

LCAP Federal Addendum

CDE Approved

2020 Updates

Instructions, Strategy and Alignment

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Response from Coronado Unified:

Coronado Unified School District's mission is to 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. This vision is attainable through rigorous academic standards, high expectations, and a coordinated curriculum. CUSD incorporates this overarching vision to guide the implementation of specific strategies for using federal funds. As outlined in the 2019-2020 LCAP Review of Performance and per the CA School Dashboard and 2018 SBAC results, recent data (2019 SBAC) shows that approximately 22% of CUSD students district-wide are under performing in English Language Arts and 33% are under performing in mathematics. While we can overall celebrate a slight decrease in the percentage of students under performing in ELA and mathematics, this still remains an identified need, especially for the following subgroups: Reclassified Fluent English Proficient students, English Learners, Socioeconomically Disadvantaged students, Students with Disabilities and Hispanic/Latino students. To address these performance gaps, CUSD will use federal funds to implement the following strategies: - To increase academic performance to the proficiency level in English language arts and mathematics for Socioeconomically Disadvantaged and English Learner students, CUSD will allocate Title One monies to the elementary level with a focus on literacy as a preventative measure. Research shows that the gap between low income students and their counterparts begins at the elementary level. CUSD will use these Title One federal funds to provide supplemental funding to the elementary site with the highest percentage of low income students, as that site also has the highest level of transiency in the district due to an 80% military dependent student population, compared to other sites. - To increase teacher capacity and improve academic performance to the proficiency level in English language arts and mathematics for all students, especially our under-performing subgroups, CUSD will allocate Title Two monies towards targeted professional development. Professional development will focus on research-based pedagogy related to literacy instructional strategies (ie: ELD framework, integrated ELD instruction, close reading, reciprocal teaching, collaborative conversations), guided reading, high quality mathematics tasks, number talks, social/emotional learning curriculum, new curriculum adoptions, MTSS, PBIS, restorative practices and content-specific curriculum and instruction. Additionally,

CUSD plans to continue to provide ELD teachers with specific professional learning related to the ELPAC, SDAIE strategies and designated ELD instruction. These activities are also aligned to goal one and goal three of our LCAP. - To provide more student support and academic enrichment opportunities to prepare our students for college and career, CUSD will transfer Title Four monies to Title Two to support district and school initiatives through targeted professional development. Professional development and resources will be provided to develop district and site protocols that are aligned with the district MTSS vision, are culturally response and promote supportive school discipline. Research shows that students are positively impacted by a restorative approach to discipline. These activities are also aligned with goal one and goal three of our LCAP.

APPROVED BY CDE

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Response from Coronado Unified:

CUSD's LCAP goals are aligned with corresponding District goals, and all planning and accountability documents are then aligned to this structure in order to direct time and resources to the defined outcomes, based on state and local priorities and indicators. Furthermore, CUSD's LCAP goals support the District's locally adopted Board goals and the Superintendent's Long Range Plan, which in turn serve as anchors for all CUSD schools in the writing of their SPSAs, site planning, budgeting, and Multi-Tiered Systems of Support (MTSS). CUSD utilizes its LCAP as the foundation for district-wide conversations to ensure that district goals and state priorities are intertwined and remain at the forefront of the work it does. In support of this, as outlined in CUSD's LCAP, federal funds are clearly and vitally woven in and throughout the LCAP and are aligned with LCAP goals and actions in addressing and supporting both state and local priorities and indicators. The district supplements literacy intervention programs by offering supplemental academic support at all school sites, by a certificated teacher. Through three active Department of Defense Education Grants (DoDEA), our district is able to provide additional personnel and resources to support interventions and professional development in literacy, mathematics, STEM and Visual and Performing Arts. The allocation of the state and grant funds directly align to the federal program activities described above, as well as in our LCAP. CUSD will continue to provide federal- and state-funded supplemental supports, services, and programs that will build upon its successes while simultaneously addressing areas of concern. Such supplemental supports, services, and programs will be principally directed toward unduplicated student groups (i.e., low-income students English Learners, and foster youth) and any student who is not meeting challenging state academic standards.

APPROVED BY CDE

Title I, Part A

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Response from Coronado Unified:

N/A - CUSD does not currently have schools identified for CSI/ATSI.

