to return. Additionally, as CUSD implemented each phase of reopening for in-person, cohorted instruction, staff and students participated in health and safety training prior to returning.

CUSD has experienced many successes within each stage of our reopening plan. Throughout each stage of reopening, CUSD has recognized that the consequences of the COVID-19 pandemic, including fear for one's safety, has impacted all students but may have a disproportionate effect on the youngest students, students with disabilities, students who are most vulnerable to basic needs insecurity or child abuse and neglect, and other at-risk students. With all the above health and safety protocols in place when CUSD resumed in person instruction in late September, a critical foundational focus in the classroom-based instructional program and learning environment was on and remains on social-emotional learning (SEL) and psychological health and well-being. Providing a caring and nurturing environment and developing strong relationships and connections with our students had enabled CUSD staff to provide individualized psychological and SEL supports and resources. Counseling, other support services, and/or referrals to other agencies has continued to be available to assist students dealing with the social and emotional effects of COVID-19.

CUSD reopened schools for on-campus instruction the week of September 14th for all TK-12 grade students with moderate-severe disabilities. Between the weeks of September 14th and September 28th, CUSD school sites developed a list of students who were performing below standards, students at risk of child abuse and neglect, homeless and foster youth, English learners and students experiencing connectivity issues. During the week of October 5th, secondary students on these lists were invited back to campus in cohorts to engage in distance learning from campus where they were also able to receive direct support from administrators, counselors and instructional assistants. Additionally, during the week of October 5th, all students in preschool, grades TK-5, students in grades 6-12 with a support class, and students in grades 6-8 KCMS and yearbook classes were invited back to in-person learning according to a specific bell schedule to allow for cohorting and contact tracing. Since October 5th, elementary students have been experiencing in-person instruction on an AM/PM cohort model. TK-5 grade students attend their designated AM or PM cohort Monday through Thursday, and on Fridays, engage in online synchronous and asynchronous instruction.

Throughout the month of October, CMS and CHS continued to bring back cohorts of students for in-person instruction. These cohorts consisted of ELD students, students in need of ELA or math support and students in elective subjects that are difficult to deliver

through virtual learning (art, ASB, NJROTC, study skills, study hall, digital media, life skills, coding, club meetings, CoSA, weight training, etc.).

One challenge CUSD experienced was the result of the growing number of COVID-19 positive cases that were being experienced by students and staff following the Thanksgiving break. On Wednesday, December 9, 2020, all CUSD students returned to distance learning (called BRIDGE) due to the increase in positive cases and the subsequent closure of multiple classroom cohorts. All students then remained in BRIDGE up to and following the calendared winter break. Following winter break, all students remained in BRIDGE learning. This determination was made in response to the surge in COVID cases in our community, new public health PPE requirements, staffing challenges, and the continuity of instruction through the duration of the first semester.

The second semester began on February 1, 2021, and this marked an exciting day for CUSD. All campuses reopened for in-person learning, including opportunities for all students, grades TK-12 to opt into in-person instruction. Students in grades TK-5 resumed participation in the AM/PM cohorts, students in grades 6-8 attended on-campus two days a week (50% capacity) according to their last name and students in grades 9-12 began attending on-campus one day a week (25% capacity) and then transitioned to two days a week (50% capacity) according to their last name. Prior to the February 1st reopening, all teachers in grades TK-12 received training in Concurrent Curriculum Delivery (CCD) or "livestreaming" for students who were at home (whether the students were on BRIDGE or it was not their day to attend on campus according to their last name). Every teacher at the secondary level has been livestreaming instruction on a daily basis, with great success. This has allowed for continuity of learning and the ability to still engage students who may be placed on quarantine.

Another ongoing challenge has been staffing. Securing substitute teachers has been extremely difficult and remains an ongoing issue, not only for sudden illnesses or unexpected cohort quarantines, but also for teachers who have requested and been approved to provide instruction from home while they are livestreaming into the classroom. The CUSD Human Resources Department continues to work with each school site to problem solve this challenge.

Returning to in-person instruction highlighted the impact of the school closures on CUSD students' academic progress, learning and competency. CUSD academic evaluations included addressing student-specific needs arising from the transition back to in-person instruction and assessments to determine what students experienced a regression of skills and/or lack of progress. Initial academic assessments in the core instructional areas (ELA, Math, Writing and ELD) supported the quick identification of students who have not progressed or have regressed, allowing CUSD staff to identify opportunities for recovery, including supplemental education services, additional in-person instruction opportunities, or new/different support services. The specific assessments/programs used to measure student academics included: CAASPP Interim Assessments, MDTP (secondary math assessment), CPM Pre-Assessments, Read 180, NWEA, Benchmark Advance Reading Inventories, Bridges in Mathematics Pre-Assessments, SEL inventories, Amplify Assessments and other various curriculum-specific assessments. Ongoing formative and summative assessments have been used to continue to monitor student progress and provide individualized intervention strategies to accelerate student learning.

CUSD plans to remain offering the current in-person instruction schedules through the remainder of the 2020-2021 school year. Additionally, CUSD is planning for a full return of all students according to pre-COVID schedules and conditions for the 2021-2022 school year.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of software and hardware to support distance learning curriculum and instruction.	\$100,000	\$100,000	No
Purchase of hot spots for students in need.	\$20,000	\$20,000	No
Professional learning contracts and costs.	\$150,000	\$150,000	No

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

All budgeted funds were used to support the actions described above related to the CUSD distance learning program.

Analysis of the Distance Learning Program

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

Continuity of Instruction:
 CUSD is committed to providing continuity of instruction and learning to ensure that all students have equitable access to a full curriculum regardless of the method of delivery: virtual learning (CUSD BRIDGE program), hybrid learning schedule and on-campus schedule. In June, CUSD created a distance learning unit template that mirrors the distance learning instructional requirements within AB77. All staff in grades TK-12 spent June 1-11 participating in professional development focused on our virtual LMS platforms (PowerSchool, Google Classroom and Seesaw), Zoom, and curriculum/publisher specific distance learning resources. Teachers also utilized this time to develop and complete their first unit of study for distance learning using the uniform elementary and secondary distance learning templates to ensure that all components are incorporated for equity, access and continuity of learning. These templates incorporate not only the curriculum topics and lesson descriptions (teachers have been using our adopted CUSD curricula), but follow a research-based, backwards design model (Wiggins and McTighe; Hattie; Fisher and Frey), ensuring that all lessons are standards-based, focusing on the essential understandings/learnings and incorporating technology in order to provide robust and rigorous synchronous and asynchronous instruction and learning activities via a distance. Here are the links to the templates:
 1. Elementary Distance Learning Unit Template:
<https://drive.google.com/file/d/11YoPcc9Z5nqonLkWQTy6B7V0pE4N8B9Q/view?usp=sharing>

2. Secondary Distance Learning Unit Template:

<https://drive.google.com/file/d/1qMyRbwlbNP6VFTUjps1O2IYW9ADOaC0/view?usp=sharing>

CUSD teachers and support staff use PowerSchool at the secondary level, and Google Classroom and Seesaw at the elementary level to post unit lessons, activities, calendars, assessments, grades and provide feedback. CUSD purchased and has been using a district license for Zoom as a platform for teachers to use to provide live, daily instruction to their assigned students. Additionally, teachers have been available during support (office) hours to provide individualized and small group interventions and support. During asynchronous instruction, teachers used various digital platforms and resources that were incorporated into the adopted curricula for the different subject areas (Bridges in Mathematics, Benchmark Advance, FOSS Amplify, Discovery Ed, CPM, etc.) and also had access to multiple supplemental digital applications to utilize including, but not limited to, screencastify, desmos, seesaw, raz kids, mystery science, jamboard, wikiprojects, IXL, flocabulary, explain everything, no red ink, and chrome extensions. Throughout the duration of distance learning, CUSD has continued to ensure instructional continuity for students by utilizing the same learning platforms (LMS - PowerSchool, Google Classroom, SeeSaw) for all methods of delivery (CUSD BRIDGE, Hybrid, In-Person) as well as using our adopted curricula and supplementary learning platforms. This has enabled CUSD to transition seamlessly between emergency closures and in-person instruction, and everything in between.

