



## 2025-26 Local Control and Accountability Plan (LCAP) Overview

### Coronado Unified School District

#### State Priorities



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

Student Enrollment

#### Local Control Funding Formula

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

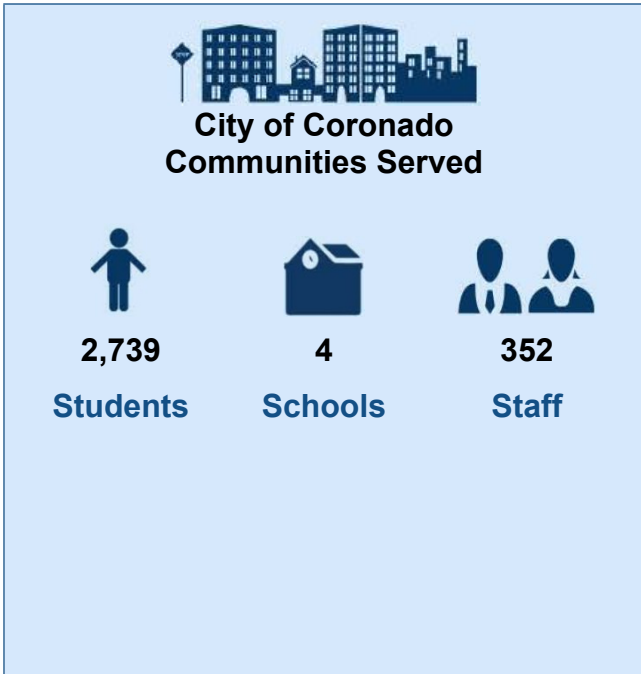
Our Community

#### Local Control Accountability and Plan

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

2025-26 LCAP Funding Overview

Ethnicity	Percent of Enrollment
African American	1.8%
American Indian	0.2%
Asian	1.5%
Filipino	1.1%
Hispanic/Latino	25%
Pacific Islander	0.3%
White	57.2%
Two or More Races	7%
Student Group	Percent of Enrollment
English Learners	4.2%
Low Income	16.1%
Foster Youth	0.1%



Funding Source	Totals
LCFF Funds	\$32,457,913.00
Other State Funds	\$5,025,180.00
Local Funds	\$11,243,465.00
Federal Funds	\$5,282,391.00
<b>Total Funds</b>	<b>\$54,008,949.00</b>
Type	Totals
Personnel	\$43,894,364.00
Non-Personnel	\$10,114,585.00



## 2025-26 LCAP Goals and Services

### GOAL

1

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



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	<p>Local Indicator Self-Reflection Tool rating for the following: professional learning, instructional materials, policy and program support, implementation of standards, and engagement of school leadership.</p> <p>Data Source: SBE CA School Dashboard Local Indicators Self-Reflection Tool (Local Indicator #2 - Implementation of Academic Standards)</p>	<p>2023-2024 Baseline: Professional learning, and instructional materials received ratings of 4 (Full Implementation). Implementation of standards, policy and program support, and engagement of school leadership received ratings of 4 (Full Implementation).</p>	<p>2024-2025: Professional learning, and instructional materials received ratings ranging from 4 (Full Implementation) to 5 (Full Implementation and Sustainability). Implementation of standards, policy and program support, and engagement of school leadership received ratings ranging from 4 (Full Implementation) to 5 (Full Implementation and Sustainability).</p>		<p>2026-2027 Outcome: Professional learning, and instructional materials received ratings ranging from 4 (Full Implementation) to 5 (Full Implementation and Sustainability). Implementation of standards, policy and program support, and engagement of school leadership received ratings ranging from 4 (Full Implementation) to 5 (Full Implementation and Sustainability).</p>	<p>Two areas in LCFF Priority 2, Reflection Tool Area 1 and 2 had four ratings that moved from a 4 to a 5.</p>
1.2	<p>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>2023-2024: Maintain baseline. Williams sufficiency was met at 100%. CUSD has devices available to all students and issues mobile hotspots to families upon request.</p>	<p>2024-2025: CUSD is maintaining baseline at 100% meeting Williams sufficiency.</p>		<p>2026-2027 Outcome: Maintain baseline. Williams sufficiency was met at 100%. CUSD has devices available to all students and issues mobile hotspots to families upon request.</p>	<p>No difference to report. Current outcome is meeting the target at 100%.</p>