APPROVED BY CDE

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

Response from Coronado Unified:

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 that parents/guardians and family members participating in Title I programs are provided with 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 at home. This is achieved through regularly scheduled DAC, DELAC, LCAP, SSC meetings, surveys and numerous advisory committees where parent/guardian involvement policies are shared and jointly developed. CUSD communicates with families on an annual basis regarding the CUSD Parent Involvement Policy at the beginning of each school year. The policy is included in the CUSD Registration Handbook, as well as the Student Handbook at each school site. The policy is based upon Board Policy and Administrative Regulations and is reviewed regularly to ensure compliance with both Federal and State regulations. Recommendations from CSBA, CASBO, and feedback received from district and school-based parent advisory groups inform any revisions to the policy. CUSD ensures that ALL families receive communications and invitations to participate on committees and in forums, through communication accommodations, such as translated, interpreters, scheduling individual meetings at a convenient time for individual families, home visits, etc. CUSD also closely monitors student attendance on a daily basis and communicates with families in a timely manner, especially families of migratory, foster or homeless youth, in order to minimize disruptions to educational services. CUSD provides assistance to our families in understanding academic expectations through several strategies. These include regular principal coffees at all school sites, including our targeted assistance school. These meetings address various topics to help parents in understanding state standards, the instructional program, and the ways they can best support their children's achievement in school. Classroom-specific information is

provided via Back-to-School night and individually during parent-teacher conferences. The LCAP process also provides many opportunities at the site and district level to assist parents with understanding expectations for their children. CUSD staff has a deep appreciation for the high levels of parent 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 volunteering at school sites each day, provide evidence of the effectiveness in this area. Regular communication from school and district leaders reinforce the importance of parent involvement. Leaders continually model and provide ongoing messaging regarding actions needed to support active parent involvement. This messaging begins intentionally during orientation for new staff regarding parent communication. Additionally, site and district leadership partners with our parent groups to educate staff regarding specific parental needs, preferred modes of communication, critical information that parents want to know, etc. This information is shared with staff in order to improve educational services for all students. Collaboration through the LCAP process and through numerous parent 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. Information and questionnaires are posted on the district and school websites. Three annual surveys for stakeholders, including parents, are given throughout the school year. Requests for feedback and participation is sought through email communications. Participation from all parents is solicited, including parents of English learners, students receiving Special Education services, foster children, and families whose children receive free or reduced lunch. Although none of our over 18 language groups met the 15% threshold for translation, event fliers for families are provided in English and Spanish.

APPROVED BY CDE

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Response from Coronado Unified:

SWP: N/A TAS: CUSD has one targeted assistance school (TAS) - Silver Strand Elementary School. CUSD annually identifies students in need of targeted assistance. CUSD's Director of Student Services in collaboration with school administrators, parents and paraprofessionals, coordinate the monitoring of these students' attendance, academic, behavioral and social/emotional progress and needs. Additional academic

interventions in English Language Arts (ELA) are provided by certificated teachers for identified students, principally at the elementary level. In alignment with the site SPSA, comprehensive needs assessments are completed at each school site. Resources are then allocated to provide an increase in the amount and quality of learning time, specifically targeting the identified learning needs of all students, and especially at-risk students. The CUSD LCAP provides additional supports to elementary, middle and high school students requiring interventions in ELA and mathematics. Neglected or delinquent: N/A

APPROVED BY CDE

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

Response from Coronado Unified:

There is currently one targeted assistance schools (TAS) in CUSD. CUSD annually identifies students in need of targeted assistance. CUSD's Director of Student Services in collaboration with school administrators, parents and paraprofessionals, coordinate the monitoring of these students' attendance, academic, behavioral and social/emotional progress and needs. Additional academic interventions in English Language Arts (ELA) are provided by certificated teachers for identified students, principally at the elementary level. In alignment with site SPSAs, comprehensive needs assessments are completed at each school site. Resources are then allocated to provide an increase in the amount and quality of learning time, specifically targeting the identified learning needs of all students, and especially at-risk students. The CUSD LCAP provides additional supports to elementary, middle and high school students requiring interventions in ELA and mathematics.

APPROVED BY CDE

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

Response from Coronado Unified:

CUSD does not currently serve any homeless or foster youth. In the event that CUSD does have foster or homeless youth enroll, the school site will immediately ensure that these students do not have any delays with their schedules, instructional programs, transportation, and access to free-and reduced-priced lunch. CUSD's Director of Student Services in collaboration with school administrators, teachers and

paraprofessionals, will coordinate the monitoring of these students' attendance, academic, behavioral and social/emotional progress and needs. Additionally, when the reservation funds for homeless education are not utilized as a result of zero enrollment of homeless or foster youth, the funds roll into the Title I allocation the following year for the targeted assistance school (TAS) to support interventions in literacy and mathematics. The new allocation of funds are set aside in the event that CUSD does have foster or homeless youth enroll.