Access to Devices and Connectivity:

Similar to the process that CUSD implemented in the spring 2020, a parent survey/form was used to assess student technology needs and requests relative to student devices and internet services at home. Teacher access to devices and internet at home was also assessed. A Technology Checkout Form was developed for students/families to check out a district Chromebook. In the spring, over 503 devices were prepared, sanitized and distributed to students throughout our four school sites. For families without internet access, mobile hotspots were issued. Mobile hotspots were issued to staff members as well, if they needed one. During the 2020-2021 school year, CUSD has continued to use a similar process as described previously to check out devices to families and distribute hotspots for connectivity as needed. Prior to any distribution, all devices are sanitized and bagged for safety of transfer. CUSD continues to recognize the importance of supporting families relative to navigating the digital curriculum and resources. CUSD and school sites connect regularly with individual students/families who are not engaging with the asynchronous, digital activities and provides the necessary supports. There are also support documents on our website for families and students to access, including training videos. Parents and students can also get individualized support for CUSD personnel at any time. Additionally, if devices are not functioning properly, families can contact their school site to exchange it for another device. CUSD has also taken measures to ensure that teachers and staff have the resources they need to provide live, daily instruction from home or their classrooms, including all CCD (livestreaming) technology. A significant contributing factor to the success of our BRIDGE program and our high attendance rates are the efforts made by the CUSD IT department, technology TOSA and teachers, and site library technicians to ensure that all students have access to a device and connectivity. To date, over 1,200 devices have been distributed.

Pupil Participation and Progress:

CUSD has monitored and assessed student participation and progress through multiple measures. CUSD BRIDGE (our distance learning platform) has structured schedules that comply with the daily instructional minutes requirements of AB77 and includes a balance of synchronous and asynchronous instruction and assignments. Student attendance has been taken via Synergy, the CUSD Student Information System, and has been determined based upon whether or not the student attended (showed up on Zoom) live,

synchronous, scheduled meetings/class periods or evidence of engagement in the daily instructional activities. Additionally, teachers have assigned approximate time values to all student work and monitored and assessed student engagement in asynchronous learning activities using a combination of the assignments that students complete and turn in on a weekly basis. Similar to the grading practices for in-person instruction, teachers collect and assess assignments via PowerSchool, Google Classroom, Seesaw, Flipgrid, etc. and provide targeted feedback to students. Student grades have been based on a combination of formative and summative assessments, demonstrating student understanding of applicable course content through assessments, projects, portfolios, or other appropriate means. NWEA (MAP) assessments from winter 2020 and student course grades were used as baseline data to provide progress reports in the spring and to also inform class placement for the fall. The specific assessments/programs that have been used to measure student progress include, and not limited to: CAASPP Interim Assessments, MDTP (secondary math assessment), CPM Pre-Assessments, Read 180, NWEA, Benchmark Advance Reading Inventories, Bridges in Mathematics Assessments, SEL inventories, Amplify Assessments, CAASPP Summative Assessments, course grades and other various curriculum specific assessments. Ongoing formative and summative assessments will be used to monitor student progress and provide individualized intervention strategies to accelerate student learning. Benchmark assessments have occurred on a 6-8 week cycle at the elementary level. Formative and summative assessments occur daily, weekly and every few weeks dependent upon the content, intervention and purpose.

Distance Learning Professional Development:

Preparation for distance learning truly began when CUSD schools experienced emergency closures on March 16, 2020. Upon these closures, CUSD immediately began preparing to provide all students an equitable and accessible distance learning experience. On March 30, 2020, staff reviewed the CUSD Distance Learning Plan and developed an universal CUSD distance learning template and guidelines. Individual technology support was provided to staff during this first five day period. CUSD distance learning for students launched on April 6, 2020. This initial experience relative to developing and implementing distance learning plans laid a strong foundation upon which CUSD continued to refine and develop based on staff/student/parent feedback, state guidelines and continued professional learning. In June 2020, CUSD created an updated distance learning unit template that mirrors the distance learning instructional requirements within AB77. ALI teachers and support staff in grades TK-12 spent June 1-11 participating in professional learning focused on out virtual LMS platforms (PowerSchool, Google Classroom and Seesaw), Zoom, and curriculum/publisher specific distance learning resources. Teachers also utilized this time to develop and complete their first unit of study for distance learning using the uniform elementary and secondary distance learning templated to ensure that all components are incorporated for equity, access and continuity of learning. These templates incorporate not only the curriculum topics and lesson descriptions (aligned to CUSD adopted curricula), but follow a research-based, backwards design model (Wiggins and McTighe; Hattie; Fisher and Frey), ensuring that all lessons are standards-based, focusing on the essential understandings/learnings and incorporate technology in order to provide robust and rigorous synchronous and asynchronous instruction and learning activities via a distance. Here are the links to the templates:

1. Elementary Distance Learning Unit Template:

<https://drive.google.com/file/d/11YoPcc9Z5nqonLkWQTy6B7V0pE4N8B9Q/view?usp=sharing>

2. Secondary Distance Learning Unit Template:

<https://drive.google.com/file/d/1qMyRbwlbNP6VFTUjps1O2IYW9ADOaC0/view?usp=sharing>

During the weeks of June 1-11, teachers also had the opportunity to choose additional professional learning technology workshops as

it pertained to their individual needs. Examples of these live and pre-recorded workshops included: publisher specific trainings (Benchmark Advance, Bridges in Mathematics), LMS platforms (PowerSchool, Google Classroom, Seesaw), screencastify, desmos, seesaw, raz kids, mystery science, jamboard, wikiprojects, IXL, flocabulary, explain everything, flipgrid, no red ink, and chrome extensions. Building teacher capacity within the core and supplementary platforms was a priority and directly affected the success of our fall CUSD distance learning program, called BRIDGE: Connecting educators, students and families in distance learning. Additional professional learning in June also included SDCOE facilitated training on how to build connections and relationships via a virtual environment. When teachers returned in August, CUSD continued to provide refresher trainings and support for technology platforms, applications, and distance teaching pedagogy, in addition to targeted professional learning related to creating meaningful formative and summative assessments in a virtual environment, and developing essential learnings for units of study. Individual teacher support has been provided on an ongoing basis during the entire 2020-2021 school year.

Staff Roles and Responsibilities:

The majority of CUSD staff have maintained their roles and pre-COVID responsibilities. Additional responsibilities added to all CUSD staff includes the expectations to comply with all health and safety guidelines when physically on CUSD property. The custodial and maintenance staff have learned new sanitizing and cleaning protocols that have been added to their daily duties. The district nurse and site health technicians have experienced increased responsibilities to understand all the guidelines pertaining the health, safety, PPE, and positive COVID-19 cases on campus, including all contact tracing and quarantine procedures. CUSD hired additional personnel to assist the health staff. CUSD teachers have also learned new technology platforms to assist them with successfully implementing the CUSD BRIDGE program. CUSD also evaluated how to best utilize instructional aides during distance learning, as their roles looked a little bit different when providing supports to individual or small groups of students during distance learning. Overall, most staff have had to take on additional professional learning and adjust their daily routines in response to COVID-19 and distance learning.

Support for Pupils with Unique Needs:

CUSD has been successful in providing targeted supports for students with unique needs, including our English learners, students with exceptional needs, students in foster care and students who are experiencing homelessness. While the structures of scheduling support times and personnel has been challenging, CUSD continued to be flexible and creative in order to ensure that all child had their needs met. For our English learners (EL), English language development (ELD) teachers created and provided a variety of learning activities and access to software programs designed for distance learning to supplement the daily designated and integrated ELD lessons that were being implemented by the classroom teachers. ELD teachers regularly met with EL students virtually to support language development and assist with scaffolding teacher provided distance learning lessons. Additionally, the CUSD ELD TOSA developed monthly workshops for parents in order to support them with information, resources and support during this challenging time. The following are examples of workshop content: ELD program updates, Navigating technology to monitor and assist my student, English language proficiency and reclassification, State testing ELPAC and SBAC, Literacy support and resources, and Seal of biliteracy requirements and application. Students with disabilities continued to receive specialized academic instruction and related services per the current Individual Education Plan (IEP). CUSD staff ensured foster youth was provided with assistance and/or social services to address basic needs, with priority on free and reduced-price meals, counseling support and/or referrals to outside agencies, and individualized instruction when necessary. Similarly, CUSD staff ensured that our homeless children were provided with

assistance and/or social services to address basic needs, with priority on free and reduced-price meals or assistance under the McKinney-Vento Homeless Assistance Act, counseling support and/or referrals to outside agencies, and individual instruction when necessary. CUSD has also continued to ensure that our at-risk students have access to computer devices and the internet for distance learning. We have also continued to provide families with information via CUSD newsletters on emergency food distribution (in addition to what our Food and Nutrition Department is providing), mental health resources, and other forms of community aid and resources to our families. In addition to working with individual families to meet their specific needs, feedback has been regularly solicited to determine next steps to support our students. Throughout the entire CUSD system, we have continued to strive to ensure academic and social-emotional needs for our unduplicated students are met. Teachers, support staff and counselors at each school site collaboratively support our students in need of academic interventions. Site counselors, teachers, support staff and administrators have continued to reach out to students and provide individual supports.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Supplemental intervention materials, supplies and programs. Recognizing that pupil learning loss may extend into subsequent semesters and school years, CUSD will set-aside funds for additional intervention sections and programs.	\$582,534	\$582,534	No
Professional development related to intervention strategies and materials in ELA, Math and ELD.	\$50,000	\$50,000	No

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

All budgeted funds were used to support the actions described above related to CUSD pupil learning loss.