1.3	100% of CUSD educators will be appropriately credentialed and assigned.	2023-2024: Maintain baseline. 100% of educators in 2023-2024 were appropriately credentialed and assigned per internal audit.	2024-2025: CUSD is maintaining baseline with 100% of teachers being appropriately credentialed and assigned per internal audit.		2026-2027 Outcome: Maintain baseline. 100% of educators in 2026-2027 were appropriately credentialed and assigned per internal audit.	No difference to report. Current outcome is meeting the target at 100%.
1.4	Academic Achievement in ELA	<p>Per Spring 2023 SBAC:</p> <p>Overall Student Achievement in grades 3-8, 11: SBAC ELA 76.5% of students met or exceeded standards.</p> <p>Student groups, met/exceeded standards:</p> <p>Socio-economically disadvantaged: 60% Students with disabilities: 41% Two or More Races: 79% Hispanic or Latino: 68% English Learners: 27% RFEP: 75% Military: 82%</p> <p>Other subgroups of need may be identified based on previous year's performance.</p>	<p>Per Spring 2024 SBAC:</p> <p>Overall Student Achievement in grades 3-8, 11: SBAC ELA 75.77% of students met or exceeded standards.</p> <p>Student groups, met/exceeded standards:</p> <p>Socio-economically disadvantaged: 69% Students with disabilities: 40% Two or More Races: 77% Hispanic or Latino: 66% English Learners: 27% RFEP: 69% Military: 81.6%</p>		2026-2027 Outcome: 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 2023 all student ELA average.	<p>Current difference from baseline for SBAC ELA achievement:</p> <p>All Students: -0.73% Socio-economically disadvantaged: +3.0% Students with disabilities: -1.0% Two or More Races: -2.0% Hispanic or Latino: -2.0% English Learners: +/- 0.0% RFEP: -6.0% Military: -0.4%</p>
1.5	Academic Achievement in Math	<p>Per Spring 2023 SBAC:</p> <p>Overall Student Achievement in grades 3-8, 11: SBAC Math 64.9% of students met or exceeded standards.</p>	<p>Per Spring 2024 SBAC:</p> <p>Overall Student Achievement in grades 3-8, 11: SBAC Math 64.31% of students met or exceeded standards.</p>		2026-2027 Outcome: 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	<p>Current difference from baseline for SBAC Math achievement:</p> <p>All Students: -0.59% Socio-economically disadvantaged: +11.0% Students with disabilities: -3.0%</p>

		<p>Student groups, met/exceeded standards:</p> <p>Socio-economically disadvantaged: 48% Students with disabilities: 38% Two or More Races: 63% Hispanic or Latino: 54% English Learners: 40% RFEP: 55% Military: 74%</p> <p>Other subgroups of need may be identified based on previous year's performance.</p>	<p>Student groups, met/exceeded standards:</p> <p>Socio-economically disadvantaged: 59% Students with disabilities: 35% Two or More Races: 70% Hispanic or Latino: 55% English Learners: 51% RFEP: 53% Military: 73%</p>		<p>below the spring 2019 all student Math average.</p>	<p>Two or More Races: +7.0% Hispanic or Latino: +1.0% English Learners: +11.0% RFEP: -2.0% Military: -1.0%</p>
1.6	Academic Achievement in Science	<p>Per Spring 2023 CAST:</p> <p>Overall Student Achievement in grades 5, 8 and 11: CAST Science 56.51% of students met or exceeded standards.</p> <p>Student groups, met/exceeded standards:</p> <p>Socio-economically Disadvantaged: 33.7% Students with Disabilities: 30.0% Two or More Races: 61.91% Hispanic or Latino: 41.88% EL: 18.18% RFEP: 37.21% Military: 67.31%</p> <p>Other subgroups of need may be identified based on previous year's performance.</p>	<p>Per Spring 2024 CAST:</p> <p>Overall Student Achievement in grades 5, 8 and 11: CAST Science 51.43% of students met or exceeded standards.</p> <p>Student groups, met/exceeded standards:</p> <p>Socio-economically Disadvantaged: 40% Students with Disabilities: 18.75% Two or More Races: 53.52% Hispanic or Latino: 34.44% EL: 6.67% RFEP: 36.51% Military: 61.05%</p>		<p>2026-2027 Outcome: The overall CUSD average of students in grades 5, 8, and 11 who met or exceeded standards in Science (per the CAST) will increase by 3% (~1% per year) and by 6% (~2% per year) for each student group below the spring 2019 all student Science average.</p>	<p>Current difference from baseline for CAST achievement: All Students: -5.08% Socio-economically disadvantaged: +6.3% Students with disabilities: -11.25% Two or More Races: -8.39% Hispanic or Latino: -7.44% English Learners: -11.51% RFEP: -0.7% Military: -6.26%</p>

1.7	Local ELA and Math Achievement Metrics	<p>2023-2024:            ELA Grades K-5 percentage of students meeting standards on the Benchmark Advance Interim 3 Assessment:            All = 54% (26% increase from Interim 1)            K = 63% (30% increase from Interim 1)            1 = 75% (48% increase from Interim 1)            2 = 54% (25% increase from Interim 1)            3 = 41% (18% increase from Interim 1)            4 = 59% (44% increase from Interim 1)            5 = 39% (1% decrease from Interim 1)</p> <p>Math Grades K-5 percentage of students meeting or approaching standards on the Bridges in Mathematics Number Corner Check-Up 3:            K = 94%            1 = 94%            2 = 81%            3 = 89%            4 = 88%            5 = 81%</p> <p>The average English course GPA for students in grades 6-8 during fall semester 1 2023 was 3.32. The average Math course GPA for students in grades 6-8 during fall semester 1 2023 was 3.26.</p> <p>The average English course GPA for students in grades 9-12 during fall term 1 2023 was 3.27. The average Math course GPA for students in grades 9-12</p>	<p>2024-2025:            The elementary metric is for the Benchmark Advance Interim 3 and Number Corner Check-Up 3 Assessments. Beginning this school year, CUSD began using the STAR assessment in grades 2-5 and moving forward, will only facilitate the Interim and Check-Up in grades K-1. which will be facilitated in the spring and moving forward, will only be facilitated in grades K and 1.</p> <p>ELA Grades K-1 percentage of students meeting EOY standards on the Benchmark Advance Interim 3 Assessment:            K = 60% meeting (28% increase from Interim 1)            1 = 79% meeting (38% increase from Interim 1)</p> <p>Math Grades K-1 percentage of students meeting or approaching standards on the Bridges in Mathematics Number Corner Check-Up 3:            K = 91%            1 = 95%</p> <p>ELA and Math Grades 2-5 percentage of</p>		<p>2026-2027 Outcome:            The percentage of students in grades K-5 meeting standards in ELA will increase by 3% (~1% per year). The percentage of students in grades K-5 meeting or approaching standards will increase by 3% (~1% per year). The average GPA for students in ELA and Math in grade 6-12 will increase by 0.6 (~0.2 per year).</p>	<p>Current distance from baselines:            ELA Benchmark Advance Interim 3:            K = + 6% meeting standards            1 = + 16% meeting standards</p> <p>Math Number Corner Check-Up 3:            K = - 3%            1 = + 1%</p> <p>ELA and Math STAR MOY Benchmark Grades 2-8:            New baseline assessment being used.</p> <p>English &amp; Math GPA for Grades 9-12:            English = - 0.03 points            Math = + 0.31 points</p>
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during fall term 1 2023 was 2.59.

