Working Document

Local Control and Accountability Plan and Annual Update LCAP Year: 2014-15

LEA: Coronado Unified School District   Contact: Dr. Jeffrey Felix, Superintendent, jfelix@coronadousd.net, 619 522-8900, x1025

Introduction: *The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.*

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parent involvement: *efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?

6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
Strategic Planning Process • December 12, 2013 District Strategic Planning Annual Meeting • January 14, 2013 Village Elementary School Strategic Planning Annual Meeting • January 15, 2013 Silver Strand Elementary School Strategic Planning Annual Meeting • January 16, 2013 Coronado High School Strategic Planning Annual Meeting • January 23, 2013 Coronado Middle School Strategic Planning Annual Meeting	Defined for District and site stakeholders LCFF and local financial issues; input from all community and school-wide stakeholders on base educational program and local priorities
Meeting with Local Associations January 27, 2014	Reviewed CUSD budget information and received feedback from Association of Coronado Teachers (ACT) and Classified School Employees Association (CSEA) leadership on communication and involvement for 2014-15 LCFF budget planning.
CUSD Budget Study Meetings • 9/19/13 • 10/10/13 • 12/3/13 • 1/7/14 • 3/6/14 • 4/9/14 • 5/07/14	Public meetings held to review and discuss in a workshop format CUSD 2014-15 LCFF budget issues. Meetings include ACT and CSEA leadership, Governing Board members, CUSD administration, teachers, public.
Parent, teacher, student survey (February-March 2014)	Baseline data for CUSD; feedback will be used to revise CUSD Board Goals, site goals, LCAP
LCAP Draft April 17, 2014 to ACT April 22, 2014 to ACT April 30, 2014 District English Learner Advisory Committee Meeting May 9, 2014 to CSEA May 19, 2014 to CSEA	LCAP draft provided to ACT for consultation. LCAP draft discussed with ACT; feedback gathered to amend draft. LCAP draft provided to DELAC for consultation; feedback gathered to amend draft. LCAP draft provided to CSEA for consultation. LCAP draft discussed with CSEA; feedback gathered to amend draft. LCAP included on Governing Board agenda for information and public input.

Involvement Process	Impact on LCAP
May 22, 2014 Governing Board Meeting	LCAP draft provided to Parent Leadership Group for consultation.
May 28, 2014 to Parent Leadership Group	Website will include a place for online comments and feedback.
May 30, 2014 LCAP posted on CUSD website; in CUSD Communique.	Follow-up consultation on LCAP draft with ACT.
May 30, 2014 to ACT	LCAP Public Hearing to coincide with Public Hearing of 2014-15 budget
June 12, 2014 Governing Board Meeting	CUSD Governing Board approval of LCAP to coincide with approval of 2014-15 budget.
June 26, 2014 Governing Board Meeting	

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
4) What are the LEA's goal(s) to address locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress N/A Yr 1 of LCAP	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
CUSD has determined the need for professional development of CUSD teachers and CCSS aligned instructional materials. CUSD did not meet AMAO 3 (RFEP student achievement) in English Language Arts or Math in 2012 or 2013.	**Goal 1:** All schools will provide standards-aligned core curriculum, assessment, and high quality instruction to prepare students to graduate college and career ready.	All Students All Subgroups: Black/African American Asian Hispanic/Latino White Socioeconomically Disadvantaged English Learners Students with Disabilities	All Schools Coronado High School 9-12 Palm Academy for Learning (9-12) Coronado Middle School (6-8) Silver Strand Elementary School (Pre-5) Village Elementary School (Pre-5)		**Alignment:** Students will receive instruction that is increasingly aligned to the Common Core State Standards. **Staffing:** Students will be taught by highly qualified teachers as evidenced by annual credential audit. **Teacher Capacity:** All student groups will receive instruction from teachers and paraprofessionals with an increased capacity for implementation of the Common Core State Standards. **Achievement:** 1. Establish District and site S.M.A.R.T. goals for student achievement in core content areas. Per Ed Code, data must include API scores, Smarter	**Alignment:** Students will receive instruction that is increasingly aligned to the Common Core State Standards. **Staffing:** Students will be taught by highly qualified teachers as evidenced by annual credential audit. **Teacher Capacity:** All student groups will receive instruction from teachers and paraprofessionals with an increased capacity for implementation of the Common Core State Standards. **Achievement:** 1. Revise district and site S.M.A.R.T. goals for student achievement in core content	**Alignment:** Students will receive instruction that is highly aligned to the Common Core State Standards. **Staffing:** Students will be taught by highly qualified teachers as evidenced by annual credential audit. **Teacher Capacity:** All student groups will receive instruction from teachers and paraprofessionals with a high capacity for implementation of the Common Core State Standards. **Achievement:** 1. Revise district and site S.M.A.R.T. goals for student achievement in core content areas based on 2014-15 data. 1a. ELA/Math proficiency for	State Priorities: 1,2, 3, 5 Local CUSD Board Goals: 1, 2, 5

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress N/A Yr 1 of LCAP	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					Balanced data (baseline spring 2015), STAR, EL reclassification and long-term English Learner rates, A-G completion data, AP course rates and scores, and CTE participation and achievement rates. **1a.**Establish ELA and math proficiency baselines as measured by CAASPP and local assessments for grades 3-8 and 11. A committee of teachers and administrators will be established to determine proficiency baselines and benchmarks. **1b.** Establish ELA and math proficiency baselines as measured by district-adopted benchmarks to be developed for grades TK-2. A committee of teachers and administrators will be established to determine proficiency baselines and benchmarks.	areas based on 2014-15 data. **1a.** ELA/Math proficiency for grades 3-8, 11 to be determined based on 2014-15 CAASPP baselines. Committee will review baselines and benchmarks and adjust as appropriate. **1b.** ELA/Math proficiency for grades for TK-2 to be determined based on 2014-15 District benchmarks. Committee will review baselines and benchmarks and adjust as appropriate. 2. ELA/math proficiency for RFEP students in grades TK-12 to be determined based on 2014-15 baselines. Review reclassification criteria and data based on 2014-15 revision.	grades 3-8, 11 to be determined based on 2014-15 CAASPP baselines. Committee will review baselines and benchmarks and adjust as appropriate. **1b.** ELA/Math proficiency for grades for TK-2 to be determined based on 2014-15 District benchmarks. Committee will review baselines and benchmarks and adjust as appropriate. 2. ELA/math proficiency for RFEP students in grades TK-12 to be determined based on 2014-15 baselines. Review reclassification criteria and data based on 2014-15 revision. 3. For Students with Disabilities, MAP (RIT) scores and new CAASPP proficiency	