Analysis of Pupil Learning Loss

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

CUSD recognizes that the consequences for the COVID-19 pandemic has impacted all students academically and social-emotionally. A critical, foundational focus in the live, synchronous instructional program (whether virtual or in-person) and the learning environment has been on social-emotional learning (SEL) and psychological health and well-being. Providing a caring and nurturing environment and developing strong relationships and connections with our students has successfully enabled CUSD staff to provide individualized psychological and SEL supports and resources. Counseling, other support services, and/or referrals to other agencies have been available to assist students dealing with the social and emotional effects of COVID-19. Parallel to addressing SEL is evaluating the impact of the school closures on CUSD students' academic progress, learning and competency. CUSD academic evaluations have included addressing student-specific needs and assessments to determine what students experienced a regression of skills and/or lack of progress. These initial academic assessments in the core instructional areas (ELA, Math, Writing and ELD) have supported the quick identification of students who have not progressed or have regressed, allowing CUSD staff to identify opportunities for recovery, including supplemental education services or new/different support services. The specific assessments/programs used to measure student academics included, but have not been limited to: CAASPP Interim Assessments, MDTP (secondary math assessment), CPM Pre-Assessments, Read 180, NWEA, Benchmark Advance Reading Inventories, Bridges in Mathematics Assessments, SEL inventories, Amplify Assessments, CAASPP Summative Assessments, course grades and other various curriculum

specific assessments. Ongoing formative and summative assessments will be used to monitor student progress and provide individualized intervention strategies to accelerate student learning. Benchmark assessments have occurred on a 6-8 week cycle at the elementary level. Formative and summative assessments occur daily, weekly and every few weeks dependent upon the content, intervention and purpose, and are aligned to our CUSD site assessment calendars. These calendars provide specific timelines for pre-assessments (baseline), frequent (quarterly) benchmark assessments, summative assessments and state assessments. In collaboration with the classroom teacher, assigned certificated and classified support staff have worked individually with identified students to provide academic support and intervention via one-on-one and small groups. Staff have provided direct instruction using essential learnings for the enrolled grade level and content area (ELA and/or Math) in order to mitigate additional learning loss (TNTP Reimagine Teaching, April 2020). Staff have also used the CUSD adopted intervention materials for ELA, Math and ELD, and were provided additional training as needed in order support support successful implementation of support services. For our at-risk and unique subgroups, an immediate emphasis in addressing SEL, health and safety has been a priority. CUSD at-risk students include unduplicated students, military-dependent students, special education students and students achieving below the standards. The process and strategies described above have been used as tier I, II and III identification and intervention supports for our at-risk students who are showing learning loss. In collaboration with the classroom teacher, assigned certificated and classified support staff have worked individually with identified students to provide academic supports and intervention via one-on-one and small groups using adopted curricula and intervention materials (tier I). To accelerate learning for our tier II and tier III at-risk students, staff has engaged in close collaboration with each other and have assessed students using weekly formative assessments and summative benchmark assessments every few weeks (NWEA, CAASPP, publisher assessments, etc). Additionally, supplemental curriculum and software programs (IXL, Raz Kids, Read 180, Fountas and Pinnell, etc) have been used for tiered interventions. Some tier II students have been placed in support classes, for example: reading intervention, English 8 Foundations, Read 180, Math Lab, Literacy Lab, Foundations in Math, Leveled Math, and Study Skills. For our English learners, collaboration is also important between educators and proven strategies have included additional remote instruction, telephone calls, meetings held on digital platforms, data tracking, and documentation of services and accommodations (Stronger Together, CDE, June 2020). For all of at-risk students, and especially non-English speaking families, engaging individually with each family is a critical component for academic success and has been a successful strategy for our CUSD staff to continue to use. English learners have successfully received integrated and designated ELD instruction used embedded materials in Benchmark Advance (elementary) and Read 180 (secondary). The effectiveness of the services and supports described above have been frequently monitored throughout the 2020-2021 school year using student data logs, quantitative assessment data (formative and summative), qualitative teacher and staff feedback, and parent input. Adjustments in strategies, programs, learning environment, materials and staff support have been made throughout the school year to meet the individual needs of all students.

Analysis of Mental Health and Social and Emotional Well-Being

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

CUSD recognizes that one of the most critical components to assess and monitor on an ongoing basis is the mental health and social and emotional well-being of our students and staff. CUSD has paid careful attention to students' increased mental health concerns. Drop-in and scheduled counseling appointments have continued to be available all school year. Counseling and/or other support services, and/or referrals to other agencies have been available to assist students with social-emotional issues that have resulted in stress, anxiety, depression, grief, and other mental health topics. Military Family Life Counselors (MFLCs) are available on every school site for military-dependent student counseling. CUSD site administrators, site counselors, and human resource staff have monitored the social/emotional wellbeing of our staff and have provided support services and/or referrals to outside agencies to support staff with mental health concerns. Resources such as VEBA are available to all staff, in addition to staff counseling provided by our MFLCs. Additionally, staff have been receiving opportunities to participate in continued professional development in SEL programs such as Sanford Harmony (elementary), Thrively and the 8 Keys of Excellence (middle school) and PBIS/Restorative Circles training (all sites). Other examples of programs to support the mental health of our students include T3 time at the middle school (scheduled weekly), morning meetups at the elementary sites (every day) and the counseling resources PowerSchool page that is linked to every teacher's page at the high school (has a wealth of resources for our high school students). Teachers have also been available during their weekly support time hours to assist individual students and groups of students. Additional resources to support the SEL well being of our students include Link Crew, Student-2-Student club, and the Coronado SAFE organization (counseling, family and student outreach programs, drug and suicide prevention, counseling, etc.). Staff and students have also been educated and provided with specific steps to take if they need support. Additionally, meetings such as anxiety coffee talks, mental aide as first aide, suicide prevention, and mental screeners occur on a regular basis on the high school campus. All school sites also have a living document that includes students on a "watch-list" who are experiencing trauma, academic, social-emotional or behavioral challenges and need extra resources or support. Staff has also reached out to each student individually, including the student's family when needed.

Analysis of Pupil and Family Engagement and Outreach

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

CUSD site administrators, teachers and staff have closely monitored student engagement viz attendance during daily live, synchronous instruction (via Zoom) and weekly completion of asynchronous assignments and activities. A careful eye has been on students identified as military-connected, English learners, foster, homeless, high needs, low income, and/or underperforming. Site staff has consistently reinforced concepts in core content areas via scaffolding and meeting with students individually or in small groups. Students with disabilities who have an IEP have received agreed upon services virtually and in-person both in general education and collaborative classrooms. Related service providers (speech/language pathologists, occupational therapists, adapted

PE teacher, etc.) have provided services and instructional assistants have provided support as needed. Individual family meetings, telephone calls or home visits have been used to support our students and families with the necessary resources to successfully engage in the CUSD BRIDGE program and in-person instruction. The specific reengagement steps taken at each school site include: teacher taking attendance daily and recording a weekly engagement log of assignments completed for each student, reports are pulled by administrators every Monday morning and phone calls are made to individual students who have shown a daily absence or is not engaging in the weekly assignments. Individual supports have been provided to students and families relative to reengaging in school (technology assistance, etc.). CUSD has used translators when necessary in order to communicate with families of English learners. CUSD monitors attendance rates on a regular basis for students in BRIDGE and students attending in-person. CUSD has shown high attendance rates throughout the duration of the 2020-2021 school year, with all school sites reporting rates between 94%-100% on a weekly basis.