students at or above the MOY Star Reading and Math benchmark assessment:  
Silver Strand Elementary  
2 = 50% in Reading and 41% in Math  
3 = 58% in Reading and 51% in Math  
4 = 67% in Reading and 50% in Math  
5 = 77% in Reading and 57% in Math  
Village Elementary  
2 = 65% in Reading and 61% in Math  
3 = 60% in Reading and 52% in Math  
4 = 66% in Reading and 64% in Math  
5 = 68% in Reading and 57% in Math

The GPA metric for secondary students was used during COVID to have a local measure of student progress and performance. Moving forward, the Star Reading and Math assessment will be used in Grades 6-8 as a screener and a benchmark to measure student growth.  
Grades 6-8 percentage of students at or above the MOY Star Reading & Math benchmark assessment:  
6 = 70% in Reading and 48% in Math  
7 = 72% in Reading and 53% in Math

			<p>8 = 71% in Reading and 53% in Math</p> <p>The average English course GPA for students in Grades 9-12 during fall term 1 2024 was 3.24. The average Math course GPA for students in grades 9-12 during fall term 1 2024 was 2.90.</p>			
1.8	Graduation Rate	2022-2023 4-year cohort graduation rate was 95.90%	2023-2024 4-year cohort graduation rate was 97.67%		2026-2027 Outcome: The 4-year cohort graduation rate will increase by 1.5% (~0.5% per year).	+ 1.77%
1.9	UC A-G Rate	71.59% in 2022-2023	2023-2024 UC A-G rate was 79.46%		2026-2027 Outcome: The UC A-G rate will increase by 6%. (~2% per year)	+ 7.87%
1.10	CTE Participation and Achievement	<p>The percent of students (unduplicated n=636/1062) who participated in CTE courses in 2022-2023 was 60.0%.</p> <p>The percent of students who received a "C" or better in capstone CTE courses in 2022-2023 was 99.0% (n=236/238).</p>	<p>The percent of students (unduplicated n=592/1004) who participated in CTE courses in 2023-2024 was 59%.</p> <p>The percent of students who received a "C" or better in capstone CTE courses in 2023-2024 was 100.0% (n=190/190).</p> <p>42.2% of 2023-2024 graduates completed at least one CTE Pathway.</p>		2026-2027 Outcome: The percentage of unduplicated students participating in CTE courses will increase by 3%. The percentage of students who receive a "C" or better in a capstone CTE course will be maintained.	<p>% Students Participating: -1.0%</p> <p>% Receiving "C" or Better: +1%</p>



1.11	UC A-G Rate and CTE Completion (LCFF Priority 4)	The percent of students who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU and completed at least one CTE pathway in 2022-2023 was 31.3% (n=84).	The percent of students who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU and completed at least one CTE pathway in 2023-2024 was 39.5% (n=102).		2026-2027 Outcome: The percentage of students meeting UC/CSU requirements and completing at least one CTE pathway will increase by 6% (~2% per year).	+ 8.2%
1.12	AP Participation and AP Pass Rates	56.4% participation rate in 2022-2023 with a pass rate of 80%.  43.5% of graduating seniors in 2023 scored 3 or higher on at least one exam at any point during high school.	64.5% participation rate in 2023-2024 with a pass rate of 86%.  43.9% of graduating seniors in 2024 scored 3 or higher on at least one exam at any point during high school.		2026-2027 Outcome: The participation rate will increase by 5% and the pass rate will increase by 3%. (~1% per year)	Participation Rate: +8.1%  Pass Rate: +6%
1.13	Early Admission Program (EAP; based on SBAC scores for grade 11)	Per Spring 2023 SBAC:  Gr 11 Students who are considered Ready in ELA (Standard Exceeded): 51.26%; Students who are considered Conditionally Ready in ELA (Standard Met): 34.03%.  Gr 11 Students who are considered Ready in Math (Standard Exceeded): 23.91%; Students who are considered Conditionally Ready in Math (Standard Met): 28.26%.	Per Spring 2024 SBAC:  Gr 11 Students who are considered Ready in ELA (Standard Exceeded): 40.42%; Students who are considered Conditionally Ready in ELA (Standard Met): 33.75%.  Gr 11 Students who are considered Ready in Math (Standard Exceeded): 25.10%; Students who are considered Conditionally Ready in Math (Standard Met): 20.08%.		2026-2027 Outcome: The percentages of students who are considered Ready in ELA and Math (standard exceeded) and those who are considered Conditionally Ready in ELA and Math (standard met) will increase 1% over the previous year.	Conditionally Ready: ELA = -0.28% Math = -8.18%  Ready: ELA = -10.84% Math = +1.19%

