Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
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2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

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

Our Vision:

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

Our Mission:

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

Our Board Goals:

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

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

3. SUPPORT: Maintain safe and supportive schools where students and staff thrive.

The Basics:
- Locally elected five-member Board of Education; superintendent employed by the Board
- Four schools: Coronado High School, Coronado Middle School, Silver Strand Elementary School, and Village Elementary School
- 363 employees: 174 certificated (teachers, counselors, speech therapists, etc.); 167 classified (instructional assistants, custodians, maintenance and grounds staff, etc.); 23 certificated and classified administrators (superintendent, assistant superintendent, principals, assistant principals, directors, mid-management)

- Enrollment: 2946 (CBEDS October 2017)

o Coronado High School: 1160 students

o Coronado Middle School: 708 students

o Village Elementary: 785 students

o Strand Elementary: 284 students

o Non-public schools: 9 students

- Demographics (2017-18):

o 11.17% inter district transfer students, including children of parents who work but don't live in Coronado; 11.85% students with Individual Education Plans (IEPs)

o 33% of students are connected to military (based on federal survey cards completed annually)
- Strand Elementary: 76%
- Village Elementary: 30%
- Coronado Middle School: 35%
- Coronado High School: 23%

o Total Unduplicated Count: 12.5% (n=368)

- English Learners 3.4% (99 students); Socioeconomically Disadvantaged Students 9.5% (280 students); Foster Youth and Homeless Students: ~.001% (3 students)

- Achievement:

o Graduation rate: 96.4% (4-year cohort graduation rate for the class of 2016-17)

o UC A-G rate: 75.8% in 2016-17

o Advanced Placement: 34.7% participation rate in 2016-17 with a pass rate of 81.1%

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

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

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

o Many Advanced Placement courses

o Career Technical Education (CTE) courses and CTE pathways in Engineering and Engineering Design; Health Sciences and Medical Technology, Design, Visual, and Media Arts; Performing Arts;

Production and Managerial Arts; and Cabinetmaking, Millwork, and Woodworking

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

o Four Department of Defense Education Activity (DoDEA) grants; currently under operation are Project M3: Mathematics, Mindset and Mastery (1.25 million dollars through 2020) and

Project Arts for Learning (1.25 million dollars through 2021)

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

o NJROTC

o Athletics at Coronado Middle and High Schools

o Adult education classes

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

LCAP Highlights

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

Key features in the 2017-18 LCAP are the following:
- Preparing students for college and career is both a CUSD strength of our district due to the dedicated and professional certificated, classified, and administrative staff, as well as our

caring, involved families and community. This plan outlines several key actions to maintain that focus and support content areas that are transitioning to new standards, frameworks, and assessments. College and career readiness is evidenced by many metrics including CHS graduation rate, UC A-G rate, Advanced Placement participation and achievement, and SBAC achievement scores. (Goal 1, Actions 1-5; Goal 3, Actions 3 and 4).

- Most Coronado students feel supported, connected to, and safe at school, as evidenced by results from the CA Healthy Kids Survey and many social emotional supports that are in place. (Goal 3, Actions 1, 3, 7)
- There is significant shareholder input into the 2017-18 LCAP, which was ongoing throughout the 2017-18 school year. (Goal 2, Action 1)

Review of Performance

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

Greatest Progress

The Coronado High School graduation rate maintained its status as being the highest in San Diego County among unified school districts, at 96.4% (2016-17 data).

40 graduates received the distinction of the State Seal of Biliteracy in 2016 (Year 1); 23 graduates received this honor in 2017 (Year 2); it is estimated that 45 graduates will receive this honor in 2018 (Year 3).

More students continue to take more Career Technical Education (CTE) courses in 2016-17 (960/1211) due to new CTE course additions per Career Technical Education Incentive Grant (CTEIG), and 99% of students (207/210) in CTE capstone courses maintained a "C" or better.

In 2016-17, the AP achievement rates for students scoring a 3, 4, or 5 increased to 81% (increase of 8%). The percent of students scoring a 5 increased by 7%.

Per CA School Dashboard, spring 2017 data on student achievement in English Language Arts shows that CUSD status was maintained in the Very High range, including Coronado Middle School (CHS data will be included in the college and career readiness indicator, available in the future). 2017 data on student achievement in mathematics was maintained in the High Status Range for CUSD and Coronado Middle School.