Analysis of School Nutrition

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

Beginning in April 2020, CUSD applied for and received a waiver to provide nutritionally adequate meals for all pupils as part of the Seamless Summer Meals Program. Since then, every Monday, all families with children 18 and under have been able to pick up free breakfast and lunch meals via curbside pick-up. Each child receives one bag that contains 7 days worth of meals for breakfast and lunch. Meals have consisted of packaged, refrigerated, and/or frozen items (heating instructions are provided). District and school staff provides this "Grab and Go Distribution" of meal bags at 11:00am until all bags are distributed. CUSD has continued to ensure that students have access to nutritionally adequate meals whether they are on BRIDGE or attending in-person. Reminders about the CUSD meal service is also in the weekly newsletters that are sent out to families.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	We do not have additional actions at this time.	N/A	N/A	

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

CUSD did not allocate additional funds to support the implementation of the Learning Continuity Plan.

Overall Analysis

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

The development of the 2021-2024 LCAP has been influenced by the lessons learned throughout the duration of the 2019-2020 and the 2020-2021 school years. The need to build in dedicated time every day in every classroom TK-12 for SEL is critical. Incorporating SEL time for focused lessons, building classroom communities and sharing resources will be a focus during the 2021-2022 school year and beyond. Additionally, the need to continue work within the MTSS site committees relative to behavioral, academic and social interventions and supports is reflected in the 2021-2024 LCAP. Another area highlighted in the 2021-2024 LCAP is professional learning for all staff related to SEL, MTSS, literacy, and assessment. Closing the achievement gap and accelerating learning for students who are performing below grade level is another critical focus area.

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

Pupil learning loss will continue to be assessed and addressed in the 2021-2024 LCAP, especially for students with unique needs. Through the implementation of a balanced and formative assessment system, all students will be assessed according to a specific assessment cycle throughout the school year. Within this cycle, data analysis will highlight what students need additional, targeted supports. Assessments will be formative and summative and will be able to highlight academic growth for each individual student, thus providing valuable information related to what students need additional supports through the CUSD tiered MTSS system.

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

N/A - Budgeted funds within the Learning Continuity Plan were allocated to all students, inclusive of unduplicated students. There were no reported differences between the described actions or services and what CUSD actually implemented during the 2020-2021 school year.

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

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

Overall, the development of the 2021-2024 LCAP has been influenced by the lessons learned throughout the duration of the 2019-2020 and the 2020-2021 school years. The need to build in dedicated time every day in every classroom TK-12 for SEL is critical. Incorporating SEL time for focused lessons, building classroom communities and sharing resources will be a focus during the 2021-2022 school year and beyond. Additionally, the need to continue work within the MTSS site committees relative to behavioral, academic and social interventions and supports is reflected in the 2021-2024 LCAP. Another area highlighted in the 2021-2024 LCAP is professional learning for all staff related to SEL, MTSS, literacy, and assessment. Closing the achievement gap and accelerating learning for students who are performing below grade level is another critical focus area. Pupil learning loss will continue to be assessed and addressed in the 2021-2024 LCAP, especially for students with unique needs. Through the implementation of a balanced and formative assessment system, all students will be assessed according to a specific assessment cycle throughout the school year. Within this cycle, data analysis will highlight what students need additional, targeted supports. Assessments will be formative and summative and will be able to highlight academic growth for each individual student, thus providing valuable information related to what students need additional supports through the CUSD tiered MTSS system. For our at-risk and unique subgroups, an immediate emphasis in addressing SEL, health and safety will be a priority. CUSD at-risk students include unduplicated students, military-dependent students, special education students and students achieving below the standards. The process and strategies described throughout this annual update will continue to be used as tier I, II and III identification and intervention supports for our at-risk students who are showing learning loss. In collaboration with the classroom teacher, assigned certificated and classified support staff will work individually with identified students to provide academic supports and intervention via one-on-one and small groups using adopted curricula and intervention materials (tier I). To accelerate learning for our tier II and tier III at-risk students, staff has engage in close collaboration with each other and will assess students using weekly formative assessments and summative benchmark assessments every few weeks (NWEA, CAASPP, publisher assessments, etc). Additionally, supplemental curriculum and software programs (IXL, Raz Kids, Read 180, Fountas and Pinnell, etc) will be used for tiered interventions. Some tier II students will be placed in support classes, for example: reading intervention, English 8 Foundations, Read 180, Math Lab, Literacy Lab, Foundations in Math, Leveled Math, and Study Skills. For our English learners, collaboration is also important between educators and proven strategies will continue to include additional remote instruction, telephone calls, meetings held on digital platforms, data tracking, and documentation of services and accommodations (Stronger Together, CDE, June 2020). For all of at-risk students, and especially non-English speaking families, engaging individually with each family is a critical component for academic success and has been a successful strategy for our CUSD staff to continue to use. English learners will continue to receive integrated and designated ELD instruction using embedded materials in Benchmark Advance (elementary) and Read 180 (secondary). Another critical focus is the need to prepare for ongoing conditions and requirements related to COVID-19. To prepare for such conditions, the 2021-2024 LCAP has included specific health and safety actions, preparations for pivoting to distance learning and the regular monitoring and support for the mental health and social-emotional well-being of students, families and staff.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

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

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

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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



Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Coronado Unified School District	Karl Mueller Superintendent	karl.mueller@coronadousd.net 619 522-8900 ext 1025

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Coronado Unified School District (CUSD) is a preschool through adult education district located in the city of Coronado near San Diego. CUSD staff members strive every day to ensure our vision and mission statements are fulfilled through our students' well-being and preparedness for their futures. The District is contiguous with the boundaries of the entire Coronado community. All information about our schools and programs can be found at www.coronadousd.net

Our Vision:

We inspire, innovate, and create limitless opportunities to thrive.

Our Mission:

Quality Education for Life - Through rigorous academic standards, high expectations, and a coordinated curriculum, the Coronado Unified School District, in partnership with our community, will graduate students with the knowledge and skills necessary to excel in higher education, careers, society, and life with the confidence not only to dream, but to determine their futures.

Our Board Goals:

1. **LEARNING:** Integrate personalized learning with assessment methods that will prepare all students for academic and vocational success.
2. **COMMUNICATION:** Communicate openly, freely, and accurately to engage and involve all stakeholders.
3. **SUPPORT:** Maintain safe and supportive schools where students and staff thrive.

The Basics:

- Locally elected five-member Board of Education; superintendent employed by the Board
- Four schools: Coronado High School, Coronado Middle School, Silver Strand Elementary School, and Village Elementary School
- 380 employees: 178 certificated (teachers, counselors, speech therapists, etc.); 176 classified (instructional assistants, custodians, maintenance and grounds staff, etc.); 26 certificated and classified administrators (superintendent, assistant superintendent, principals, assistant principals, directors, mid-management)
- Enrollment: 2594 (October 2020)
 - o Coronado High School: 1069 students
 - o Coronado Middle School: 632 students
 - o Village Elementary: 609 students
 - o Strand Elementary: 284 students
 - o Non-public schools: 10 students
- Demographics (2020-2021):
 - o 5.0% inter district transfer students, including children of parents who work but don't live in Coronado; 12.0% students with Individual Education Plans (IEPs)
 - o 35.0% of students are connected to military (based on federal survey cards completed annually)
 - Strand Elementary: 80%
 - Village Elementary: 35%
 - Coronado Middle School: 38%
 - Coronado High School: 23%
 - o Total Unduplicated Count: 13.1% (n=343)
 - English Learners 3.0% (79 students); Socioeconomically Disadvantaged Students 10.9% (284 students); Foster Youth and Homeless Students: 0.15% (3 Foster Youth and 1 Homeless Student)
- Achievement:
 - o Graduation rate: 95.4% (4-year cohort graduation rate for the class of 2018-2019); 94.0% (4-year cohort graduation rate for the class of 2019-2020)
 - o UC A-G rate: 57.4% in 2018-2019; 63.8% in 2019-2020

o Advanced Placement: 47.6% participation rate in 2018-2019 with a pass rate of 80.9%; 48.9% participation rate in 2019-2020 with a pass rate of 77.5%

- Programs and Services that we are proud to include in our instructional program:

- o 1:1 devices to students, with a robust network infrastructure

- o STEAM courses and enrichment offerings in Science, Technology, Engineering, Arts, and Math and several that integrate these content areas, including Robotics and Computer Science

- o Many Advanced Placement courses

- o Career Technical Education (CTE) courses and CTE pathways in Engineering and Engineering Design; Health Sciences and Medical Technology, Design, Visual, and Media Arts; Performing Arts; Production and Managerial Arts; Filmmaking; Video Game Design; Cabinetry, Millwork, and Woodworking; Software and Systems Development; and Patient Care-Sports Medicine Pathway

- o Coronado School of the Arts (CoSA), a conservatory arts program within Coronado High School, offering 6 conservatories.