1.14	Digital Literacy and Digital Citizenship	<p>Baseline will be determined during the 2024-2025 school year.</p> <p>AB 873 was passed in October 2023 and will guide the development of the local scope and sequence for digital literacy and digital citizenship. Additionally, CUSD is currently piloting the digital citizenship curriculum, Neptune Navigate, at all school sites.</p>	<p>CUSD is in year 2 of piloting the digital citizenship curriculum, Neptune Navigate. CHS is in year 1 of implementing digital literacy and citizenship lessons from commonsense.org in the Freshman Islander Experience course. CUSD is in the beginning stages of forming a team to develop a draft scope and sequence for digital literacy and digital citizenship. Elementary school sites are continuing to use Neptune Navigate to deliver digital citizenship lessons. CUSD participated in the SCRIPT computer science strategic visioning process and will continue this work next year. Part of the SCRIPT process will be to develop a scope and sequence for digital literacy that will include AI competencies and CS competencies. CUSD has also convened an Artificial Intelligence Committee to adopt a closed system AI platform, develop a 2025-2026 PL plan and create an AI handbook.</p>		<p>2026-2027 Outcome: The digital literacy and digital citizenship scope and sequence is developed and in full implementation.</p>	CUSD is in the developing stages.
1.15	CA Physical Fitness Test (PFT)	CUSD administered the PFT between February 2024 -	CUSD administered the PFT between		2026-2027 Outcome:	No difference to report. Current

		<p>May 2024. PFT participation rates for spring 2024:</p> <p>CUSD: 97.2%</p> <p>CHS: 95.2%</p> <p>CMS: 98.5%</p> <p>VES: 98.1%</p> <p>SSES: 100%</p>	<p>February 2025 - May 2025. PFT participation rates for spring 2025:</p> <p>CUSD: 97.8%</p> <p>CHS: 97.6%</p> <p>CMS: 99.06%</p> <p>VES: 96%</p> <p>SSES: 100%</p>		<p>PFT participation rates for CUSD and all school sites will be maintained for all eligible students.</p>	<p>outcome is meeting the maintenance target.</p>
<b>1.16</b>	College and Career Indicator (CCI)	<p>Per 2023 CA School Dashboard:</p> <p>70.5% (n=268) of graduating seniors were placed in the "Prepared" level on the College/Career Indicator. 13.8% of graduating seniors were placed in the "Approaching Prepared" level and 15.7% were placed in the "Not Prepared" level.</p> <p>Summary of group "Prepared" averages:</p> <p>Hispanic or Latino: 65.2% (n=66) - high range</p> <p>White = 71.1% (n=149) - very high range</p> <p>Socioeconomically Disadvantaged = 60.9% (n=64) - high range</p>	<p>Per 2024 CA School Dashboard:</p> <p>77.4% (n=257) of graduating seniors were placed in the "Prepared" level on the College/Career Indicator. 8.6% of graduating seniors were placed in the "Approaching Prepared" level and 14.0% were placed in the "Not Prepared" level.</p> <p>Summary of group "Prepared" averages:</p> <p>Hispanic or Latino: 76.7% (n=73) - high range</p> <p>White = 78.2% (n=133) - very high range</p> <p>Socioeconomically Disadvantaged = 66.7% (n=51) - high range</p>		<p>2026-2027 Outcome: 76% of our graduating seniors overall will be deemed "Prepared" for college/career via CCI state measures, including student groups. (~2% per year)</p>	<p>+ 6.9% of graduating seniors at the "Prepared" level</p> <p>+ 11.5% of Hispanic or Latino students in high range</p> <p>+ 7.1% of White students in high range</p> <p>+ 5.8% of Socioeconomically Disadvantaged students in high range</p>
<b>1.17</b>	Discrete VAPA Instruction	<p>2022-2023 Discrete VAPA Instruction:</p> <p>CHS Discrete Arts Enrollment: 65.63% of students are enrolled in the arts (baseline - 697/school enrollment 1,062)</p>	<p>2023-2024 Discrete VAPA Instruction:</p> <p>CHS Discrete Arts Enrollment: 64.2% of students are enrolled in the arts (baseline -</p>		<p>2026-2027 Outcome: The overall secondary CUSD discrete arts enrollment will increase by 3% (~1% per year).</p>	<p>1.43% decrease in percentage of students enrolled in discrete arts at CHS</p> <p>1.67% decrease in percentage of</p>

		<p>CMS Discrete Arts Enrollment: 56.67% of students are enrolled in the arts (baseline - 378/667 school enrollment)</p> <p>(per CUSD Strategic Arts Plan)</p>	<p>645/school enrollment 1,004)</p> <p>CMS Discrete Arts Enrollment: 55.0% of students are enrolled in the arts (baseline - 346/630 school enrollment)</p> <p>(per CUSD Strategic Arts Plan)</p>			students enrolled in discrete arts at CMS
1.18	English Learners Annual progress on becoming English Proficient	<p>Per 2023 CA School Dashboard: 78.2% of English learners (n=78) are making progress towards English language proficiency. 69.2% of ELs progressed at least one ELPI level 6.4% of ELs maintained ELPI level 4 12.8% of ELs maintained ELPI levels 1, 2L, 2H, 3L, 3H 6.4% of ELs decreased at least one ELPI level</p> <p>2022-2023 ELPAC Summative Assessment: 45.22% of English Learners were well developed 33.04% of English learners were moderately developed 14.78% of English learners were somewhat developed 6.96% of English learners were in the beginning stage</p>	<p>Per 2024 CA School Dashboard: 70.6% of English learners (n=51) are making progress towards English language proficiency. 68.6% of ELs progressed at least one ELPI level 0.0% of ELs maintained ELPI level 4 19.6% of ELs maintained ELPI levels 1, 2L, 2H, 3L, 3H 5.9% of ELs decreased at least one ELPI level</p> <p>2023-2024 ELPAC Summative Assessment: 38.46% of English Learners were well developed 38.46% of English learners were moderately developed 11.54% of English learners were somewhat developed</p>		<p>2026-2027 Outcome: The California Dashboard will report 80% 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>	<ul style="list-style-type: none"> <li>7.6% of English Learners made progress towards English language proficiency.</li> </ul>