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					2. Establish baseline proficiency levels in ELA and math for RFEP students in grades TK-12 based on CELDT, local measures, and SBA. Establish new EL reclassification criteria. 3. For Students with Disabilities, MAP (RIT) scores and new CAASPP proficiency baselines (TBD) will provide present levels of performance to determine progress on IEP goals and gauge proficiency.	3. For Students with Disabilities, MAP (RIT) scores and new CAASPP proficiency baselines (TBD) will provide present levels of performance to determine progress on IEP goals and gauge proficiency.	baselines (TBD) will provide present levels of performance to determine progress on IEP goals and gauge proficiency.	
Technology skills are vital for success in the global economy. Teachers and students must be skilled users of technology. Analysis of technology infrastructure and inventory of	**Goal 2:** All schools will ensure access to and proficiency of 21st century learning tools, resources, and skills for all staff and students. Note: specific reference to CUSD Technology Plan and district benchmarks (*TP*) included	All Students Students with Disabilities (Assistive Technology)	All Schools		**Access:** CUSD will invest in current technology to support student achievement, implementation of Common Core State Standards, and the Smarter Balanced online assessments including continual increases in network bandwidth, and continual replacements of all technology equipment (servers, wireless access points, devices,	**Access:** CUSD will invest in current technology to support student achievement, implementation of Common Core State Standards, and the Smarter Balanced online assessments including continual increases in network bandwidth, and continual replacements of all	**Access:** CUSD will invest in current technology to support student achievement, implementation of Common Core State Standards, and the Smarter Balanced online assessments including continual increases in network bandwidth, and continual replacements of all	State Priorities: 1, 2, 3, 5 Local CUSD Board Goals: 1, 2, 5

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress N/A Yr 1 of LCAP	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
computer equipment indicates current setting is adequate, but with increased demand to digital resources, including streaming capabilities, and online assessments, CUSD stakeholders recommend increased access to electronic resources and infrastructure to support student achievement, Common Core requirements, and Smarter Balanced testing environment. (Metrics used: CUSD Technology Plan, CUSD Strategic Plan, SBAC requirements; P21 Framework:					phones, etc.). BYOD and 1-1 participation will strategically increase by grade level and subject area resulting in more students in grades 3-12 participating in a 1-1 learning environment. *TP 3h, 3j* **Resources:** 21st century instructional resources such as digital textbooks (some secondary science), SDCOE's Digital Content Portal, Haiku Learning Management System, keyboarding curriculum, ebooks, and school media centers and computer labs, etc., will be available for all students. *TP 3d1, 3d2, 3e* A new CUSD Instructional Materials Review Panel will be established to include representatives from administration and teaching staff for all levels (elementary, middle school, and high school). The	technology equipment (servers, wireless access points, devices, phones, etc.). BYOD and 1-1 participation will strategically increase by grade level and subject area resulting in more students in grades 3-12 participating in a 1-1 learning environment. *TP 3h* **Resources:** 21st century instructional resources such as digital textbooks (some secondary science), SDCOE's Digital Content Portal, Haiku Learning Management System, keyboarding curriculum, ebooks, and school media centers and computer labs, etc., will be available for all students. *TP 3d1, 3d2, 3e* CUSD Instructional Materials	technology equipment (servers, wireless access points, devices, phones, etc.). BYOD and 1-1 participation will strategically increase by grade level and subject area resulting in more students in grades 3-12 participating in a 1-1 learning environment. *TP 3h* **Resources:** 21st century instructional resources such as digital textbooks (some secondary science), SDCOE's Digital Content Portal, Haiku Learning Management System, keyboarding curriculum, ebooks, and school media centers and computer labs, etc., will be available for all students. *TP 3d1, 3d2, 3e* CUSD Instructional Materials Review Panel will meet per	

	Goals				What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Annual Update: Analysis of Progress N/A Yr 1 of LCAP	LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	(Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
CUSD PD feedback)					committee will establish guidelines for themselves and a process for reviewing/approving instructional materials per Education Code and CUSD budget to ensure alignment to state-adopted standards. **Professional Development/Proficiency of Staff:** All student groups will receive instruction from teachers with an increased capacity for 21st century best practices for instruction, including digital textbooks, technology integration, personalized education plans, and online courses in order to provide a variety of curricular options. *TP 3e, 4b1, 4b2.* CUSD Professional Development Committee will provide feedback to CUSD on professional development.	Review Panel will meet per 2014-15guidelines. **Professional Development/Proficiency of Staff:** All student groups will receive instruction from teachers with an increased capacity for 21st century best practices for instruction, including digital textbooks, technology integration, personalized education plans, and online courses in order to provide a variety of curricular options. *TP 3e, 4b1, 4b2.* CUSD Professional Development Committee will provide feedback to CUSD on professional development. **Proficiency/Students:** The Partnership for 21st century Skills framework will be used to measure	2014-15guidelines. **Professional Development/Proficiency of Staff:** All student groups will receive instruction from teachers with an increased capacity for 21st century best practices for instruction, including digital textbooks, technology integration, personalized education plans, and online courses in order to provide a variety of curricular options. *TP 3e, 4b1, 4b2.* CUSD Professional Development Committee will provide feedback to CUSD on professional development. **Proficiency/Students:** The Partnership for 21st century Skills framework will be used to measure students' proficiency of 21st c skills in	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress N/A Yr 1 of LCAP	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					Proficiency/Students: The Partnership for 21st century Skills framework will be used to measure students' proficiency of 21st c skills in order to be college and career ready and compete in the global market. Keyboarding benchmarks will also be developed K-12. *TP 3e*	students' proficiency of 21st c skills in order to be college and career ready and compete in the global market. Keyboarding benchmarks will also be developed K-12. *TP 3e*	order to be college and career ready and compete in the global market. Keyboarding benchmarks will also be developed K-12. *TP 3e*	
CUSD has identified that approximately 20% of students district-wide are underperforming in English Language Arts and 35% in mathematics based on 2013 CST and MAP results. Reclassified Fluent English Proficient students, Socioeconomically Disadvantaged Students, and Students with	**Goal 3:** All schools will provide learning supports including differentiated instruction and academic and social/emotional interventions for all students in order to decrease achievement gaps and engage students.	All students All subgroups; all identified students who are below proficient, especially: Reclassified Fluent English Proficient students Socioeconomically Disadvantaged Students Students with Disabilities	All Schools		**Graduation and Attendance Rates:** Maintain graduation rate based on 2012-13 cohort data of 95.7%. Maintain attendance rates of 96.8% based on 2013-14 P2 data. Decrease student behaviors resulting in office referrals and suspensions (quantitative data baseline). **Response to Intervention and support services:** CUSD will develop a formalized Response to Intervention (RtI) plan to ensure the varied needs	**Graduation and attendance rates:** Review graduation rates based on 2013-14 cohort data and revise as necessary to maintain graduation rate set by 2012-13 cohort. Review attendance rates based on 2014-15 P2 data and ensure maintenance of attendance rates based on 2013-14 P2 data. Review student behavior/referral/suspension data and establish benchmark based on 2014-	**Graduation and attendance rates:** Review graduation rates based on 2014-15 cohort data and revise as necessary to maintain graduation rate set by 2012-13 cohort. Review attendance rates based on 2015-16 P2 data and ensure maintenance of attendance rates based on 2013-14 P2 data. Review student behavior/referral/suspension data and establish benchmark based on 2014-15 data.	State Priorities: 2, 4, 5, 6 Local CUSD Board Goals: 1, 2, 5