- o Five Department of Defense Education Activity (DoDEA) grants; currently under operation is STEM Read-I (1.00 million dollars through 2023)

- o Silver Strand State Preschool and Crown Preschool, programs for three and four-year-old children

- o NJROTC

- o Athletics at Coronado High School

- o Adult education classes

CUSD and our stakeholders are very proud of our incredible students and of the entire staff of dedicated, talented certificated and classified employees who support them!

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The Coronado High School graduation rate has maintained its status, even through school closures and hybrid schedules due to COVID-19, as being in the top percentage among unified school districts in San Diego County, at 94.0% (2019-2020 data).

41 graduates received the distinction of the State Seal of Biliteracy in 2019-2020. 34 graduates received the SSB in 2018-2019 and 27 graduates received the SSB in 2017-2018.

Students continue to take Career Technical Education (CTE) courses, increasing from 54% in 2018-2019 to 60% in 2019-2020. This is in large part due to the continued increase in and alignment of CTE courses per the Career Technical Education Incentive Grant (CTEIG).

In 2019-2020, the AP achievement rates for students scoring a 3, 4, or 5 decreased by 3.4% to 77.5% overall. While there was a slight decrease, the participation rate has continued to increase (1.8% increase in 2019-2020), providing more equity and access to advanced placement courses.

Per CA School Dashboard, spring 2019 data on student achievement in English Language Arts shows that CUSD status was maintained in the Very High Range (blue). Coronado High School, Village Elementary School and Silver Strand Elementary School also showed performance in the Very High Range (blue) for English Language Arts in 2019. Per the CA School Dashboard, spring 2019 data on student achievement in mathematics was in the Very High Range (blue), which improved from the green status in 2018. Coronado High School, Coronado Middle School and Village Elementary School also showed performance in the Very High Range (blue) for Mathematics in 2019.

CUSD has submitted for review two additional Department of Defense Education Activity (DoDEA) Grants in 2021, focusing on elementary mathematics and integrated technology, and world language programs. CUSD has been the recipient of five DoDEA grants, two of which are still active. In 2018, CUSD received 1.00 million to support grade s3-5 literacy and grades 6-8 STEM activities through 2023 via Project STEM Read-I. CUSD was also the recipient of a 2016 DoDEA Grant for 1.25 million to support TK-12 arts integration through 2021 via Project Arts for Learning.

Military-connected students remain CUSD's largest subgroup, crossing all other demographic subgroups (~37% 2020-2021). Spring 2019 SBAC data show that military-connected students performed better in mathematics over non-military students by 3%. Military-connected students also showed academic gains of 1% in ELA on the spring 2019 SBAC.

The number of English Learners (EL) continued to increase from 85 in 2018-2019 to 91 in 2019-2020. CUSD continues to provide robust services to support our English Learners and Reclassified Fluent English Proficient students, including additional, integrated designated instructional time in English Language Development, improved instructional resources, and district oversight of all components of the EL program. According to the 2019 English Learner Progress Indicator, 60.5% of our English Learner population is making progress towards English language proficiency (n=38). According to the 2019-2020 Summative English Language Proficiency Assessment for California, 77%

of English Learners are showing growth. Additionally, CUSD reclassified students at a rate of 9% in 2019-2020. The number of Long Term English Learners (LTELs) decreased from 10 students to 3 students.

Per the 2019 CA School Dashboard, the chronic absenteeism rate for CUSD was maintained in the High Status range (green), reporting 4.5% of students were chronically absent.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

There are no indicators where the all student groups were in the "red" or "orange" category per CA School Dashboard. Recent data shows that approximately 22% of CUSD students district-wide are under performing in English Language Arts and 32% in mathematics based on 2019 SBAC results. Demographic subgroups referenced below are subgroups of the total percent of under performing students. While we can celebrate the slight decrease in the percentage of students under performing in ELA and mathematics, this still remains an identified need.

Suspension Rates & Chronic Absenteeism Rates:

- 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%.

Academic Achievement:

- Reclassified Fluent English Proficient students (5.2%), Socioeconomically Disadvantaged Students (10.9%), English Learners (3.0%), Students with Disabilities (12.8%), and Hispanic/Latino students (21.0%) are not performing as high as White (59.0%) and Asian (1.4%) 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%.

CUSD will continue to address these performance gaps by ensuring timely data analysis, providing targeted interventions and supports, and monitoring student subgroup performance per all state indicators by site administration. We will also work more closely with identified and trained Teachers on Special Assignment in Mathematics/Science and ELA/ELD, Student Services Department leadership, and the MTSS Committee to further refine a structure for oversight of data/monitoring, professional learning, and communication. In addition, CUSD will address the suspension rates at the various school sites through a thorough review of current behavior policies and plans (through the MTSS Committee), and the incorporation of PBIS practices and SEI supports. It is important to note that one significant variable affecting the increase in suspension rates is the small number of students in the represented subgroups. Additionally, frequent monitoring and assessment of student and staff social-emotional well being and mental health is a priority, especially returning to school after the COVID-19 pandemic.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Key features in the 2021-2022 LCAP are the following:

- Preparing students for college and career is a CUSD strength of our district due to the dedicated and professional certificated, classified, and administrative staff, as well as our caring, involved families and community. This plan outlines several key actions to maintain that focus and support content areas that are transitioning to frameworks, curricula, school structures and assessments. College and career readiness is evidenced by many metrics including CHS graduation rate, UC A-G rate, Advanced Placement participation and achievement, CCI indicator and SBAC achievement scores.

- Most Coronado students feel supported, connected to, and safe at school, as evidenced by results from the CA Healthy Kids Survey and the many social emotional supports and partnerships that are in place. CUSD plans to prioritize the mental health and well being of staff and students through the MTSS committee.
- There is significant shareholder input into the 2021-2022 LCAP, which was ongoing throughout the 2019-2020 and 2020-2021 school years (Goal 2, Action 1).

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

This section is not applicable as we do not currently have any school sites that have been identified for CSI, TSI or ATSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

This section is not applicable as we do not currently have any school sites that have been identified for CSI, TSI or ATSI.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

This section is not applicable as we do not currently have any school sites that have been identified for CSI, TSI or ATSI.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

CUSD stakeholders include: all students; all parents/guardians; all administrators (district administrators, principals, assistant principals and mid-management), all educators (Association of Coronado Teachers - teachers, counselors, SLPs, school psychologists and district nurse) and classified staff (California School Employees Association); all site Parent Teacher Organizations, School Site Councils, Parent Leadership Council, D/ELAC, South County SELPA CAC, and other parent/school communities; Coronado Schools Foundation, Coronado Arts Education Foundation, Coronado Sports Foundation, and Coronado SAFE (School and Family Enrichment); Military Local Planning Council, various military partnerships and support organizations, and military parent groups; City of Coronado, including Coronado Police and Fire Departments, Coronado Historical Museum, and Coronado Cultural Arts Commission; Community Services Organizations such as Rotary, Optimist, Lions, and Soroptimist Clubs.

Referring to CUSD Board Policy and Administrative Regulation 6020, CUSD recognizes that parents/guardians are their child's first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment. Additionally, CUSD ensures parents/guardians and family members are provided opportunities to be involved in their child's education. CUSD works with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in district and school activities, advisory, decision making, advocacy roles and activities to support learning. This is achieved through regularly schedule DAC, D/ELAC, LCAP, SSC meetings, surveys and numerous advisory committees. CUSD ensures that all families receive communications and invitations to participate on committees and in forums. The LCAP process in itself provides ongoing opportunities at the site and district level to assist parents/guardians with understanding expectations for their children. CUSD staff has a deep appreciation for the high levels of parent/guardian involvement. Staff at every school site and our district office contribute to warm, welcoming environments dedicated to providing exceptional customer service to all parents. High levels of attendance at parent conferences, principal coffees, and other school and district-based events, as well as high numbers of parents/guardians volunteering at school sites each day (pre-COVID-19), provide evidence of effectiveness in this area. Collaboration through the LCAP process and through numerous parent/guardian advisory committees provide valuable information regarding how best to support our families in continuing to be involved at high levels. Technology is also used to both communicate information and request feedback about LCAP goals from the community at large. Annual surveys for stakeholders, including parents/guardians, are given throughout the school year. Requests for feedback and communication is sought through email communications, and district and school site newsletters. Participation from all parents/guardians is solicited, including parents/guardians of English learners, students receiving special education services, foster children, homeless youth, and low income families.