			11.54% of English learners were in the beginning stage			
<b>1.19</b>	EL Reclassification Rate	EL Reclassification rate for 2022-2023 was 17.4%, a 5.3% increase compared to the 2021-2022 reclassification rate of 12.1%.	EL Reclassification rate for 2023-2024 was 57.39%, a 39.99% increase compared to the 2022-2023 reclassification rate of 17.4%.		2026-2027 Outcome: The reclassification rate for English learner students will increase by 3% (~1% per year).	+ 39.99% increase in reclassification rate
<b>1.20</b>	Long-term English Learner Count	In 2022-2023, there were 22 students meeting the criteria for long-term English learner (LTEL).	In 2023-2024, there were 10 students meeting the criteria for long-term English Learner (LTEL).		2026-2027 Outcome: CUSD will maintain a low number of LTEL, keeping the number under 10 students who are classified as LTELs.	Decrease of 12 students classified as LTELs putting CUSD on target for outcome
<b>1.21</b>	Programs and services enabling English Learners to make progress towards gaining academic content knowledge and English language proficiency	In 2022-2023, 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.	In 2023-2024, an audit of the school site master schedules and plans showed that 100% of English learners were strategically placed and receiving designated and integrated ELD instruction in addition to daily access to the CCSS.		2026-2027 Outcome: 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.	No difference to report. Current outcome is meeting the maintenance target.

## GOAL

2

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



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Educational Partner Survey Data Participation Counts	<p>2023-2024 average participation on family surveys facilitated via ThoughtExchange:  Average Participants: 308  Average Number of Thoughts: 245  Average Number of Ratings: 6,053</p>	<p>CUSD no longer uses the ThoughtExchange Platform. Google forms will be used to gather feedback from educational partners.</p> <p>2024-2025 participation on the family survey facilitated via Google Forms:  Number of Participants: 130</p> <p>2024-2025 participation on the staff survey facilitated via Google Forms:  Number of Participants: 38</p>		<p>2026-2027 Outcome: Increase educational partner participation on all CUSD surveys by 100 participants. Increase number of thoughts on all CUSD educational partner surveys by 50. Increase number of ratings on all CUSD educational partner surveys by 300.</p>	<p>Number of participants decreased by 140 total participants. It is important to note that a new metric is being used.</p>
2.2	Learning Management System (Canvas) Usage Data	<p>2023-2024 Canvas Usage Data (as of April 23, 2024):  530 Courses  157 Teacher Users  2,125 Student Users</p> <p>CHS: Term 1  -There are 151 courses, 63 teachers, and 958 students  -There were 8,801 assignments created, 985 discussion topics, 93 media recordings and 14,575 files uploaded  -The top activity categories included: general, other, assignments, files and grades</p> <p>Coronado High School: Term 2</p>	<p>2024-2025 Canvas Usage Data (as of May 2, 2025):  517 Courses  151 Teacher Users  2,976 Student Users</p> <p>Coronado High School: Term 1  -There are 149 courses, 58 teachers, and 951 students  -There were 404,496 assignments, 67,052 discussions, 0 media recordings and 1,279,768 files uploaded  -The top activity categories included: files, course home, assignments, and grades</p>		<p>2026-2027 Outcome: Maintain educator and student usage data in Canvas, especially at the secondary level.</p>	<p>Number of student users increased by 851 students.</p> <p>Number of files uploaded increased at every school site.</p>