	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	N/A Yr 1 of LCAP	LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Disabilities are not performing as high as White and Asian subgroups. CUSD does not have a formalized Response to Intervention (RtI) plan, though there are many components of RtI throughout CUSD. There is a 38% military population throughout CUSD, which is the largest local subgroup. Transitioning students require significant social and emotional support. (CST, API, CELDT, ELSSA, MAP, CAHSEE data, DoDEA evaluations					of all students are being met, appropriate intervention services/courses are being provided, and students are being placed correctly (year 0). **Course Options:** CUSD will offer a broad course of study including advanced courses for identified students at all schools, including online courses, Career Technical Education, and Advanced Placement courses. CUSD will formalize Teaching to High Potential philosophy and ensure stakeholders are informed. **Social/Emotional Support:** CUSD will utilize a system of tiered guidance and counseling services to ensure the social/emotional needs of students are met. These services will include Guidance Counselors, Military Family Life Counselors, Educationally Related Mental	15 data. **Response to Intervention and support services:** CUSD begin Year 1 of implementation of a formalized Response to Intervention (RtI) plan to ensure that the needs of all students are being met and appropriate services/courses are being provided. **Course Options:** CUSD will offer a broad course of study including advanced courses for identified students at all schools. CUSD review Teaching to High Potential philosophy and revise as appropriate. **Social/Emotional Support:** CUSD will utilize a system of tiered guidance and counseling services to ensure the social/emotional needs of	**Response to Intervention and support services:** CUSD will revise the RTI plan according to 2015-16 evaluation and data to ensure that the needs of all students are being met and appropriate services/courses are being provided. **Course Options:** CUSD will offer a broad course of study including advanced courses for identified students at all schools. CUSD review Teaching to High Potential philosophy and revise as appropriate. **Social/Emotional Support:** CUSD will utilize a system of tiered guidance and counseling services to ensure the social/emotional needs of students are met. These services will include Guidance	

	Goals			Annual Update: Analysis of Progress N/A Yr 1 of LCAP	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
and other local data).					Health Services (ERMHS), and Licensed Clinical Social Workers. **Professional Development:** CUSD will identify a cadre of CUSD staff to serve on the RtI planning committee which will attend professional development as needed to create the CUSD Response to Intervention plan. CUSD will develop a plan for professional development of all staff on the RtI plan and Universal Design for Learning pedagogy. The RtI committee will be comprised of administration, general education, intervention, and special education staff.	of students are met. These services will include Guidance Counselors, Military Family Life Counselors, Educationally Related Mental Health Services (ERMHS), and Licensed Clinical Social Workers. **Professional Development:** CUSD RtI committee will assist with professional development of all CUSD staff on RtI plan.	Counselors, Military Family Life Counselors, Educationally Related Mental Health Services (ERMHS), and Licensed Clinical Social Workers. **Professional Development:** CUSD will continue to provide RtI training based on 2015-16 results and district data/needs.	
Students need to learn in a physically and emotionally safe learning environment. Students also must	**Goal 4:** All schools will provide students and staff with a safe, engaging, and supportive learning environment where the student is personally in charge of their education.	All Students	All Schools		**Security/Safety:** CUSD will continue to secure the perimeter of each school with gating/fencing and locking systems; badging/personal identification systems and sign in	**Security/Safety:** CUSD will continue to secure the perimeter of each school with gating/fencing and locking systems; badging/personal	**Security/Safety:** CUSD will continue to secure the perimeter of each school with gating/fencing and locking systems; badging/personal	State Priorities: 1, 6, 7, 8 Local CUSD Board Goals:

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress N/A Yr 1 of LCAP	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
take an active role in their education. Staff needs to see students as stakeholders, creating a positive environment for active participation in relevant, collaborative, problem-based learning. Current student involvement in goal setting is limited to some below proficient subgroups. (Metric used: Facilities Inspection Tool results, Master Facilities Plan, Student, Teacher, Parent Surveys, Site Strategic Plans, DoDEA Project	5				registration at every school site. This will be the first of three years for the installation of video surveillance equipment that includes searchable software. All systems will be tied in with Coronado Police and Fire Departments, and Naval Base Coronado security. Two-way communication systems (such as Google, Haiku LMS, Facebook, Twitter, CUSD website, e.g.) and mass notification systems (email and text to parents from CUSD student information system via School Connects) shall be for strong communication between home and school. Google and Haiku domains will provide students, teachers, and parents a closed messaging environment. Content filters will be available on CUSD network for all students	identification systems and sign in registration at every school site. This will be the second of three years for the installation of video surveillance equipment that includes searchable software. All systems will be tied in with Coronado Police and Fire Departments, and Naval Base Coronado security. Two-way communication systems (such as Google, Haiku LMS, Facebook, Twitter, CUSD website, e.g.) and mass notification systems (email and text to parents from CUSD student information system via School Connects) shall be for strong communication between home and school. Google and Haiku domains will provide students,	identification systems and sign in registration at every school site. This will be the final year for the installation of video surveillance equipment that includes searchable software. All systems will be tied in with Coronado Police and Fire Departments, and Naval Base Coronado security. Two-way communication systems (such as Google, Haiku LMS, Facebook, Twitter, CUSD website, e.g.) and mass notification systems (email and text to parents from CUSD student information system via School Connects) shall be for strong communication between home and school. Google and Haiku domains will provide students, teachers, and parents a closed messaging	1, 2, 3, 4, 5