* Numerous stakeholder surveys were conducted during the 2019-2020 and the 2020-2021 school years via ThoughtExchange software. Survey results directly impacted the development of the 2021-2022 LCAP. It is also important to note that stakeholders from all subgroups had the opportunity to participate and provide feedback. Below is a summary of the parent/guardian ThoughtExchange surveys that were facilitated between 2019-2021:

9/30/2019: How can CUSD best prepare our students for college and career readiness?

317 Participants, 265 Thoughts, 8,511 Ratings

12/9/2019: As we look forward into the New Year, what can we do, as a school community, to best Connect, Challenge, and Champion the students in our care?

135 Participants, 21 Thoughts, 330 Ratings

2/27/2020: What are some things you think our schools are doing well and what are the most important things to focus on to ensure that our students are college, career, and life ready?

216 Participants, 60 Thoughts, 1,183 Ratings

3/20/2020: As our community manages the impact of COVID-19, what are important supports and services we can create in order to keep everyone connected and engaged during the statewide Shelter in Place?

305 Participants, 152 Thoughts, 4,062 Ratings

5/11/2020: Based off of your Distance Learning experience, what perspectives do we need to consider to ensure student success in remote learning?

616 Participants, 955 Thoughts, 19,409 Ratings

10/8/2020: What are the most important steps CUSD can take to ensure Every Child, Every Day feels safe, valued, and respected while in our care?

252 Participants, 180 Thoughts, 3,832 Ratings

1/28/2021: For summer 2021 offerings, what do you consider are essential activities, topics, and courses we should offer to support our students?

75 Participants, 81 Thoughts, 907 Ratings

3/17/2021: LCAP - What programs or services would you like to see continued or improved in order to advance student and staff learning and wellness for the 2021-22 school year?

152 Participants, 156 Thoughts, 4,361 Ratings

* During the 2019-2021 school years, a variety of staff surveys were used to provide important feedback related to LCAP priorities in the areas professional development and district efficiencies. Below is a summary of the topics and participation rates of teachers who participated in the ThoughtExchange surveys.

8/15/2019: What are some key takeaways from the experiences offered this morning and how are you planning to bring them forward into the school year?

54 Participants, 46 Thoughts, 389 Ratings

9/20/2019: What are some important things we can do, or do better, to support the health and wellness of our staff in Coronado USD?

170 Participants, 132 Thoughts, 4,638 Ratings

12/9/2019: As we look forward into the New Year, what can we do, as a school community, to best Connect, Challenge, and Champion the students in our care?

135 Participants, 21 Thoughts, 330 Ratings

12/16/2019: What are important things for us to consider as we provide positive opportunities for students and staff within our bell schedule?

47 Participants, 18 Thoughts, 152 Ratings

2/27/2020: What are some things you think our schools are doing well and what are the most important things to focus on to ensure that our students are college, career, and life ready?

216 Participants, 60 Thoughts, 1,183 Ratings

3/20/2020: As our community manages the impact of COVID-19, what are important supports and services we can create in order to keep everyone connected and engaged during the statewide Shelter in Place?

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152 Participants, 156 Thoughts, 4,361 Ratings

In addition to the CUSD stakeholder ThoughtExchange surveys, CUSD facilitated the following opportunities to further provide feedback related to the 2021-2022 LCAP:

* September 2, 2020: All stakeholder groups were represented and provided feedback at a virtual Learning Continuity and Attendance Plan strategic planning community forum.

* All CUSD schools held School Site Council meetings: Each School Site Council was involved in the site School Plan for Student Achievement process. All SPSAs are aligned to the Governing Board and LCAP goals: Learning, Communication and Support.

* April 14, 2021: The LCAP goals were reviewed and opportunities for feedback was provided during a D/ELAC meeting.

The LCAP draft #1 was posted on the CUSD website on May 26, 2021, providing an opportunity for the entire stakeholder community to provide feedback via a Google survey. Responses included praise for school staff, teachers and leaders, and two comments related to the importance of providing financial support for activities related to equity, diversity and inclusion (Goal 3, Action 7). One additional comment wanted clarification on Goal 1, Action 8, relative to noting that support from school site administrators is important for teacher retention but that support is not consistent across all sites. Public hearing was held on June 4, 2021 and on June 17, 2021, the LCAP was approved during the regularly scheduled CUSD Governing Board meeting.

LCAP meetings with ACT and CSEA representation was held on June 3, 2021. Revisions made based on these meetings included updating language in the Stakeholder Feedback section of the LCAP to have consistency in using the wording of parent/guardian. Additionally, ACT wanted more information relative to concrete steps to address Goal 3, Metric 7 - Suspensions and Expulsions. Specific actions were discussed to address this metric, including streamlining how infractions are coded into the CUSD SIS (Synergy), CALPADS reporting requirements, training for registrars and training for site educators related to the CUSD Discipline Action Guide (DAG), PBIS and restorative practices.

A summary of the feedback provided by specific stakeholder groups.

2020-2021 District LCAP ThoughtExchange: Stakeholder feedback was provided in relation to the following question - What programs or services would you like to see continued or improved in order to advance student and staff learning and wellness for the 2021-2022 school year? Feedback from this LCAP survey and other surveys outlined above was incorporated into key actions for each area of the CUSD LCAP/Board Goals for Learning, Communication, and Support. The top ten thoughts with the most ratings included: (1) foreign language offered prior to high school, (2) real-life off campus internship programs offered through CHS, (3) small class sizes and personalized instruction, (4) in-person learning, (5) small group support for math and reading, (6) maintain strong counseling support program and weekly newsletter, (7) more hands on science in the classroom and resources for science in general, (7) internship opportunities for real life experiences, (8) make sure teachers are happy to be at school and excited to share their knowledge with the kids, (9) continue to offer high quality instruction and increase our intervention for those that need it, and (10) counseling services for academics and mental health.

2020-2021 SPSAs: each school develops a SPSA that is aligned to the state SPSA template and the three Governing Board and LCAP goals. This ensures strong alignment between district and all school sites, creating a significantly improved understanding of and use of the LCAP. Each school site held regularly scheduled School Site council meetings that included the SPSA, and had a site staff leadership team that was involved in their SPSA update process. Input from site annual SPSA meetings, SSC meetings, staff meetings and CHS WASC meetings were highly considered in creating each site's updated plan, specifically in the areas of literacy, professional learning for certificated and classified staff, communication and further development of academic pathways and enrichment experiences TK-12.

The LCAP draft #1 was posted on the CUSD website on May 26, 2021, providing an opportunity for the entire stakeholder community to provide feedback via a Google survey. Responses included praise for school staff, teachers and leaders, and two comments related to the importance of providing financial support for activities related to equity, diversity and inclusion (Goal 3, Action 7). One additional comment

wanted clarification on Goal 1, Action 8, relative to noting that support from school site administrators is important for teacher retention but that support is not consistent across all sites. Public hearing was held on June 4, 2021 and on June 17, 2021, the LCAP was approved during the regularly scheduled CUSD Governing Board meeting.

LCAP meetings with ACT and CSEA representation was held on June 3, 2021. Revisions made based on these meetings included updating language in the Stakeholder Feedback section of the LCAP to have consistency in using the wording of parent/guardian. Additionally, ACT wanted more information relative to concrete steps to address Goal 3, Metric 7 - Suspensions and Expulsions. Specific actions were discussed to address this metric, including streamlining how infractions are coded into the CUSD SIS (Synergy), CALPADS reporting requirements, training for registrars and training for site educators related to the CUSD Discipline Action Guide (DAG), PBIS and restorative practices.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Goal 1 - Learning: stakeholder feedback influenced the development of the actions within Goal 1, specifically related to professional development for certificated and classified staff, articulation of a digital literacy plan, MTSS implementation, TK-12 academic and enrichment pathways, and curriculum aligned to new state frameworks. with an emphasis on VAPA and World Languages. Stakeholders shared a strong desire to have articulated experiences for students in the areas of VAPA and World Languages in grades K-12.