		<p>-There are 142 courses, 62 teachers, and 975 students</p> <p>-There were 7,336 assignments created, 667 discussion topics, 137 media recordings and 13,615 files uploaded</p> <p>-The top activity categories included: general, other, assignments, files and grades</p> <p>Coronado Middle School:</p> <p>-There are 70 courses, 38 teachers, and 627 students</p> <p>-There were 4,809 assignments created, 264 discussion topics, 144 media recordings and 5,480 files uploaded</p> <p>-The top activity categories included: general, other, assignments, files, modules and grades</p> <p>Village Elementary:</p> <p>-There are 34 courses, 17 teachers, and 436 students</p> <p>-There were 941 assignments created, 251 discussion topics, 0 media recordings and 2,403 files uploaded</p> <p>-The top activity categories included: general, other, assignments, files and modules</p> <p>Silver Strand Elementary:</p> <p>-There are 12 courses, 15 teachers, and 199 students</p> <p>-There were 262 assignments created, 19 discussion topics, 0 media recordings and 371 files uploaded</p> <p>-The top activity categories included: general, other,</p>	<p>Coronado High School: Term 2</p> <p>-There are 151 courses, 61 teachers, and 961 students</p> <p>-There were 253,735 assignments, 62,228 discussions, 0 media recordings and 994,218 files uploaded</p> <p>-The top activity categories included: files, course home, assignments, and grades</p> <p>Coronado Middle School:</p> <p>-There are 75 courses, 36 teachers, and 650 students</p> <p>-There were 551,807 assignments, 31,817 discussions, 0 media recordings and 2,876,368 files uploaded</p> <p>-The top activity categories included: files, course home, assignments, and grades</p> <p>Village Elementary:</p> <p>-There are 32 courses, 16 teachers, and 365 students</p> <p>-There were 34,428 assignments, 15, 143 discussions, 0 media recordings and 484,854 files uploaded</p> <p>-The top activity categories included: files, course home, assignments, and pages</p>			
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		assignments, pages, files and modules	Silver Strand Elementary: -There are 11 courses, 12 teachers, and 140 students -There were 9064 assignments, 0 discussions, 0 media recordings and 112,788 files uploaded -The top activity categories included: files, course home, modules, and pages			
<b>2.3</b>	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.  Data Source: SBE CA School Dashboard Local Indicators Self-Reflection Tool (Local Indicator #3 - Building Relationships)	2023-2024: Building relationships between school staff and families received ratings of 4 (Full Implementation). Building partnerships for student outcomes received ratings of 4 (Full Implementation). Seeking input for decision making received ratings of 4 (full implementation).	2024-2025: Building relationships between school staff and families received ratings ranging from 4 (Full Implementation) to 5 (Full Implementation and Sustainability). Building partnerships for student outcomes received ratings of 4 (Full Implementation). Seeking input for decision making received ratings ranging from 4 (Full Implementation) to 5 (Full Implementation and Sustainability).		2026-2027 Outcome: 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 4 and 5.	Two of the three areas in LCFF Priority 3, Reflection Tool Area 1 and 3, had two ratings that moved from a 4 to a 5.
<b>2.4</b>	Required Parent/Guardian School Participation	2023-2024: -All schools have a robust Parent Teacher Organization. -All schools with an EL count over 21 have an English Learner Advisory (VES). -CUSD has a District English Learner Advisory Committee (DELAC).	2024-2025: -All schools have a robust Parent Teacher Organization. -All schools with an EL count over 21 have an English Learner Advisory (VES). -CUSD has a District English Learner		2026-2027 Outcome: Maintain and improve current attendance at parent/guardian school participation forums.	No difference to report. Current outcome is meeting the maintenance target.



		<p>-CUSD participates in the SELPA CAC.</p> <p>-CUSD has a Parent/Guardian Leadership Committee which represents parents/guardians from each site.</p>	<p>Advisory Committee (DELAC).</p> <p>-CUSD participates in the SELPA CAC.</p> <p>-CUSD has a Parent/Guardian Leadership Committee which represents parents/guardians from each site.</p>			
<b>2.5</b>	Parent/Guardian - Elementary Teacher Conferences	<p>2023-2024: Participation in elementary parent teacher conferences: Silver Strand Elementary: 90% Village Elementary: 98%</p>	<p>2024-2025: Participation in elementary parent/guardian - teacher conferences: Silver Strand Elementary: 95% Village Elementary: 97%</p>		<p>2026-2027 Outcome: Maintain and improve current participation rates at parent teacher conferences at SSES and VES.</p>	<p>Current outcome is meeting the maintenance target. SSES = + 5% participation VES = - 1% participation</p>
<b>2.6</b>	School Site Council (SSC) Participants Create, Analyze and Approve each School Plan for Student Achievement (SPSA).	<p>2023-2024: 100% of SSC participants were involved in the process of creating, analyzing, and approving site SPSA plans.</p>	<p>2024-2025: 100% of SSC participants are currently participating in the process of creating, analyzing, and approving site SPSA plans.</p>		<p>2026-2027 Outcome: Maintain - 100% of School Site Council participants were involved in creating, analyzing, and approving site SPSA plans.</p>	<p>No difference to report. Current outcome is meeting the target of 100%.</p>
<b>2.7</b>	<p>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.</p> <p>Data Source: SBE CA School Dashboard Local Indicators Self-Reflection Tool (Local Indicator #7 - A Broad Course of Study)</p>	<p>2023-2024: LCFF CA School Dashboard Self-Reflection Tool - Local Indicator 7</p> <p>LCFF Local Indicator 7 narrative will be presented to the CUSD Governing Board in June 2024. The report includes specific local measures, tools, summary of results, identified barriers, and an explanation of the actions CUSD will implement to ensure access</p>	<p>2024-2025: LCFF CA School Dashboard Self-Reflection Tool - Local Indicator 7</p> <p>LCFF Local Indicator 7 narrative will be presented to the CUSD Governing Board in June 2025. The report includes specific local measures, tools, summary of results,</p>		<p>2026-2027 Outcome: 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.</p>	<p>Students continue to have access to a broad course of study.</p>

		to a broad course of study, especially for unduplicated students and individuals with exceptional needs.	identified barriers, and an explanation of the actions CUSD will implement to ensure access to a broad course of study, especially for unduplicated students and individuals with exceptional needs.			
<b>2.8</b>	English Learner Parent/Guardian Participation	2023-2024: English Learners: On average, 13 English learner families attended ELAC/DELAC meetings. All meetings were held in-person.	2024-2025: English Learners: On average, 10 English learner families attended ELAC/DELAC meetings. All meetings were held in-person.		2026-2027 Outcome: Increase the average number of EL families attending ELAC/DELAC meetings by 25% annually (~3 additional families).	Decreased an average of 3 families.
<b>2.9</b>	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 Indicator #3 - Parent Engagement)	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 2024. Report included current strengths and progress in improving the engagement of underrepresented families, especially for unduplicated students and individuals with exceptional needs, in the areas of building relationships, building partnerships for student outcomes, and seeking input for decision making.	2024-2025: LCFF CA School Dashboard Self-Reflection Tool - Local Indicator 3  LCFF Local Indicator 3 narrative was presented to the CUSD Governing Board in June 2025. Report included current strengths and progress in improving the engagement of underrepresented families, especially for unduplicated students and individuals with exceptional needs, in the areas of building relationships, building partnerships for student outcomes, and seeking input for decision making.		2026-2027 Outcome: 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.	CUSD continues to improve efforts to improve engagement of underrepresented families.