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress N/A Yr 1 of LCAP	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
STEPS evaluation, % of PEPs)					and staff. *TP 3g* Cybersafety curriculum will be taught at identified grade levels per CUSD Technology Plan. TP 3f Acceptable Use Policy will be updated annually. *TP 3g* G.R.E.A.T. curriculum will be included as curriculum for grade 6 students in coordination with Coronado Police Department (Year 1). **Climate/ Engagement:** (The 2013-14 % of PEPs in CUSD is 45%.) A committee of administrators and teachers will be established to review this LCAP goal, establish benchmarks and CUSD PEP practices. 50% of CUSD students will have personalized education plans,	teachers, and parents a closed messaging environment. Content filters will be available on CUSD network for all students and staff. *TP 3g* Cybersafety curriculum will be taught at identified grade levels per CUSD Technology Plan. TP 3f Acceptable Use Policy will be updated annually. *TP 3g* Feedback from stakeholders Year 1 implementation of G.R.E.A.T. curriculum will be reviewed and the program adjusted as needed. **Climate/ Engagement:** PEP committee will review benchmarks and CUSD PEP	environment. Content filters will be available on CUSD network for all students and staff. *TP 3g* Cybersafety curriculum will be taught at identified grade levels per CUSD Technology Plan. TP 3f Acceptable Use Policy will be updated annually. *TP 3g* Feedback from stakeholders Year 2 implementation of G.R.E.A.T. curriculum will be reviewed and the program adjusted as needed. **Climate/ Engagement:** PEP committee will review benchmarks and CUSD PEP	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress N/A Yr 1 of LCAP	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					including 100% of EL/RFEP students, below proficient or credit deficient military-connected students, students with disabilities (IEP), and other identified below proficient students (aligns with DoDEA grant and Title III Improvement Plan).	practices annually. 75% of CUSD students will have personalized education plans, including 100% of EL/RFEP students, below proficient or credit deficient military-connected students, students with disabilities (IEP), and other identified below proficient students (aligns with DoDEA grant and Title III Improvement Plan).	practices annually. 100% of CUSD students will have personalized education plans, including 100% of EL/RFEP students, below proficient or credit deficient military-connected students, students with disabilities (IEP), and other identified below proficient students (aligns with DoDEA grant and Title III Improvement Plan).	
Parents and community members are essential stakeholders, and as such, frequent communication of educational programs via	**Goal 5:** Parents, family, and community stakeholders will be fully engaged as partners in the education of Coronado Unified School District students.	All Students	All Schools		**Survey Participation by Stakeholders:** Participation on CUSD Survey to students, teachers, and parents survey will increase per 2013-14 baseline (**2013-14** baseline: students 69%, teachers 83%, and families 35%): • Students 80%	**Survey Participation by Stakeholders:** Participation on CUSD Survey to students, teachers, and parents survey will increase per 2014-15 levels: • Students 90% • Teachers 100% • Families 75%	**Survey Participation by Stakeholders:** Participation on CUSD Survey to students, teachers, and parents survey will increase per 2015-16 levels: • Students 100% • Teachers 100% • Families 100%	State Priorities: 6, 7, 8 Local CUSD Board Goals: 1, 2, 3, 4, 5

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress N/A Yr 1 of LCAP	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
written, digital, and face-to-face methods are required. (Metric: Surveys, website, FB, and Twitter data, parent conference data, what else?)					• Teachers 90% • Families 50% Annual surveys will demonstrate an increase in self-reported positive school interactions. CUSD Professional Development Committee will provide feedback on how to ensure increasingly better stakeholder participation rates. **Required Parent Participation:** School Compliance Officers will monitor SSC, ELAC, and DELAC to ensure 100% compliance with state and federal laws and local committees (Military/SPED). Each site will have at least one parent on DELAC; District and site Strategic Planning Committees will include parents who represent varied student needs. 100% of elementary parents will participate in annual parent-	Annual surveys will demonstrate an increase in self-reported positive school interactions. CUSD Professional Development Committee will provide feedback on how to ensure increasingly better stakeholder participation rates. **Required Parent Participation:** School Compliance Officers will monitor SSC, ELAC, and DELAC to ensure 100% compliance with state and federal laws and local committees (Military/SPED). Each site will have at least one parent on DELAC; District and site Strategic Planning Committees will include parents who	Annual surveys will demonstrate an increase in self-reported positive school interactions. CUSD Professional Development Committee will provide feedback on how to ensure increasingly better stakeholder participation rates. **Required Parent Participation:** School Compliance Officers will monitor SSC, ELAC, and DELAC to ensure 100% compliance with state and federal laws and local committees (Military/SPED). Each site will have at least one parent on DELAC; District and site Strategic Planning Committees will include parents who represent varied	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress N/A Yr 1 of LCAP	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					teacher conferencing (face-to-face or digital methods). Baseline data for secondary parent conferencing will be collected.

DELAC parent participation will increase based on 2013-14 attendance.

Ongoing parent trainings on Common Core State Standards, Smarter Balanced, Next Generation Science Standards, and other trainings will continue. Parent participation rates will increase over 2013-14 levels. | represent varied student needs.

100% of elementary parents will participate in annual conferencing (face-to-face or digital methods). Participation of secondary parents in parent-teacher conferencing will increase based on 2014-15 baseline.

DELAC parent participation will increase based on 2014-15 attendance.

Ongoing parent trainings on Common Core State Standards, Smarter Balanced, Next Generation Science Standards, and other trainings will continue. Parent participation rates will increase over 2014-15 levels. | student needs. Baseline data for secondary parent conferencing will be collected.

100% of elementary parents will participate in annual conferencing (face-to-face or digital methods). Participation of secondary parents in parent-teacher conferencing will increase based on 2014-15 baseline.

DELAC parent participation will increase based on 2015-16 attendance.

Ongoing parent trainings on Common Core State Standards, Smarter Balanced, Next Generation Science Standards, and other trainings will continue. Parent participation rates will increase over 2015-16 levels. | |

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress N/A Yr 1 of LCAP	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
2) How do these actions/services link to identified goals and performance indicators?
3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?

7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

8) What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	**Year 2: 2015-16**	**Year 3: 2016-17**
Goal 1: All schools will provide standards-aligned core curriculum, assessment, and high quality instruction to prepare students to graduate college and career ready.	State Priorities: 1,2, 3, 5 Local CUSD Board Goals: 1, 2, 5	**1.1 Alignment:** Students will receive instruction that is increasingly aligned to the Common Core State Standards. **1.2 Staffing:** Students will be taught by highly qualified teachers as evidenced by annual credential audit. **1.3 Teacher Capacity:** All student groups will receive instruction from teachers with an increased capacity for implementation of the Common Core State Standards. **1.4 Achievement:** 1. Establish ELA and math proficiency baselines as measured by CAASPP and local assessments for	All schools; all students English Learners Students with Disabilities	N/A for 2014-15	**Purchase of new Common Core aligned curriculum (ELA/math):** A new CUSD Instructional Materials Review Panel will be established to include representatives from administration and teaching staff for all levels (elementary, middle school, and high school). The committee will establish guidelines for themselves and a process for reviewing/approving instructional materials per Education Code to ensure alignment to state-adopted standards. *CCSS Implementation Funding* (remainder of 2013-15 one-time funds)	**Purchase of new Common Core aligned curriculum (ELA/math):** CUSD Instructional Materials Review Panel will meet per 2014-15 guidelines. *Instructional Materials (General Fund set aside)* • Read Well Reading curriculum V-Port/Ticket to Read (K-2) $20,000 • Digital Content Portal	**Purchase of new Common Core aligned curriculum (ELA/math):** CUSD Instructional Materials Review Panel will meet per 2014-15 guidelines. *Instructional Materials (General Fund set aside)* • Read Well Reading curriculum V-Port/Ticket to Read (K-2) $20,000 • Digital Content Portal and mandated certificated librarian