Goal 2 - Communication: Stakeholder feedback influenced the development of the actions within Goal 2, specifically related to developing a more user-friendly CUSD website and improved communication between the district and school sites.

Goal 3 - Support: Stakeholder feedback influenced the development of the actions within Goal 3, specifically related to student and staff mental health and wellness, and MTSS implementation.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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.

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)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Local Indicator Self-Reflection Tool rating for the following: professional learning, instructional materials, policy and program support, implementation of standards, and	2019: Professional learning, and instructional materials received ratings ranging from 2 (Beginning Development) to 4 (Full Implementation). Implementation of standards, policy and				2023-2024: The areas of professional development, instructional materials, policy and program support, implementation of standards, and engagement of school

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>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>program support, and engagement of school leadership received ratings ranging from 2 (Beginning Development) to 4 (Full Implementation)</p>				<p>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. 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>2023-2024: Maintain baseline.</p>
<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</p>				<p>2023-2024: Maintain baseline.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>credentialed and assigned per internal audit.</p>				
<p>4.Academic Achievement in ELA</p>	<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:</p> <p>Socio-economically Disadvantaged: 67%</p> <p>Students with Disabilities: 45%</p> <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>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,</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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:</p> <p>Socio-economically Disadvantaged: 48% Students with Disabilities: 38% Two or More Races: 69% Hispanic or Latino: 56% EL: 37% RFEP: 60% Military: 69%</p> <p>Other subgroups of need may be identified based on previous year's performance.</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>
6. Academic Achievement in Science	<p>Per Spring 2019 CAST:</p>				<p>2023-2024: The overall CUSD average of students in</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<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>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>
7. Local ELA and Math Achievement Metrics	2020-2021: ELA Grades K-5 percentage of students meeting standards on the				2023-2024: The percentage of students in grades K-5 meeting standards in ELA will increase by 3% (~1% per year).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>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-</p>				<p>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>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	12 during fall 2020 was 2.96. The average Math course GPS for students in grades 9-12 during fall 2020 was 2.84.				
8. Preliminary Scholastic Aptitude Test (PSAT)	October 2019 % of students meeting benchmarks English/Reading/Writing (ERW) and Math: Gr 9: 68%; 43% Gr 10: 79%; 64% Gr 11: 82%; 67%				2023-2024: 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.
9. Graduation Rate	2019-2020 4-year cohort graduation rate was 94.0%				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				2023-2024: The UC A-G rate will increase by 6%. (~2% per year)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
11. AP Participation and AP Pass Rates	48.9% participation rate in 2019-2020 with a pass rate of 77.5%.				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 (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 capstone CTE courses in 2019-2020 was 100% (n=231/231).				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 capstone CTE course will be maintained.
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				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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>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>				increase 1% over the previous year.
14. Student and Teacher Digital Literacy	Baseline will be determined during the 2021-2022 school year.				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.				2023-2024: TBD based on previous year's efforts and the change in the professional learning structures.
16. CA Physical Fitness Test (PFT)	2018-2019 percentage of students in the Healthy Fitness Zone				2023-2024: The percentage of students in the Healthy Fitness Zone

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(average of all 6 areas): Gr 5: 79.6% Gr 7: 77.1% Gr 9: 89.6%				(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) Socioeconomically Disadvantaged = 66.7% (n=33)				2023-2024: 70% of our graduating seniors overall will be deemed "Prepared" for college/career via CCI state measures, including student groups.
18. Discrete VAPA Instruction	2019-2020 Discrete VAPA Instruction: Total Secondary CUSD Discrete Arts Enrollment: 64.7% of students are enrolled in the arts (baseline - 730/school enrollment 1,127) (per CUSD Strategic Arts Plan)				2023-2024: The overall secondary CUSD discrete arts enrollment will increase by 3% (~1% per year).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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>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>
20. EL Reclassification Rate	<p>EL Reclassification rate for 2019 220 was 9%, an 8% decrease compared to the 2018-2019 reclassification rate of 17%.</p>				<p>2023-2024: The reclassification rate for English learner students will increase by 3% (~1% per year).</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
21. Long-term English Learner count	In 2019-2020, there were 3 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 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.				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

Action #	Title	Description	Total Funds	Contributing
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 Education, Science, Arts Education, and World Languages.	\$35,356,199.00	No

Action #	Title	Description	Total Funds	Contributing
		<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 social emotional learning, PBIS and utilizes restorative practices to build positive and healthy learning communities that demonstrate value for the individual. 6. All classrooms will provide focused intervention support, increase in social emotional supports, and the development of inclusive learning environments. 		
2	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. CUSD will develop a Graduate Profile, representing the CUSD mission for all students to attain proficiency in	\$1,100,074.00	No

Action #	Title	Description	Total Funds	Contributing
		the core content areas and graduate from high school prepared for postsecondary and career options.		
3	English Language Development	<p>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> <ol style="list-style-type: none"> 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. 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. 3. Monitor academic progress in ELA and math for all EL and RFEP students. 4. Schedule and promote District and site English Learner Advisory Committee (D/ELAC) participation 5. Ensure and support reclassification celebrations and Seal of Biliteracy (CHS only) at each school site. 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. 	\$245,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Academic Achievement	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.	\$180,000.00	Yes
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 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.	\$873,301.00	No
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).	\$100,000.00	No

Action #	Title	Description	Total Funds	Contributing
7	Professional Learning	<p>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"> 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 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 	\$855,364.00	No
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	\$550,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Communication: Communicate openly, freely, and accurately to engage and involve all stakeholders.

An explanation of why the LEA has developed this goal.

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).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Parent Survey Data Participation Counts	2020-2021 average participation on parent surveys facilitated via ThoughtExchange:				2023-2024: Increase parent participation on all CUSD parent surveys by 100 participants.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Average Participants: 159</p> <p>Average Number of Thoughts: 139</p> <p>Average Number of Ratings: 3,033</p>				<p>Increase number of thoughts on all CUSD parent surveys by 50.</p> <p>Increase number of ratings on all CUSD parent surveys by 300.</p>
2. Powerschool Usage Data	<p>2020-2021 (as of April 22, 2021):</p> <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 				<p>2023-2024:</p> <p>Improve the unique access number of students (by 100 students) and parents/guardians (by 100 parents/guardians) who log into Powerschool.</p> <p>Maintain the unique access number of teachers who log into Powerschool.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	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>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 received ratings of 4 (full implementation).</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>
<p>4. Required Parent School Participation</p>	<p>2020-2021:</p> <ul style="list-style-type: none"> All schools have a 				<p>2023-2024: Maintain current attendance at parent</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>robust Parent Teacher Organization.</p> <ul style="list-style-type: none"> • 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. 				school participation forums.
5. Parent Teacher Conferences	2020-2021 Participation in				2023-2024: Maintain current participation rates at

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	elementary parent teacher conferences: Silver Strand Elementary: 98.9% Village Elementary: 99.1%				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.				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-Reflection Tool (Local	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				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	Year 3 Outcome	Desired Outcome for 2023–24
Indicator #7 - A Broad Course of Study)	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				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-Reflection Tool (Local	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 current strengths and progress in improving				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	Year 3 Outcome	Desired Outcome for 2023–24
Indicator #3 - Parent Engagement)	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

Action #	Title	Description	Total Funds	Contributing
1	Stakeholder Participation, Communication and Engagement	<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.</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>	\$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
2	Two-Way Communication	<p>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>	\$30,000.00	No
3	CUSD Website	<p>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>	\$350,000.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Support: Maintain safe and supportive schools where students and staff thrive.

An explanation of why the LEA has developed this goal.

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.