CUSD was the recipient of a 2016 Department of Defense Education Activity (DoDEA) Grant for 1.25 million to support TK-12 arts integration through 2021 via Project Arts for Learning. This is the fourth grant that CUSD has received from DoDEA. Currently, Project M3: Mathematics, Mindset, and Mastery is also being implemented with evidence of growth in mathematics instruction and student achievement (through 2020).

Military-connected students remain CUSD's largest subgroup, crossing all other demographic subgroups (~33% in 2017-18). Spring 2017 SBAC data shows that military-connected students

performed better in mathematics over non-military students by 3%. Military-connected students also showed academic gains of 5% in ELA over Spring 2016 SBAC and 4% in math.

The number of CUSD English Learners decreased from 98 in 2016-17 to 90 in 2017-18. Even though there was a slight decrease in the number of English Learners, CUSD continues to provide robust services to support our English Learners and Reclassified Fluent English Proficient students, including additional designated instructional time in English Language Development, improved instructional resources, and district oversight of all components of the EL program. In 2017-18, 92% of English Learners made at least one year's growth as measured by CELDT, an increase of 12% over 2016-17. In addition, the percent of students reclassified decreased by 16%, from 30% in 2016-17 to 14% in 2017-18. This decrease is due in part to the decrease in the number of English Learners and a lack of data, as we are in a transition year from CELDT to ELPAC.

Per spring 2018 P2 (April) data, the chronic absenteeism rate for CUSD and all school sites has decreased significantly compared to spring 2017 P2. The chronic absenteeism rates for spring 2018 P2 are below:
- CUSD: 7.05% (16% in 2017)
- CHS: 16.3% (22% in 2017)
- CMS: 4.9% (9% in 2017)
- SSES: 1.9% (13% in 2017)
- VES: 5.1% (13% in 2017)

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Per CA School Dashboard and other CUSD data, recent data shows that approximately 24% of CUSD students district-wide are under performing in English Language Arts and 34% in mathematics based on 2017 SBAC and MAP results. Demographic subgroups referenced below are subgroups of the total percent of under performing students. While we can celebrate the slight decrease in the percentage of students under performing in ELA and mathematics, this still remains an identified need.

Suspension Rates:
- Per CA School Dashboard 2016-17 data, the suspension rate for CUSD were in the "orange" category, increasing by 1.3% to 2.9%. Students with Disabilities (n=395) increased significantly by 2.1% and African American students (n=55) increased significantly by 2.3%
- Per CA School Dashboard 2016-17 data, the suspension rate for Coronado High School was in the "orange" category, increasing by 3.1% to 5.4%.
- Per CA School Dashboard 2016-17 data, the suspension rate for Silver Strand Elementary School was in the "orange" category, increasing by 1.1% to 1.1% (2015-16 was 0%).

Academic Achievement:
- Reclassified Fluent English Proficient students (4.3%), Socioeconomically Disadvantaged Students (8.1%), English Learners (2.6%), Students with Disabilities (12.85%), and

- Hispanic/Latino students (19.2%) are not performing as high as White (60.5%) and Asian (1.8%) subgroups.
- Students who are Socioeconomically Disadvantaged (n=152), Students with Disabilities (n=213), and English Learners (n=30) are either not performing at mastery level in English language arts or mathematics or whose performance has declined, per CA School Dashboard.
- In spring 2017, the ELA performance of Students with Disabilities (n=213) was 21 points below level 3; performance levels did increase by 6.9 points.
- In spring 2017, the ELA performance of Socioeconomically Disadvantaged Students (n=152) was 20.1 points above level 3; performance levels did increase by 6.4 points.
- In spring 2017, the ELA performance of English Learners (n=30) was 3.7 points below level 3; performance levels declined 8.1 points.
- In spring 2017, the mathematics performance of Students with Disabilities (n=213) was 33.7 points below level 3; performance levels did increase by 14.4 points.
- In spring 2017, the mathematics performance of Socioeconomically Disadvantaged Students (n=152) was 3 points below level 3; performance levels were maintained with only a slight decline of 0.2 points.
- In spring 2017, the mathematics performance of English Learners (n=30) was 10.4 points below level 3; performance levels declines by 6.5 points.
- Per CA School Dashboard 2016-17 data on student achievement in English language arts and mathematics shows that Silver Strand and Village Elementary Schools declined in status from the very high range (blue) to the high range (green).
- Silver Strand Elementary School spring 2017 data shows that 68% of students are performing at or above standards in ELA (2016 = 68%).
- Silver Strand Elementary School spring 2017 data shows that 64% of students are performing at or above standards in mathematics (2016 = 69%).
- Village Elementary School spring 2017 data shows that 67% of students are performing at or above standards in ELA (2016 = 72%).
- Village Elementary School spring 2017 data shows that 65% of students are performing at or above standards in mathematics (2016 = 65%).