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	**Year 2: 2015-16**	**Year 3: 2016-17**
		grades 3-8 and 11. 2. Establish ELA and math proficiency baselines as measured by district-adopted benchmarks to be developed for grades TK-2. 3. 75% of RFEP students will score at proficient levels in English language arts and math as measured by MAP and SBA (baseline 2015). 4. For Students with Disabilities, MAP (RIT) scores and new CAASPP proficiency baselines (TBD) will provide present levels of performance to determine progress on IEP goals and gauge proficiency.			• *Just Think Literacy* literature (TK-5) $1500 • Secondary Math Redesign Project (6-12) ~$30,000 *Instructional Materials (General Fund set aside)* • Read Well Reading curriculum V-Port/Ticket to Read (K-2) $20,000 • Digital Content Portal and mandated certificated librarian (TK-12) $18,000 • CCSS Curriculum and Assessment Development Projects $~80,000 • Elementary math curriculum (Envision/other) $40,000 • Keyboarding curriculum (K-6) $4000 • BrainPop (K-8) $4700 • Misc. ~$10,000 **Provide professional development to support Common Core standards, new curriculum, intervention programs, and specific strategies for English Learners and all universal access differentiated instruction components. CCSS trainings will include paraprofessionals, when appropriate:** *LCFF Base* • $100,000 for District PD Day (August 18, 2014) *CCSS Implementation Funding* (remainder of 2013-15 one-time funds) • Just Think Literacy (TK-5) $39,600	and mandated certificated librarian (TK-12) $18,000 • Elementary math curriculum TBD • Keyboarding curriculum (K-6) $4000 • Misc. ~$10,000 **Provide professional development to support Common Core standards, new curriculum, intervention programs, and specific strategies for English Learners and all universal access differentiated instruction components. CCSS trainings will include paraprofessionals, when appropriate:** *LCFF Base* • Pending per negotiated calendar for 2015-16 *Title IIA* • CCSS trainings at SDCOE, leadership teams after hours PD $48,000 *LCFF Supplemental and*	(TK-12) $18,000 • Elementary math curriculum TBD • Keyboarding curriculum (K-6) $4000 • Misc. ~$10,000 **Provide professional development to support Common Core standards, new curriculum, intervention programs, and specific strategies for English Learners and all universal access differentiated instruction components. CCSS trainings will include paraprofessionals, when appropriate:** *LCFF Base* • Pending per negotiated calendar for 2016-17 *Title IIA* • CCSS trainings at SDCOE, leadership teams after hours PD $48,000 *LCFF Supplemental and Title III* • TBD based on EL/RFEP

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					• Secondary Literacy (6-12) $40,000 • Mathematics (TK-5) $20,000 • Mathematics (6-12) $10,000 *Dept of Defense Grant Project STEPS* (final year) • mathematics/intervention $30,000 *Title IIA* • CCSS trainings at SDCOE, leadership teams after hours PD $48,000 *LCFF Supplemental and Title III* • Mandated for ELA/ELD framework per Title III Improvement Plan $19,000 **Provide local benchmark/interim assessments to monitor student progress:** *Dept of Defense Grant* Project STEPS (final year) • Measures of Academic Progress (MAP for gr 3-8 in ELA/math; gr 9 math) $22,500 Assessment (Pupil Testing L&I Dept.) • Developmental Reading Assessment Online Management System (gr 3-5) $4,200	*Title III* • Mandated for ELA/ELD framework per Title III Improvement Plan $19,000 **Provide local benchmark/interim assessments to monitor student progress:** *Local assessments TBD per CAASPP changes; funding TBD*	performance and teacher/student need **Provide local benchmark/interim assessments to monitor student progress:** *Local assessments TBD per CAASPP changes; funding TBD*

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 2: All schools will ensure access to and mastery of 21st century learning tools, resources, and skills for all staff and students.	State Priorities: 1, 2, 3, 5 Local CUSD Board Goals: 1, 2, 5	**2.1 Access:** CUSD will invest in current technology to support student achievement, implementation of Common Core State Standards, and the Smarter Balanced online assessments including continual increases in network bandwidth, and continual replacements of all technology equipment (servers, wireless access points, devices, phones, etc.). BYOD and 1-1 participation will strategically increase by grade level and subject area resulting in more students in grades 3-12 participating in a 1-1 learning environment. *TP 3h, 3j*

2.2 Resources: 21st century instructional resources such as digital textbooks (some secondary science), SDCOE's Digital Content Portal, Haiku Learning Management System, keyboarding curriculum, ebooks, and school media centers and computer labs, etc., will be available for all students. *TP 3d1, 3d2, 3e*

2.3 Professional Development/Proficiency of Staff: All student groups will receive instruction from | All schools | | **Cost of network maintenance and upgrades:** *Fund 40* *$250,000(includes ~$10,000 for bandwidth)*

Devices: *Department of Defense Education Activity Grant* $90,000

Fund 40 $342,000 for device replacements (computers and projectors, e.g.)

Instructional Resources *Instructional Materials Gen Fund set aside (also see Goal 1)* See also CUSD Instructional Materials Review Panel in Goal 1 above for approval process.

- Digital Textbooks (balance from allotted $30,000 for CMS science digital textbooks)
- Digital Content Portal and mandated certificated librarian (TK-12) $18,000 | **Cost of network maintenance and upgrades:** *Fund 40* *$220,000(includes ~$10,000 for bandwidth)*

Devices: *Fund 40* $257,000 for device replacements (computers and projectors, e.g.)

Instructional Resources (from Instructional Materials Gen Fund set aside unless otherwise noted; also see Goal 1) CUSD Instructional Materials Review Panel will meet per 2014-15guidelines.

- Digital Textbooks (balance from allotted | **Cost of network maintenance and upgrades:** *Fund 40* *$220,000(includes ~$10,000 for bandwidth)*

Devices: *Fund 40* $257,000 for device replacements (computers and projectors, e.g.)

Instructional Resources (from Instructional Materials Gen Fund set aside unless otherwise noted; also see Goal 1) CUSD Instructional Materials Review Panel will meet per 2014-15guidelines.