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%

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	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)				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.				2023-2024: Maintain
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%				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	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Gr. 9: 91% Gr. 11: 69%</p> <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>				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</p> <p>CMS (Math Support, Literacy Lab, ELD): 3 sections</p> <p>SSES: 2.37% FTE for academic support and ELD</p> <p>VES: 2.6% 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).</p> <p>Based on student need, maintain or adjust the number of sections at CMS (Math Support, Literacy Lab, ELD).</p> <p>Based on student need, maintain or</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					<p>adjust the %FTE at SSES.</p> <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%				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%)				2023-2024: Decrease chronic absenteeism overall and at each site by 1% over the previous year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SSES: 5.6% (+2.37%) VES: 4.3% (+1.15%)				
7. Suspensions and Expulsions	2019-2020: 1.1% 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%.
8. Dropout Counts	2019-2020 Dropout Counts: CHS: 13 students CMS: 6 students				2023-2024: Reduce the dropout counts at each secondary school site by 25%.
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				2023-2024: Maintain

Actions

Action #	Title	Description	Total Funds	Contributing
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.	\$1,894,874.00	No
2	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.	\$50,000.00	No
3	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. 2. Support appropriate inclusion at all school site for identified students. 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. 4. Provide training and access for teachers and related staff on academic data systems (Beyond SST, CA School Dashboard,	\$152,344.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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>		
4	Social Emotional Learning	<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 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 	\$140,000.00	Yes
5	Student Engagement & Dropout Prevention	<p>Improve CUSD attendance and chronic absenteeism rates for all students.</p> <ol style="list-style-type: none"> 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. 	\$371,250.00	No

Action #	Title	Description	Total Funds	Contributing
		<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>		
6	Counseling Services	<p>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 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 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>	\$901,480.00	No

Action #	Title	Description	Total Funds	Contributing
7	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.	\$20,000.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

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Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
2.66%	717,344

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

English Learner (EL) students and socio-economically disadvantaged students are not performing at or above standards in ELA and mathematics as evidenced by CUSD SBAC results. Goal 1/Action 3, Goal 1/Action 4, Goal 3/Action 3 and Goal 3/Action 4 are principally directed at providing the following services to our unduplicated student populations (particularly EL students). The services described above will provide the necessary supports to improve academic achievement in ELA and mathematics. Read 180, Benchmark Advance and instructional strategies, such as daily number talks and high quality mathematics tasks, are research-based programs and strategies that have been shown to improve academic achievement of unduplicated students. In addition to these research-based programs and strategies, CUSD is committed to continuing to provide in depth professional learning to all EL Resource Teachers and general education teachers related to designated ELD instruction and SDAIE methodologies. These instructional ELA/ELD frameworks and high impact strategies (John Hattie) have been shown to increase the academic achievement of struggling students in many districts across the nation. Critical to this targeted, research-based professional learning, will be an emphasis on continuous administrator data reviews to monitor the academic achievement of our unduplicated student populations. To ensure that all students are receiving equitable services, all teachers will continue to receive training on MTSS/SST/PBIS/Restorative Practices at every school site. This will not only support the instruction occurring inside the classroom, but will also provide thorough and regular monitoring of our unduplicated students through the continued use of individualized supports and data reviews. Supported by research, CUSD strongly believes that the combination of the services described above and below will positively impact the academic achievement of our unduplicated students and is the most effective use of our funding.

1. English Language Resource Teachers 1.4 FTE to provide daily English Language Development instruction to English Learners. The use of resource teachers will continue to allow English Learners to receive additional instruction time (incorporating designated ELD strategies), which has been shown to increase student achievement.

2. Professional development on ELPAC data analysis and the integration of designated ELD into daily instruction for core subjects, MTSS, PBIS, collaborative conversations, close reading, reciprocal teaching, and restorative practices will be provided to all teachers.
3. 0.5 FTE Teacher on Special Assignment for English Language Development to support all schools, particularly identified students who are not meeting grade level standards in ELA and not meeting growth goals on the ELPAC.
4. 0.5 FTE Teacher on Special Assignment for Mathematics to support all schools, particularly identified students who are not meeting grade level standards in mathematics.
5. Supplemental instructional materials/curricula to support identified unduplicated students' needs.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

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.

1. EL students will have at least thirty minutes daily of designated English Language Development (ELD) time.
2. 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.
3. Provide professional learning for all teachers on integrated ELD/Specially Designed Academic Instruction in English (SDAIE) and/or Guided Language Acquisition Design (GLAD) strategies.
4. Monitor academic progress in ELA and math for all EL and RFEP students.
5. Schedule and promote District and site English Learner Advisory Committee (D/ELAC) participation
6. Ensure and support reclassification celebrations and Seal of Biliteracy (CHS only) at each school site.
7. 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.

(Goal 1, Action 3)

Longitudinal data show that EL and RFEP students continue to perform below standards in ELA and mathematics, and are overall not achieving at the same levels as their peers as evidenced by the CA School Dashboard. Based on this persistent achievement gap, CUSD will implement the action steps described above.

Academic Achievement:

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 (Goal 1, Action 4).

Longitudinal data show that unduplicated student groups continue to perform below standards in ELA and mathematics, and are overall not achieving at the same levels as their peers as evidenced by the CA School Dashboard. CUSD will use the assigned TOSAs to build and refine proactive measures for the early identification of students who need academic interventions and supports. These measures will be grounded in the facilitation of a formative assessment cycle in which student assessment data will be analyzed on a continual basis in order to provide ongoing supports for struggling students.

Multi-Tiered Systems of Support:

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.
2. Support appropriate inclusion at all school site for identified students.
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.
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.).
5. Professional learning opportunities for teachers and classified staff on creating inclusive experiences such as Universal Design for Learning and MTSS supports.

(Goal 3, Action 3)

Longitudinal data show that unduplicated student groups continue to perform below standards in ELA and mathematics, and are overall not achieving at the same levels as their peers as evidenced by the CA School Dashboard. CUSD will implement the action strategies above, as these are practices that are supported by educational research and will provide strong supports for our unduplicated students.

Social-Emotional Learning:

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:

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

(Goal 3, Action #4)

Longitudinal data show that unduplicated student groups continue to perform below standards in ELA and mathematics, and are overall not achieving at the same levels as their peers as evidenced by the CA School Dashboard. CUSD will implement the action strategies above, as these are practices that are supported by educational research and will provide strong supports for our unduplicated students.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$28,162,636.00	\$4,637,818.00	\$7,396,600.00	\$2,987,832.00	\$43,184,886.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$35,378,456.00	\$7,806,430.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Standards-Aligned Core Curriculum, Assessment and High Quality Instruction	\$21,776,288.00	\$4,314,368.00	\$7,146,600.00	\$2,118,943.00	\$35,356,199.00
1	2	All	College and Career Readiness	\$400,699.00	\$185,850.00	\$250,000.00	\$263,525.00	\$1,100,074.00
1	3	English Learners Foster Youth Low Income	English Language Development	\$245,000.00				\$245,000.00
1	4	English Learners Foster Youth Low Income	Academic Achievement	\$180,000.00				\$180,000.00
1	5	All	21st Century Learning Tools, Resources and Skills	\$735,701.00	\$137,600.00			\$873,301.00
1	6	All	Systematic Data Analysis	\$100,000.00				\$100,000.00
1	7	All	Professional Learning	\$550,000.00			\$305,364.00	\$855,364.00
1	8	All	Recruit and Retain Highly Qualified Staff	\$550,000.00				\$550,000.00
2	1	All	Stakeholder Participation, Communication and Engagement	\$15,000.00				\$15,000.00
2	2	All	Two-Way Communication	\$30,000.00				\$30,000.00
2	3	All	CUSD Website	\$350,000.00				\$350,000.00
3	1	All	Safe and Clean Facilities for Students and Staff	\$1,894,874.00				\$1,894,874.00
3	2	All	School Site Safety Plans	\$50,000.00				\$50,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3	English Learners Foster Youth Low Income	Multi-Tiered System of Supports	\$152,344.00				\$152,344.00
3	4	English Learners Foster Youth Low Income	Social Emotional Learning	\$140,000.00				\$140,000.00
3	5	All	Student Engagement & Dropout Prevention	\$371,250.00				\$371,250.00
3	6	All	Counseling Services	\$601,480.00			\$300,000.00	\$901,480.00
3	7	All	Equity, Diversity and Inclusion	\$20,000.00				\$20,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$717,344.00	\$717,344.00
LEA-wide Total:	\$717,344.00	\$717,344.00
Limited Total:	\$717,344.00	\$717,344.00
Schoolwide Total:	\$717,344.00	\$717,344.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	3	English Language Development	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$245,000.00	\$245,000.00
1	4	Academic Achievement	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Elementary K-5	\$180,000.00	\$180,000.00
3	3	Multi-Tiered System of Supports	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$152,344.00	\$152,344.00
3	4	Social Emotional Learning	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$140,000.00	\$140,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.