## GOAL

# 3

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



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Williams Facilities Inspection Tool (FIT)	2023-2024: 100% of CUSD schools received an overall "good" or "exemplary" status rating on the Facilities Inspection Tool (FIT).	2024-2025: 100% of schools received an overall "good" or "exemplary" status rating on the Facilities Inspection Tool (FIT).		2026-2027 Outcome: Maintain, with understanding of Board philosophy of planned degradation of facilities due to budget constraints.	No difference to report. Current outcome is meeting the maintenance target.
3.2	Required Safety Drills SSES: monthly VES: monthly CMS: 4 times a year CHS: 2 times a year	2023-2024: To date, all schools are making progress with facilitating the required safety drills.	2024-2025: To date, all schools are making progress with facilitating the required safety drills.		2026-2027 Outcome: Maintain.	No difference to report. Current outcome is meeting the maintenance target.
3.3	CA Healthy Kids Survey (State required, locally reported; administered every 2 years)	CA Healthy Kids Survey Spring 2023 Student Results (% Strongly Agree): Participation Rate: Gr. 5: VES 45% Gr. 5: SSES 97% Gr. 7: 92% Gr. 9: 91% Gr. 11: 84% School Connectedness: Gr. 5: VES 81% Gr. 5: SSES 88% Gr. 7: 68% Gr. 9: 68% Gr. 11: 67% Caring Adult Relationships Gr. 5: VES 75% Gr. 5: SSES 93% Gr. 7: 73% Gr. 9: 63% Gr. 11: 68%	2024-2025: The CA Healthy Kids Survey will be administered in spring 2025, therefore we do not currently have 2024-2025 data. Results from spring 2025 will be provided as part of the 2026-2027 LCAP. The most recent data CA Healthy Kids Survey Spring 2023 Student Results (% Strongly Agree): Participation Rate: Gr. 5: VES 45% Gr. 5: SSES 97% Gr. 7: 92% Gr. 9: 91%		2026-2027 Outcome: Improve +2% over the 2023 baseline.  Use results from CUSD student surveys related to safety and learning to inform action steps related to student safety and social/emotional supports. Increase student participation rate on surveys by 2% over the previous year's results.	The CA Healthy Kids Survey will be administered in spring 2025. Differences from baseline will be provided as part of the 2026-2027 LCAP.

		<p>Feel Safe at School</p> <p>Gr. 5: VES 87%</p> <p>Gr. 5: SSES 82%</p> <p>Gr. 7: 73%</p> <p>Gr. 9: 79%</p> <p>Gr. 11: 77%</p>	<p>Gr. 11: 84%</p> <p>School Connectedness:</p> <p>Gr. 5: VES 81%</p> <p>Gr. 5: SSES 88%</p> <p>Gr. 7: 68%</p> <p>Gr. 9: 68%</p> <p>Gr. 11: 67%</p> <p>Caring Adult Relationships</p> <p>Gr. 5: VES 75%</p> <p>Gr. 5: SSES 93%</p> <p>Gr. 7: 73%</p> <p>Gr. 9: 63%</p> <p>Gr. 11: 68%</p> <p>Feel Safe at School</p> <p>Gr. 5: VES 87%</p> <p>Gr. 5: SSES 82%</p> <p>Gr. 7: 73%</p> <p>Gr. 9: 79%</p> <p>Gr. 11: 77%</p>			
3.4	Number of Existing Academic Intervention Sections and Services: % FTE dedicated to Intervention and Tier 2 support	<p>2023-2024 School Year:</p> <p>CHS (Credit Recovery, Math Support, Palm): 8 Sections</p> <p>CMS (Math Support, Literacy Lab): 4 sections</p> <p>SSES: 2.2% FTE for academic support</p> <p>VES: 1.5% FTE for academic support</p>	<p>2024-2025 School Year:</p> <p>CHS (Credit Recovery, Math Support, Palm): 8 Sections</p> <p>CMS (Math Support, Literacy Lab): 4 sections</p> <p>SSES: 1.6% FTE for academic support</p> <p>VES: 1.5% FTE for academic support</p>		<p>2026-2027 Outcome:</p> <p>Based on student need, maintain or adjust the number of sections at CHS (Credit Recovery, Math Support, Palm).</p> <p>Based on student need, maintain or adjust the number of sections at CMS (Math Support, Literacy Lab).</p> <p>Based on student need, maintain or 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,</p>	No difference to report. Current outcome is meeting the target of providing intervention supports based on student data/need.