APPROVED BY CDE

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Response from Coronado Unified:

N/A - CUSD does not currently use Title I, Part A funds to support student transitions. Student transitions are supported through the CUSD LCAP, ensuring that that all students transition successfully from elementary school to middle school, from middle school to high school, and from high school to post-secondary education. CUSD is currently working to partnership with Southwestern Community College to offer dual enrollment courses in addition to the CTE courses and pathways that are currently offered in the following industry sectors: Engineering and Engineering Design; Health Sciences and Medical Technology, Design, Visual and Media Arts; Performing Arts; Production and Managerial Arts; and Cabinetmaking, Millwork and Woodworking. In addition, our Coronado School of the Arts (CoSA) is a conservatory arts program within Coronado High School offering six conservatories. Coronado High School also utilizes Naviance, Scoir, and the National Clearinghouse to provide college/career counseling and to monitor student transitions.

APPROVED BY CDE

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- A. through coordination with institutions of higher education, employers, and other local partners; and
- B. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

Response from Coronado Unified:

N/A - CUSD does not currently use Title I, Part A funds to support student transitions. Student transitions are supported through the CUSD LCAP, ensuring that that all students transition successfully from elementary school to middle school, from middle school to high school, and from high school to post-secondary education. CUSD is currently working to partnership with Southwestern Community College to offer dual enrollment courses in addition to the CTE courses and pathways that are currently offered in the following industry sectors: Engineering and Engineering Design; Health Sciences and Medical Technology, Design, Visual and Media Arts; Performing Arts; Production and Managerial Arts; and Cabinetmaking, Millwork and Woodworking. In addition, our Coronado School of the Arts (CoSA) is a conservatory arts program within Coronado High School offering six conservatories. Coronado High School also utilizes Naviance, Scoir, and the National Clearinghouse to provide college/career counseling and to monitor student transitions.

APPROVED BY CDE

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- A. assist schools in identifying and serving gifted and talented students; and
- B. assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Response from Coronado Unified:

N/A - CUSD does not use Title I, Part A funds to support additional activities.

APPROVED BY CDE

Title I, Part A, Educator Equity

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Response from Coronado Unified:

In collaboration with the Coronado Unified School District (CUSD) Human Resources Department and the District Office, each school within the CUSD hires for its own staffing. When a position becomes available, sites or departments make a request to Human Resources (HR) for the position to be posted through EdJoin. CUSD's HR department then verifies that all candidates are credentialed to teach within their subject area through the California Commission on Teacher Credentialing before being offered a contract. As a result, as evidenced by SB 435 Credential Monitoring, Review, and Audit done by the San Diego County Office of Education (SDCOE), during the current 2019-2020 school year, 100% of all CUSD teachers are credentialed to teach in their subject area (or 0% are considered ineffective teachers or out-of-field teachers), and less than 11% of all teachers at all sites (including sites with the highest numbers of low-income students and minority students) would be considered inexperienced teachers who have two or fewer years of teaching experience. The following school site data provides information related to the percentage of inexperienced teachers at each school site relative to the percentage of low-income and minority students. * Coronado High School (CHS) student population is 1162 students, with 35% identified as minority students and 8% identified as low-income students. There were 10 teachers at CHS with two or fewer years of teaching experience this school year (2019-2020) - totaling 16% of the teaching staff. * Coronado Middle School (CMS) student population is 729 students, with 34% identified as minority students and 10% identified as low-income students. There were 7 teachers at CMS with two or fewer years of teaching experience this school year (2019-2020) - totaling 20% of the teaching staff. * Coronado Village Elementary School (VES) student population is 837 students, with 28% identified as minority students and 11% identified as low-income students. There were 9 teachers at VES with two or fewer years of teaching experience this school year (2019-2020) - totaling 23% of the teaching staff. * Silver Strand Elementary School (SSES) student population is 316 students, with 40% identified as minority students and 12% as low-income students. There were 3 teachers at SSES with two or fewer years of teaching experience this school year (2019-2020) - totaling 12% of the teaching staff. In addition to the information provided above, CUSD regularly reviews teachers' credentials and assignments to determine the number of ineffective, inexperienced, an/or out-of-field teachers to conduct an equity gap analysis. Specifically, we use CALPADS and a query in DataQuest. The number of low income and minority students at each site was entered onto a spreadsheet and compared to the number of ineffective, inexperienced, and/or out-of-field teachers. This analysis indicated that CUSD does not have significant disparities across sites. 0% are considered ineffective teachers or out-of-field teachers. Inexperienced teachers are distributed across all campuses with no campus having a significant Furthermore, to ensure teacher quality, effectiveness and equity, CUSD follows specific evaluation protocols. CUSD's hiring and evaluation process safeguard that no disparities exists in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. The following is an overview of CUSD's evaluation process. First and second year teachers (either temporary or probationary) are evaluated annually (three formal evaluations) during their first two years of teaching; tenured teachers with three to six