Graduation Rate:

- Per CA School Dashboard 2015-16 data, the graduation rate for students who are Hispanic or Latino decreased by 1.7%, reaching a "yellow" high status of 93.9% (compared to CUSD 96.4%)

CUSD will address these performance gaps by ensuring timely data analysis, placement in supports, and monitoring of all student subgroup performance per all state indicators by site administration working more closely with identified and trained Teachers on Special Assignment in Mathematics/Science and ELA/ELD, Student Services Department leadership, and teacher leaders for each elementary grade level and secondary department, a structure for oversight of data/monitoring, professional learning, and communication. In addition, CUSD will address the suspension rates at the various school sites through a thorough review of current behavior policies and plans, and the incorporation of PBIS practices (Goal 3, Action 6). It is important to note that one significant variable affecting the increase in suspension rates is the small number of students in the represented subgroups and declining enrollment.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Per CA School Dashboard and other CUSD data, recent data shows that approximately 24% of CUSD students district-wide are under performing in English Language Arts and 34% in mathematics based on 2017 SBAC and MAP results. Demographic subgroups referenced below are subgroups of the total percent of under performing students. While we can celebrate the slight decrease in the percentage of students under performing in ELA and mathematics, this still remains an identified need. Students who are Socioeconomically Disadvantaged (n=152), Students with Disabilities (n=213), and English Learners (n=30) are either not performing at mastery level in English language arts or mathematics or whose performance has declined, per CA School Dashboard. In addition, each student group listed below was two performance levels (yellow range) below the "all student" performance level (blue range) in one or more of the following indicators: English language arts, mathematics or graduation rate.

- In spring 2017, the ELA performance of Students with Disabilities (n=213) was 21 points below level 3; performance levels did increase by 6.9 points.
- In spring 2017, the ELA performance of English Learners (n=30) was 3.7 points below level 3; performance levels declined 8.1 points.
- In spring 2017, the mathematics performance of Students with Disabilities (n=213) was 33.7 points below level 3; performance levels did increase by 14.4 points.
- In spring 2017, the mathematics performance of Socioeconomically Disadvantaged Students (n=152) was 3 points below level 3; performance levels were maintained with only a slight decline of 0.2 points.
- In spring 2017, the mathematics performance of English Learners (n=30) was 10.4 points below level 3; performance levels declines by 6.5 points.
- Per 2015-16 CA School Dashboard data, the graduation rate for students who are Hispanic or Latino decreased by 1.7%, reaching a "yellow" status of 93.9% (compared to CUSD 96.4%)

CUSD will address these performance gaps by ensuring timely data analysis, placement in supports, and monitoring of all student subgroup performance per all state indicators by site administration working more closely with identified and trained Teachers on Special Assignment in Mathematics/Science and ELA/ELD, Student Services Department leadership, and teacher leaders for each elementary grade level and secondary department, a structure for oversight of data/monitoring, professional learning, and communication. (Goal 1: Actions 1,2,3,4,6 and Goal 3: Actions 3 and 4)

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

CUSD will ensure timely and ongoing data analysis, placement in appropriate services, and ongoing monitoring for all unduplicated student populations, including CUSD's growing EL population. CUSD increased the EL District Resource Teacher position from .5 FTE to 1.0 FTE with a stronger focus on the ELA/ELD Framework as a guiding document. The TOSA will continue serving as a liaison and provide district support to individual school site ELD teachers and case carriers who monitor EL and RFEP student performance. The TOSA will also continue to audit and maintain updated student performance data and records for the purpose of monitoring student growth.

Dedicated professional development for teachers and paraprofessionals on integrated English language development (ELD) instructional strategies and universal design for learning is planned for the coming years.