- Digital Textbooks (balance from allotted |

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		teachers with an increased capacity for 21st century best practices for instruction, including digital textbooks, technology integration, personalized education plans, and online courses in order to provide a variety of curricular options. *TP 3e, 4b1, 4b2.* **2.4 Proficiency/Students:** The Partnership for 21st century Skills framework will be used to measure students' proficiency of 21st c skills in order to be college and career ready and compete in the global market. Keyboarding benchmarks will also be developed K-12. *TP 3e*				• Keyboarding curriculum (K-6) $4000 *Lottery Technology Fund* Haiku LMS, Google, and web access $20,000 **Professional Development:** Provide professional development to support Common Core standards and 21st Century best practices for instruction *LCFF Base* • $100,000 for District PD Day (August 18, 2014; part of 185 day work calendar) *Title IIA* • CCSS trainings at SDCOE, local/CUSD leadership teams after hours PD $48,000 *Google* • 25 free seats for CUSD staff for hosting Google *Conference (October 4-5, 2014)*	$30,000 for CMS science digital textbooks) • Digital Content Portal and mandated certificated librarian (TK-12) $18,000 • Keyboarding curriculum (K-6) $4000 *Lottery Technology Fund* Haiku LMS, Google, and web access $20,000 **Professional Development:** Provide professional development to support Common Core standards and 21st Century best practices for instruction *LCFF Base* • Pending per negotiated calendar for 2015-16 *Title IIA* • CCSS trainings at SDCOE, leadership teams after hours PD $48,000	$30,000 for CMS science digital textbooks) • Digital Content Portal and mandated certificated librarian (TK-12) $18,000 • Keyboarding curriculum (K-6) $4000 *Lottery Technology Fund* Haiku LMS, Google, and web access $20,000 **Professional Development:** Provide professional development to support Common Core standards and 21st Century best practices for instruction *LCFF Base* • Pending per negotiated calendar for 2016-17 *Title IIA* • CCSS trainings at SDCOE, leadership teams after hours PD $48,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 3: All schools will provide learning supports including differentiated instruction and academic and social/emotional interventions for all students in order to decrease achievement gaps and engage students.	State Priorities: 2, 4, 5, 6

Local CUSD Board Goals: 1, 2, 5 | **3.1 Response to Intervention and support services:** CUSD will develop a formalized Response to Intervention (RtI) plan to ensure the varied needs of all students are being met, appropriate intervention services/courses are being provided, and students are being placed correctly (year 0).

3.2 Course Options: CUSD will offer a broad course of study including advanced courses for identified students at all schools, including online courses, Career Technical Education, and Advanced Placement courses. CUSD will formalize Teaching to High Potential philosophy and ensure stakeholders are informed.

3.3 Social/Emotional Support: CUSD will utilize a system of tiered guidance and counseling services to ensure the social/emotional needs of students are met. These services will include Guidance Counselors, Military Family Life Counselors, Educationally Related Mental Health Services (ERMHS), and Licensed Clinical Social Workers.

3.4 Professional Development: CUSD will identify a cadre of CUSD staff to serve on the RtI planning committee which will attend professional development as needed to create the CUSD Response to Intervention plan. CUSD will develop a plan for professional development of all staff on the RtI plan and Universal Design for Learning pedagogy. | All schools

All subgroups; all identified students who are below proficient, especially:

Reclassified Fluent English Proficient students

Socioeconomically Disadvantaged Students

Students with Disabilities | | **Response to Intervention:** *Targeted Instructional Improvement Block Grant (TIIG)*
- $157,000 for Palm Academy for Learning (grade 10-12 alternative high school)
- $4,000 for District intervention (TBD)

Dept of Defense Grant Project STEPS (final year)
- 1 section each math support for CMS/CHS; 4 .51FTE Academic Support and Enrichment Teachers at VES and SSES $170,000
- Measures of Academic Progress (MAP) assessment (grades 3-8 and some gr 9) $22,500 (see Goal 1)
- Compass Learning licenses (gr 3-8) $27,000

LCFF Base/SpED contribution:
- 20 sections Literacy, math, and study skills for CHS
- 28 sections Literacy, math, and study skills for CMS

Title I Silver Strand Elementary reading specialist and some Academic Support and Enrichment Teachers $147,000

LCFF Supplemental and Title III services for EL/RFEP students per Title III Improvement Plan $108,000 | **Response to Intervention:** *Targeted Instructional Improvement Block Grant (TIIG)*
- TBD by 2014-15 RtI Plan

LCFF Base/SpED contribution:
- Sections for literacy and math support TBD based on 2015-16 budget

Title I Silver Strand Elementary reading specialist and some Academic Support and Enrichment Teachers $147,000

LCFF Supplemental and Title III services for EL/RFEP students per Title III Improvement Plan $108,000+ (based on LCFF increases)

LCFF Supplemental and Local Contribution Intervention services for low income students $67,398+ (based on LCFF increases) | **Response to Intervention:** *Targeted Instructional Improvement Block Grant (TIIG)*
- TBD by 2014-15 RtI Plan

LCFF Base/SpED contribution:
- Sections for literacy and math support TBD based on 2016-17 budget

Title I Silver Strand Elementary reading specialist and some Academic Support and Enrichment Teachers $147,000

LCFF Supplemental and Title III services for EL/RFEP students per Title III Improvement Plan $108,000+ (based on LCFF increases)

LCFF Supplemental and Local Contribution Intervention services for low income students $67,398+ (based on LCFF increases) |

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	**Year 2: 2015-16**	**Year 3: 2016-17**
					LCFF Supplemental and Local Contribution Intervention services for low income students $67,398 **Course Options:** *LCFF Base* • CTE/ROP • Advanced Placement • Coronado School of the Arts • NJROTC **Social/Emotional Support:** *LCFF Base* Guidance Counseling $272,000 (3 secondary positions) *City of Coronado Joint Powers Agreement (pending)* Licensed Clinical Social Workers (Elementary 2.0 FTE, CMS .5 FTE, CHS 1.0 FTE) $331,000 *Dept of Defense (total costs are covered)* Military Family Life Counselors (all sites) **Professional Development:** *Title IIA* $4,000 (release time and after school meetings) for RtI cadre	**Course Options:** *LCFF Base* Advanced and other programs TBD based on 2015-16 budget **Social/Emotional Support:** *LCFF Base* Guidance Counseling $272,000 (3 secondary positions) *City of Coronado Joint Powers Agreement (pending)* Licensed Clinical Social Workers (Elementary 2.0 FTE, CMS .5 FTE, CHS 1.0 FTE) $331,000 *Dept of Defense (total costs are covered)* Military Family Life Counselors (all sites) **Professional Development:** *Title IIA* $4,000 (release time and after school meetings) *LCFF Base* • $100,000 for District PD Day based on negotiated calendar	**Course Options:** *LCFF Base* Advanced and other programs TBD based on 2016-17 budget **Social/Emotional Support:** *LCFF Base* Guidance Counseling $272,000 (3 secondary positions) *City of Coronado Joint Powers Agreement (pending)* Licensed Clinical Social Workers (Elementary 2.0 FTE, CMS .5 FTE, CHS 1.0 FTE) $331,000 *Dept of Defense (total costs are covered)* Military Family Life Counselors (all sites) **Professional Development:** *Title IIA* $4,000 (release time and after school meetings) for RtI cadre *LCFF Base* • $100,000 for District PD Day based on negotiated calendar

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
						for 2015-16	for 2016-17
Goal 4: All schools will provide students and staff with a safe, clean, healthy, engaging, and supportive learning environment where the student is personally in charge of their education.	State Priorities: 1, 6, 7, 8

Local CUSD Board Goals: 1, 2, 3, 4, 5 | **4.1 Security/Safety:**
CUSD will continue to secure the perimeter of each school with gating/fencing and locking systems; badging/personal identification systems and sign in registration at every school site. This will be the first of three years for the installation of video surveillance equipment that includes searchable software. All systems will be tied in with Coronado Police and Fire Departments, and Naval Base Coronado security.