years of experience are evaluated annually (one formal observation); and tenured teachers with seven or more years of experience are formally evaluated every other year (one formal observation) with a goals meeting occurring every year. Additionally, on a case-by-case basis through the evaluation process described above, a teacher may be recommended for a certificated improvement plan and the peer assistance and review evaluation program.

APPROVED BY CDE

Title II, Part A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

Response from Coronado Unified:

Through a multitude of professional development activities, Coronado Unified School District (CUSD) provides numerous opportunities to build the capacity of teachers, staff, and administration. Induction for new staff members include an orientation meeting covering all things CUSD from policies, union contracts, district procedures, payroll, benefits, and curriculum and instruction. Additionally, new special education teachers and paraprofessionals engage in a three day special education "boot camp" to provide the necessary foundation of knowledge, protocols and procedures to successfully navigate CUSD special education services. CUSD also implements the BTSA program to ensure new teachers are receiving the mentor ship they need to be successfully inducted into the teaching profession. This program is a two-year commitment and CUSD veteran teachers serve as mentors to the beginning teachers. Through data analysis and staff input, CUSD has designed additional opportunities for staff to engage in professional development. These opportunities are aligned to LCAP goals and include the following: (1) All staff will be trained on the ELD Framework and designated and integrated ELD instructional strategies; (2) Through a committee of site representatives and using a "trainer of trainers" model, CUSD has formed a MTSS committee comprised of teachers, administrators, paraprofessionals and district staff from every school site to develop the CUSD MTSS system of supports and provide training for staff in MTSS, PBIS and restorative practices; (3) Voice-Choice wheel of professional development topics (voluntary) for staff to have a release day to learn about the following: Close Reading, ELA Standards, College/Career Readiness Standards, Data Analysis and CAASPP Interim Assessments, Universal Design for Learning, Co-Teaching Methodologies, Guided Reading, Reciprocal Teaching, Collaborative Conversations, Number Talks, Social/Emotional/Behavioral Supports, and Mindfulness; (4) San Diego County Office of Education Workshops; (5) Visiting and collaborating with schools around the county; and (6) other workshops related to new

curriculum adoptions, teaching, learning and the state standards. Lastly, administrators are part of a larger administrative cabinet that meets monthly with district office staff to provide focused information on relevant topics throughout the year. Ongoing adjustments are made to professional learning based on the LCAP community engagement process, site and district leadership observations, staff surveys and analysis of data related to student progress. The CUSD community engagement process for the development of the LCAP and identification of needed professional learning related to LCAP goals includes the participation of all stakeholders, including those representing unduplicated pupils. Stakeholders have opportunities for meaningful participation through formal groups such as the School Board, Association of Coronado Teachers, California School Employees Association, all site Parent Teacher Organizations, School Site Councils, Parent Leadership Council, D/ELAC, SEPAC (Special Education Parent Advisory Committee), and other parent/school committees; 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. In addition, community members participate through site-based principal coffees and student focus groups. Data reviewed to inform LCAP development and focus for professional development include an analysis of local assessments in the areas of English language arts and mathematics, ELPAC, Smarter Balanced ELA and Math assessments, California Dashboard Indicator rubrics, staff feedback surveys, parent surveys and the California Healthy Kids Survey.

APPROVED BY CDE

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Response from Coronado Unified:

CUSD does not currently have any sites identified as CSI, TSI, or ATSI. One school in the Coronado Unified School District (CUSD) is a school-wide Title I school. As such, they receive Title I funds to supplement their instructional program. Based on data (including internal measures and data from the California School Dashboard) and through regular consultation with stakeholder groups (i.e., administration, certificated and classified staff, parents/guardians, and community members), Title I- and II-funds are utilized for professional development opportunities to address areas of identified growth. In support of this, all sites have access to district-sponsored, Title I- and Title II-funded professional development opportunities. Then, using data, district- and site-level program effectiveness is analyzed in order to foster a continuous cycle of improvement.