Based on data and available resources, CUSD will increase intervention services and ensure that unduplicated populations are served, overseen by the Learning and Student Services departments. Achieve 3000 will continue to be used on a broader scale to improve literacy/reading for identified students in grades 3 - 12.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	$36,722,823
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$35,146,844

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Sources/Uses NOT INCLUDED in LCAP:
CUSD Foundations and Parent Teacher Organizations $1,101,850
Child Care $306,922
Federal Funding through ESSA (Title I, II & III) $167,207

Total: $1,575,979

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$24,609,353

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities: Governing Board Goal 1

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. Alignment to standards will be based on classroom observation, professional development, adopted instructional materials, and student achievement. (S) **17-18** See #4 and #5 below. **Baseline** See #4 and #5 below.	100% of classrooms are implementing standards-based instruction as evidenced by classroom observations, participation in professional development and student achievement. See #4 and #5 below.
Metric/Indicator 2. All students will have standards aligned instructional materials, as measure by annual inventory, Williams Sufficiency evaluation. Sufficiency will include device and internet access at home for digital instructional materials and learning management system access. (S)	Williams sufficiency was met at 100%, as measured by annual inventory, with all students having standards aligned instructional materials (including devices and internet access at home for digital instructional materials and the learning management system). Approximately 44 devices were loaned to students and low cost/no cost internet was provided to 1 family.

Expected	Actual
17-18 Maintain baseline. **Baseline** 2016-17: Williams Sufficiency was met at 100%. In 2016-17, CUSD implemented a revised process of ensuring access to device and internet at home. Approximately 43 devices were loaned to students and low cost/no cost internet was provided to 1 family.	
Metric/Indicator 3. 100% of CUSD teachers will be appropriately credentialed and assigned. (S) **17-18** Maintain baseline. External audit is planned. **Baseline** 100% of teachers in 2016-17 were appropriately credentialed and assigned per internal audit.	100% of teachers in 2017-18 were appropriately credentialed and assigned per internal audit.
Metric/Indicator 4.Academic Achievement in ELA (S) **17-18** Overall Student Achievement in grades 3-8, 11, and all identified subgroups: SBAC ELA +2% over previous year's percent of students meeting/exceeding standards. **Baseline** Per Spring 2016 SBAC: Overall Student Achievement in grades 3-8, 11: SBAC ELA 73% of students met or exceeded standards. Subgroups, met/exceeded standards: Socio-economically Disadvantaged: 58% Students with Disabilities: 32% Two or More Races: 69% EL: 8% RFEP: 69% Military: 74% Other subgroups of need may be identified based on previous year's performance.	Overall, 76% of all students met or exceeded standards on the SBAC ELA in grades 3-8 and 11. This was an increase of 3%, thus meeting our goal over the previous year. In addition, per spring 2017 SBAC ELA results, the following shows the percentage of students in each subgroup who met/exceeded standards: Socio-economically Disadvantaged: 57% (decreased by 1%) • Students with Disabilities: 38% (increased by 6%) • Two or More Races: 77% (increased by 8%) • EL: 20% (increased by 12%) • RFEP: 66% (decreased by 3%) • Military: 76% (increased by 2%) • Hispanic/Latino: 70% (increased by 3%)

Expected	Actual
Metric/Indicator 5. Academic Achievement in Math (S) **17-18** Overall Student Achievement in grades 3-8, 11, and all identified subgroups: SBAC Math +2% over previous year's percent of students meeting/exceeding standards. **Baseline** Per Spring 2016 SBAC: Overall Student Achievement in grades 308, 11: SBAC Math 60% of students met or exceeded standards. Subgroups, met/exceeded standards: Socio-economically Disadvantaged: 51% Students with Disabilities: 29% Two or More Races: 71% EL: 52% RFEP: 53% Military: 68% Other subgroups of need may be identified based on previous year's performance.	Overall, 66% of all students met or exceeded standards on the SBAC Math in grades 3-8 and 11. This was an increase of 6%, thus meeting our goal over the previous year. In addition, per spring 2017 SBAC Math results, the following shows the percentage of students in each subgroup who met/exceeded standards: • Socio-economically Disadvantaged: 45% (decreased by 6%) • Students with Disabilities: 34% (increased by 5%) • Two or More Races: 66% (decreased by 5%) • EL: 27% (decreased by 25%; small size of subgroup is a significant factor in this decline) • RFEP: 57% (Increased by 4%) • Military: 72% (increased by 4%) • Hispanic/Latino: 57% (increased by 4%)
Metric/Indicator 6.Academic Achievement in Science (S) **17-18** N/A CAST Pilot Test **Baseline** N/A CAST Pilot Test	Progress towards this indicator is pending based on results from this school year's spring 2018 CAST field test for grades 5, 8 and 12.
Metric/Indicator 7. Discrete and integrated VAPA instruction (L; per CUSD Arts Empower Strategic Plan)	The percentage of students receiving Discrete VAPA instruction through enrollment in the secondary CUSD Discrete Arts program is 36%. This decrease in the percentage of students enrolled can be attributed to the change in the CBEDS codes for AME CTE courses (we have less classes that are being counted as duplicated).