Two-way communication systems (such as Google, Haiku LMS, Facebook, Twitter, CUSD website, e.g.) and mass notification systems (email and text to parents from CUSD student information system via School Connects) shall be for strong communication between home and school. Google and Haiku domains will provide students, teachers, and parents a closed messaging environment.

Content filters will be available on CUSD network for all students and staff.
TP 3g

Cybersafety curriculum will be taught at identified grade levels per CUSD Technology Plan.
TP 3f

Acceptable Use Policy will be updated annually.
TP 3g

G.R.E.A.T. curriculum will be included as | All schools | | **Security/Safety:**
Fund 40
Cameras, gating/fencing
$200,000

Lottery Technology Fund
Haiku LMS, Google, and web access $20,000 (see Goal 2)

Professional Development for Climate/Engagement:
Dept of Defense Grant Project STEPS (final year)
Training for PEPs
$10,000 | **Security/Safety:**
Fund 40
Cameras, gating/fencing
$300,000

Lottery Technology Fund
Haiku LMS, Google, and web access $20,000 (see Goal 2)

Professional Development for Climate/Engagement:
Dept of Defense Grant Project STEPS (final year)
Training for PEPs
$10,000 | **Security/Safety:**
Fund 40
Cameras, gating/fencing
$150,000

Lottery Technology Fund
Haiku LMS, Google, and web access $20,000 (see Goal 2)

Professional Development for Climate/Engagement:
Dept of Defense Grant Project STEPS (final year)
Training for PEPs
$10,000 |

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		curriculum for grade 6 students in coordination with Coronado Police Department (Year 1). **4.2 Climate/ Engagement:** 50% of CUSD students will have personalized education plans, including 100% of EL/RFEP students, below proficient or credit deficient military-connected students, students with disabilities (IEP), and other identified below proficient students (aligns with DoDEA grant and Title III Improvement Plan).						
Goal 5: Parents, family, and community stakeholders will be fully engaged as partners in the education of Coronado Unified School District students.	State Priorities: 6, 7, 8 Local CUSD Board Goals: 1, 2, 3, 4, 5	**5.1 Survey Participation by Stakeholders:** Participation on CUSD Survey to students, teachers, and parents survey will increase per 2013-14 baseline (2013-14 baseline: students 69%, teachers 83%, and families 35%): • Students 80% • Teachers 90% • Families 50% Annual surveys will demonstrate an increase in self-reported positive school interactions. **5.2 Required Parent Participation:** School Compliance Officers will monitor SSC, ELAC, and DELAC to ensure 100% compliance	All schools English Learners		**Survey:** LCFF Base Panorama Education $6,000 **Required Parent Participation:** *LCFF Supplemental* ELAC/DELAC (after school staff time) $2,000 *Title IIA* After school staff pay for parent trainings $1,000	**Survey:** LCFF Base Panorama Education $6,000 **Required Parent Participation:** *LCFF Supplemental* ELAC/DELAC (after school staff time) $2,000 *Title IIA* After school staff pay for parent trainings $1,000	**Survey:** LCFF Base Panorama Education $6,000 **Required Parent Participation:** *LCFF Supplemental* ELAC/DELAC (after school staff time) $2,000 *Title IIA* After school staff pay for parent trainings $1,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		with state and federal laws and local committees (Military/SPED). Each site will have at least one parent on DELAC; District and site Strategic Planning Committees will include parents who represent varied student needs. 100% of elementary parents will participate in annual parent-teacher conferencing (face-to-face or digital methods). Baseline data for secondary parent conferencing will be collected. DELAC parent participation will increase based on 2013-14 attendance. Ongoing parent trainings on Common Core State Standards, Smarter Balanced, Next Generation Science Standards, and other trainings will continue. Parent participation rates will increase over 2013-14 levels. Decrease in the behaviors that result in office referrals and suspensions (quantitative data baseline).					

B.   Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)		What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 1: All schools will provide standards-aligned core curriculum, assessment, and high quality instruction to prepare students to graduate college and career ready. **Goal 3:** All schools will provide learning supports including differentiated instruction and academic and social/emotional interventions for all students in order to decrease achievement gaps and engage students. **Goal 4:** All schools will provide students and	State Priorities: 1, 2, 3,4, 5, 6, 7, 8 Local CUSD Board Goals: 1, 2, 3, 4, 5	**For low income pupils:** **1.1 Alignment:** Students will receive instruction that is increasingly aligned to the Common Core State Standards. **1.4 Achievement:** 1. Establish ELA and math proficiency baselines as measured by CAASPP and local assessments for grades 3-8 and 11. 2. Establish ELA and math proficiency baselines as measured by district-adopted benchmarks to be developed for grades TK-2. 3. 75% of RFEP students will score at proficient levels in English language arts and math as measured by MAP and SBA (baseline 2015). 4. For Students with Disabilities, MAP (RIT) scores and new CAASPP proficiency baselines (TBD) will provide present levels of performance to determine progress on IEP goals and gauge proficiency. **3.1 Response to Intervention and support services:** CUSD will develop a formalized Response to Intervention (RtI) plan to ensure the varied needs of all students are being met, appropriate intervention services/courses are being provided, and students are being placed correctly (year 0). **3.3 Social/Emotional Support:** CUSD will utilize a system of tiered guidance and	All schools		See funding outlined in Section 3a for Goals 1, 3, and 4.	See funding outlined in Section 3a for Goals 1, 3, and 4.	See funding outlined in Section 3a for Goals 1, 3, and 4.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)		What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
staff with a safe, engaging, and supportive learning environment where the student is personally in charge of their education.		counseling services to ensure the social/emotional needs of students are met. These services will include Guidance Counselors, Military Family Life Counselors, Educationally Related Mental Health Services (ERMHS), and Licensed Clinical Social Workers. **4.2 Climate/Engagement:** 50% of CUSD students will have personalized education plans, including 100% of EL/RFEP students, below proficient or credit deficient military-connected students, students with disabilities (IEP), and other identified below proficient students (aligns with DoDEA grant and Title III Improvement Plan).					
Goal 1: All schools will provide standards-aligned core curriculum, assessment, and high quality instruction to prepare students to graduate college and career ready. **Goal 3:** All schools will provide learning	State Priorities: 1,2, 3, 4, 5, 6 Local CUSD Board Goals: 1, 2, 5	**For English learners/RFEP students:** Per Title III Improvement Plan: • Following initial and annual fall CELDT assessment, students will receive designated ELD instruction based on new California ELD standards based and CCSS no fewer than 150 minutes/week with a highly qualified certificated teacher. • Each site will designate a EL Resource Teacher as a case carrier for EL/RFEP students at that site. EL Resource Teachers will work with administration, teachers, parents, and students to create a personalized learning plan for each EL/RFEP student. EL RTs will help to ensure appropriate ELD/SDAIE instruction for	All Schools		*LCFF Supplemental and Title III* services for EL/RFEP students per Title III Improvement Plan $127,000 ($108,000 for staffing; $19,000 for PD and meeting pay): • $27,000 EL Resource Teacher for Silver Strand .30 FTE • $27,000 EL Resource Teacher for Village .30 FTE • $36,000 EL Resource Teacher for Secondary (1 section ELD instruction for CMS/CHS/Palm combined; 1 section for other related duties (see job description) .40 FTE	*LCFF Supplemental and Title III* services for EL/RFEP students per Title III Improvement Plan $108,000+ (based on LCFF increases)	*LCFF Supplemental and Title III* services for EL/RFEP students per Title III Improvement Plan $108,000+ (based on LCFF increases)