Data reviewed to inform LCAP development, prioritize funding/opportunities for schools serving the highest percentage of students counted under Section 1124(c), and focus for professional development include an analysis of local assessments in the areas of English language arts and mathematics, ELPAC, Smarter Balanced ELA and Math assessments, California Dashboard Indicator rubrics, staff feedback surveys, parent surveys and the California Healthy Kids Survey. Ongoing adjustments will be made relative to funding priorities based on data analysis, student demographics and stakeholder engagement.

APPROVED BY CDE

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

Response from Coronado Unified:

Using data related to Coronado Unified School District's (CUSD) Local Control Accountability Plan (LCAP) and each sites' School Plan for Student Achievement (SPSA), regular consultation (i.e., interviews and surveys) with all stakeholder groups (i.e., administration, certificated and classified staff, parents/guardians, and the community) are part of the planning process for professional development activities and support. In further support of this are CUSD's LCAP Goal #1 - Learning, that states, "integrate personalized learning with assessment methods that will prepare all students for academic and vocational success" Goal #2 - Communication, that states, "communicate openly, freely, and accurately to engage and involve shareholders" and Goal #3 - Support, that states, "maintain safe and supportive schools where students and staff thrive." As part of the LCAP, measurable outcomes have been identified that are linked to both internal data and the California School Dashboard. Examples include, but are not limited to: student achievement data, graduation rates, chronic absenteeism rates, suspension and expulsion rates, school safety surveys, school climate surveys, SBAC results, CTE pathway completion rates, AP participation and pass rates, progress and reclassification rates of English learners, parent feedback surveys, and teacher feedback related to professional learning. These data and ongoing collaboration with stakeholders ensure relevant data and input is being used to inform decisions for guiding Title II-funded programs, professional development, and activities that drive the cycle of continuous improvement. Ongoing adjustments are made to professional learning based on the LCAP community engagement process, site and district leadership observations, staff surveys and analysis of data related to student progress. The CUSD community engagement process for the development of the LCAP (formally three times per year) and identification of needed professional learning related to LCAP goals includes the participation of all stakeholders, including those representing unduplicated pupils. Stakeholders have opportunities for meaningful participation through formal groups such as the School Board, Association of Coronado Teachers,

California School Employees Association, all site Parent Teacher Organizations, School Site Councils, Parent Leadership Council, D/ELAC, SEPAC (Special Education Parent Advisory Committee), and other parent/school committees; 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. In addition, community members participate through site-based principal coffees and student focus groups. The district office administration and school site principals meet with community members to share district and school site information related to the LCAP. Agendas reflect a broad range of topics including the development of the LCAP. LCFF, budget information, CA School Dashboard, implementation of California Standards, the Instructional program focused on teaching and learning, facilities, and district-wide and site-specific data related to student progress. Involvement from students occurs through multiple classroom visitations, observation of student work, collection of anecdotal data and focus groups with principals, and student participation in the annual LCAP Community Feedback Forums. Parent input and involvement in the development and annual review of district-wide and site-based objectives occurs via participation in scheduled parent meetings and surveys at the site and district level. Data reviewed to inform LCAP development and focus for professional development include an analysis of local assessments in the areas of English language arts and mathematics, ELPAC, Smarter Balanced ELA and Math assessments, California Dashboard Indicator rubrics, staff feedback surveys, parent surveys and the California Healthy Kids Survey.

APPROVED BY CDE

Title IV, Part A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- A. any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- B. if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- C. if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- D. if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

- E. the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

Response from Coronado Unified:

Coronado Unified School District (CUSD) has elected to transfer Title IV funds into Title II funds in order to support the multitude of professional development needs the district is addressing in 2019-20 and 2020-21. For example, CUSD implemented a new math curriculum in grades TK-5 in 2019-2020 and will be providing intense professional development to all elementary teachers in ensure a successful implementation. CUSD is also going to be implementing a new elementary ELA program in the 2020-21 school year, requiring intense professional development to ensure successful implementation. Professional development will continue to be needed to support other state, local and district initiatives (e.g., MTSS, PBIS, restorative practices, co-teaching, literacy - guided reading, outside consultants, and more). CUSD's decision to transfer Title IV funds into Title II is disclosed during the Private School Consultation process.

APPROVED BY CDE