Expected	Actual

17-18
Discrete VAPA instruction:
total secondary CUSD Discrete Arts Enrollment: 45%

% of students participating in integrated VAPA instruction will be baseline.

Baseline
Discrete VAPA instruction:
total secondary CUSD Discrete Arts Enrollment: 43% of students are enrolled in the arts (baseline - 866/school enrollment - 1,992)
Integrated VAPA: units of instruction were piloted in grades 4 and 5 in 2015-16.

The percentage of students participating in integrated VAPA instruction was 100% at both elementary sites. This reflects the implementation of the new Arts for Learning DoDEA grant that provides integrated arts instruction at every grade level (up to 20 lessons per year). We are currently in year two of the five year grant.

Metric/Indicator
8. Preliminary Scholastic Aptitude Test (PSAT) (L)

17-18
ERW and Math:
+2% over previous year for each grade.

Baseline
October 2016 % of students meeting benchmarks
(baseline; first year of all students being tested with 100% participation in gr 9 and 11; 99% participation in gr 10):

English/Reading/Writing (ERW) and Math:
Gr 9: 65%; 45$
Gr 10: 85%; 63%
Gr 11: 84%; 63%

The percentage of students meeting benchmarks on the October 2017 PSAT administration are below.

English/Reading/Writing (ERW) and Math:
Gr. 9:   77% (increased 12%); 52% (increased 7%)
Gr. 10: 84% (decreased 1%); 62% (decreased 1%)
Gr. 11: 85% (decreased 1%); 58% (decreased 5%)

Metric/Indicator
9. Graduation Rate (S)

17-18
Maintain

Baseline
97.6%
(4-year cohort graduation rate for the class of 2015-2016)

The 4-year cohort graduation rate for the class of 2016-2017 was approximately 96.4%, a decrease of 1.2%.

	Expected	Actual

Expected	Actual
Metric/Indicator 10. UC A-G Rate (S) **17-18** Maintain **Baseline** 80% in 2015-16	The UC A-G rate in 2016-17 was 75.8%, a decrease of 4.2%. However, it should also be noted that the total enrollment of students at CHS decreased from 2015-16 to 2016-17.
Metric/Indicator 11. AP Participation and AP Pass Rates (S) **17-18** 36% participation rate in with a pass rate of 74% **Baseline** 33.3% participation rate in 2015-16 with a pass rate of 73%	34.7% participation rate in 2016-17 with a pass rate of 81.1%. While there was a slight decrease (0.3%) in the percentage of students participating in the AP program, the percentage of students passing AP examinations increased by 8.1%, exceeding the our goal by 7.1%.
Metric/Indicator 12. CTE Participation and Achievement (S) **17-18** Maintain **Baseline** The percent of students (duplicated; 1016/1238) who participated in CTE courses in 2015-16 was 82%, an increase of 30% over the 2014-15 rate of 52% (631/1211). The percent of students who received a "C" or better in capstone CTE courses was 99% (208/210).	The percent of students (unduplicated; 960/1211) who participated in CTE courses in 2016-17 was 79%. This appears to be a slight decrease, however, we used the unduplicated number of students enrolled versus the duplicated number, which would have resulted in a calculation of over 100% due to the increase in the number and quantity of CTE courses that students are taking. The percent of students who received a "C" or better in capstone CTE courses was 99% (207/210).
Metric/Indicator 13. Early Admission Program (EAP; based on SBAC scores for grade 11) (S) **17-18** Gr 11 The percents of Students who are considered Ready in ELA and math (Standard Exceeded) and those who are considered Conditionally Ready in ELA and Math will increase 2% over previous the year.	Per spring 2017 SBAC: Gr. 11 students who are considered Ready in ELA (Standard Exceeded): 39% (increased 4%) Gr. 11 students who are considered Conditionally Ready in ELA (Standard Met): 37% (increased 1%) Gr. 11 students who are considered Ready in Math (Standard Exceeded): 30% (increased 3%) Gr. 11 students who are considered Conditionally Ready in Math (Standard Met): 29% (increased 1%)