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)		What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
supports including differentiated instruction and academic and social/emotional interventions for all students in order to decrease achievement gaps and engage students.		students and parent involvement, monitor data, and provide professional development support. EL RTs will assist in ELAC and DELAC. A CUSD ELD committee will be established. Membership will include administration, teachers, and EL RTS to ensure program fidelity. ELD committee will review options for new ELD curriculum for all levels. • CUSD EL committee, ELAC, and DELAC will revise reclassification criteria based on new California guidelines. CUSD will establish reclassification celebrations for school site involving students and parents. • Coronado High School/Palm Academy and CUSD EL committee will establish criteria for the CA Seal of Biliteracy for graduating seniors. • All CUSD administrators and teachers will receive professional development training on new CA ELD standards and ELA/ELD framework and research-based best practices such as SDAIE or Project GLAD by December 2015. • CUSD EL Committee will consider feasibility of before/after school supports for EL/RFEP students for the 2014-15 school year. • District and site administration will use multiple means of communication such as direct phone calls, email, district website blog posting, Twitter, Haiku LMS, and other means to increase parent and community participation. • Parents and community will be notified of revised reclassification criteria and Seal of			• $18,000 EL Resource Teacher for District .20 FTE (can be unique staff position, or attached to one of the other positions, depending on qualifications of applicants) • $19,000 Professional Development for Cohort 1 and 2/After Hours Certificated Hourly meetings		

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)		What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Biliteracy once established by CUSD EL Committee. Parents and community will be incorporated into reclassification celebrations. • Site administration and site support staff such as registrar and other site administrative staff will be retrained on EL/RFEP status for local student information system, annual notification requirements, student permanent record documents, and CALPADS data requirements. Oversight of District data and systems will be conducted by District Bilingual Director (Sr. Director of Learning and Instruction). • Site administrators, registrars, and site administrative support will be retrained on Home Language Survey process. These staff members will work with site EL RTs to determine CELDT testing eligibility and appropriate placement for students needing these services. • Coronado High School/Palm Academy will incorporate the CA Seal of Biliteracy for graduating seniors beginning in June 2015.					

C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

CUSD has identified that low income (Socioeconomically Disadvantaged Students) and English Learners as the two populations meeting the number criteria for LCAP Supplemental funds. CUSD has identified only 5 foster youth for the 2013-14 school year; foster youth student needs are pursuant to the same actions and services outlined in Goals 1, 3, and 4. English Learner population doubled from 2012-13 to 2013-14, and Reclassified Fluent English Proficient (RFEP) student achievement did not meet federal AYP targets in English language arts and mathematics for two consecutive years, placing CUSD into Year 2 Title III Program Improvement Status. Per the Title III Program Improvement Plan, need for improved intervention services throughout the district (Goal 3), CUSD has designated the following funds towards serving Low Income and Low Income and English Learners:

Revenue: $194,398 budgeted

$114,445	LCFF Supplemental
9,000	Title III Immigrant
6,000	Title III LEP
64,953	Local contribution
$194,398	Total for LI and EL students for 2014-15

The total amount is apportioned to district-wide EL Program needs @ $127,000 (65% of total) and district-wide intervention services for low income students @$67,398 (35%).
 Per the Title III Program Improvement Plans and actions and services outlined in LCAP Section 3 Goal for English Learners/RFEP students (above), services are increased at all CUSD sites, as well as professional development for all staff.

D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

CUSD first identified the number of students in each category, based on 2013 CBEDS data and found the following:
-Low income pupil population 215
-Foster Youth 5
-English Learners (Federal EL Program Cohort of all EL (73) and RFEP (123) students were including in this group) 196
CUSD then examined achievement data and all available current resources to determine appropriate use of LCFF Supplemental Funds. Given that CUSD foster youth and low income students received in 2013-14, and will continue to receive in 2014-15, intervention services provided by CUSD general fund, Title I funding, Federal Impact Aid, a Department of Defense Education Activity grant, donations from the Coronado Schools Foundation, 35% of available funds (see above) will provide additional resources for these populations. As CUSD is now designated as a Title III Year 2 Program Improvement district, 65% of available funds (see above) have been apportioned to services supporting the EL/RFEP cohort. CUSD is providing 0.97% additional resources to these targeted populations vs. resources for the general student population. The new model of EL program services includes the equivalent of 1.3 FTE certificated services (4 part-time EL Resource Teachers, one assigned to each of two elementary schools, one assigned to both Coronado Middle and Coronado High Schools, and one assigned to support district efforts for consistency and program compliance, and funding for professional development for all certificated staff K-12 through December 2015. EL Resource teachers are an additional level of service over and above services provided to all students. These new teachers will oversee personalized learning plans for each EL and RFEP student in grade K-12, ensuring a close home/school relationship. EL Resource teachers will provide discrete English Learner Development (ELD) instruction, support ongoing professional development for classroom teachers who provide discrete and integrated ELD, assess students on CELDT, support and guidance to site administration, and training and support for parents. Intervention services for Low Income students will be positively impacted by these additional funds.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20

U.S.C. Section 6312.

Working Document

Update dates: CG 4/17/14   5/15/14   5/19/14 6/10/14