					<p>evaluate expense and effectiveness of academic interventions.</p> <p>Evaluation will inform restructuring intervention sections and services based on individual student need.</p>	
<b>3.5</b>	P2 Attendance Rate (annually in April)	The 2023-2024 P2 attendance rate is 95.26%	The 2024-2025 P2 attendance rate is 95.24%		2026-2027 Outcome: Increase 0.5% over the previous year.	- 0.02%
<b>3.6</b>	Chronic Absenteeism Rate	<p>As of spring 2024 P2 (April), the chronic absenteeism rate for CUSD was 10.95%, a decrease of 13.25% over spring 2023 P2.</p> <p>CHS: 11.16% (-24.12%)  CMS: 11.25% (-14.85%)  SSES: 11.3% (-2.5%)  VES: 10.41% (-1.19%)</p>	<p>As of spring 2025 P2 (April), the chronic absenteeism rate for CUSD was 11.42%, an increase of 0.47% over spring 2024 P2.</p> <p>CHS: 12.30% (+1.14%)  CMS: 12.94% (+1.69%)  SSES: 7.02% (-4.28%)  VES: 10.41% (+0.26%)</p> <p>The 2024 CA School Dashboard Chronic Absenteeism Indicator for CUSD was in the "green" category with 9.4% of students in grades K-8 chronically absent. One student group was in the "orange" performance level: English Learners. All other significant student groups were in the "yellow" and "green"</p>		<p>2026-2027 Outcome: Decrease chronic absenteeism overall and at each site by 1% over the previous year.</p>	<p>CUSD: +0.47%  CHS: +1.14%  CMS: +1.69%  SSES: -4.28%  VES: +0.26%</p>

			performance levels. In comparison with the 2023 Dashboard, CUSD chronic absenteeism declined by 1.2%.			
<b>3.7</b>	Suspensions and Expulsions	2022-2023: 3.14% of students were suspended (1.14% out of school = 32 students and 2.0% in school = 56 students); there was 1 expulsion (0.2%)	<p>2023-2024: 4.3% of students were suspended (1.28% out of school = 35 students and 3.0% in school = 82 students); there were zero expulsions</p> <p>The 2024 CA School Dashboard Suspension Rate Indicator for CUSD was in the "orange" category with 3.4% of students (n=2,845) suspended at least one day. Five student groups were in the "orange" performance level: African American, Hispanic, Long-Term English Learners, Students with Disabilities and White. In comparison with the 2023 Dashboard, the CUSD suspension rate increased by 1.2%.</p>		2026-2027 Outcome: Decrease suspensions overall and at each site by 0.5% over the previous year. Maintain an expulsion rate of 0%.	<p>Suspensions increased 1.16%</p> <p>Expulsions decreased to zero</p>
<b>3.8</b>	Dropout Counts	2022-2023 Dropout Counts: CHS: 2 students CMS: 4 students	2023-2024 Dropout Counts: CHS: 6 students/1004 students (0.59%) CMS: 0 students		2026-2027 Outcome: Reduce the dropout counts at each secondary school site by 10% per year.	<p>Dropouts increased by: 4 students at CHS</p> <p>Dropouts decreased by: 4 students at CMS to 0 students</p>

<b>3.9</b>	% FTE and Type of Counseling Services	2023-2024: Guidance Counselors: 1.0 @ CMS; 3.0 @ CHS Head Counselor at CHS: 1.0 Clinical Counselors: 6.0 Educationally Related Mental Health (ERMHs) Professionals: 1.80 Military Family Life Counselors: 4.0	2024-2025: School Counselors: 1.0 @ CMS; 3.0 @ CHS Head Counselor at CHS: 1.0 Clinical Counselors: 4.75 Military Family Life Counselors: 4.0		2026-2027 Outcome: Based on student need, annually adjust the number and type of counseling services.	No difference to report. Current outcome is meeting the target of providing counseling supports based on student data/need.
<b>3.10</b>	Staff School Climate Survey (LCFF Priority 6c)	2023-2024: The CA Healthy Kids Survey - Staff Survey is administered every 2 years. The next administration will be spring 2025.	2024-2025: The CA Healthy Kids Survey Staff Survey will be administered in spring 2025. Results will be provided as part of the 2026-2027 LCAP.		2026-2027 Outcome: Improve +2% over the 2023-2024 baseline.  Use results from CUSD staff surveys related to safety and learning to inform action steps related to student safety, sense of connectedness and social/emotional supports. Increase staff participation rate on surveys by 2% over the previous year's results.	The CA Healthy Kids Survey Staff Survey will be administered in spring 2025. Differences from baseline will be provided as part of the 2026-2027 LCAP.
<b>3.11</b>	Parent/Guardian School Climate Survey (LCFF Priority 6c)	2023-2024: The CA Healthy Kids Survey - Parent/Guardian Survey is administered every 2 years. The next administration will be spring 2025.	2024-2025: The CA Healthy Kids Survey - Parent/Guardian Survey will be administered in spring 2025. Results will be provided as part of the 2025-2026 LCAP.		2026-2027 Outcome: Improve +2% over the 2023-2024 baseline.  Use results from CUSD staff surveys related to safety and learning to inform action steps related to student safety, sense of connectedness and social/emotional supports. Increase staff participation rate on surveys by 2% over	The CA Healthy Kids Survey Parent/Guardian Survey will be administered in spring 2025. Differences from baseline will be provided as part of the 2026-2027 LCAP.

					the previous year's results.	
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GOAL

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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GOAL

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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Educational Partner	Major Changes for 2025-26	We Want to Increase	We Want to Decrease
Students, Parents/Guardians, Administrators, Educators (ACT), Classified staff (CSEA), PTOs, SSCs, Parent Leadership Council, D/ELAC, South County SELPA CAC, CSF, Coronado Arts Education Foundation, Coronado Sports Foundation, Coronado SAFE Harbor, Military Local Planning Council, City of Coronado, and Community Service Organizations (Rotary, Optimist, Lions, Soroptimist.	No major changes have been included in the 2024-2025 LCAP.	Student achievement in all areas, especially in literacy, mathematics and college/career readiness.	Students performing below grade level standards in all subject areas  Chronic Absenteeism