Expected	Actual
Baseline Per Spring 2016 SBAC: Gr 11 Students who are considered Ready in ELA (Standard Exceeded): 35% (-8% over 2015); Students who are considered Conditionally Ready in ELA (Standard Met): 36% (-2% over 2015). Gr 11 Students who are considered Ready in Math (Standard Exceeded): 27% (+7 over 2015); Studentswho are considered Conditionally Ready in Math (Standard Met): 28% (-2% over 2015)	
Metric/Indicator 14. Student and Teacher Digital Literacy (L) **17-18** Metric to be developed. **Baseline** No metric to date.	CUSD is currently in the process of developing a metric for student and teacher digital literacy, using the current California digital literacy scope and sequence as a guideline to evaluate the current program and provide feedback relative to digital resources, assessments and professional development. However, in the interim, the percentage of students being exposed to digital literacy curriculum and digital opportunities on a weekly basis is 100%. This was determined through inventorying student daily schedules, classroom observations and monitoring teacher usage of devices int he classroom (CUSD is almost completely 1:1).
Metric/Indicator 15. Teacher PD on academic data systems (L) **17-18** Grade level and department teacher data leaders will be trained. **Baseline** TOSAs and other teacher leaders were trained on MMARS. All staff received presentation on CAASPP data and portal.	100% of teachers and administrators received training on MMARS. All TOSAs, administrators and grade level/department district representatives received training on MMARS (Multiple Measures Assessment Reporting System) on October 12, 2017 from 8:30am - 11:00am. The grade level/department district representatives trained their individual teams on MMARS following this October 12th meeting. In addition to the MMARS trainings, all staff received indiivdual site presentations relative to CAASPP data, MAP data and the California School Dashboard.
Metric/Indicator 16. CA Physical Fitness Test (PFT) (L) **17-18** % of students in the Healthy Fitness Zone (average of all 6 areas) will increase: Gr 5: 89% Gr 7: 87% Gr 9: 89%	Per the 2016-17 CA Physical Fitness Test (PFT), the % of students in the Healthy Fitness Zone (average of all 6 areas) was: Gr. 5: 85% (decreased by 2% with Body Composition and Flexibility being the greatest areas of need) Gr. 7: 84% (increased by 1% with Body Composition and Flexibility being the greatest areas of need) Gr. 9: 91% (increased by 2% with Body Composition being the greatest area of need)

Expected	Actual

Baseline
2015-16; % of students in the Healthy Fitness Zone (average of all 6 areas):
Gr 5: 87%
Gr 7: 83%
Gr 9: 87%

Metric/Indicator
17. PEPs (L)

17-18
90% of students will have a PEP.

Baseline
86% of students in 2015-16 had a type of PEP.

In 2016-17, approximately 88% of students had a type of Personalized Education Plan (PEP). CUSD is currently working on streamlining the PEP document and implementing the PEPs at every school site. This school year, the middle school (CMS) implemented the My Learning Plan, a PEP that engaged students to discover their interests, passions, learning styles, academic goals, post-secondary goals and evidence of academic growth in each discipline. The MLP has received positive feedback and will be implemented again next school year.

Metric/Indicator
18. Professional Development (L)

17-18
Baseline:
New Learning Department structure with teacher leaders will determine measuring effective PD.

Baseline
Teacher feedback has been via the CUSD Professional Development Committee.

The new Learning Department structure included 19 classroom teachers serving as grade level or department district representatives and TOSAs representing the following disciplines: ELD/ELA, Math/Science, CTE/VAPA, and Ed Tech. Professional development opportunities were offered throughout the school year focusing on literacy across the content areas and the CCR standards. Representatives who attended the PD sessions took the information back to their team members. In addition to these opportunities, teachers engaged in county workshops, school visits in various districts around San Diego County and webinars. Feedback was gathered via surveys after each district PD session and in May 2018. All district representatives completed the survey and also attended a follow-up face-to-face meeting reflecting on the PD that was offered throughout the school year and providing suggestions for improvement. Survey results showed positive feedback relative to the PD topics, experience and and relevance. Suggestions included changing the structure of the PD for next year, developing a "hybrid" model of what was done this year, but building in more capacity for all teachers to engage in the PD, instead of purely a "trainer of trainer" model.

Metric/Indicator
19. English Learners Annual progress on becoming English Proficient

17-18
Baseline year for ELPAC summative assessment.

Baseline
In 2016-17, 80% of English Learners made annual progress of at least one level on CELDT level towards becoming English proficient.

We will be collecting ELPAC summative assessment data in spring 2018 to serve as the baseline for next school year in order to measure the annual progress of English Learners on becoming English proficient. In the interim, we are using internal assessments, Achieve 3000, and NWEA MAP data to evaluate the progress of our English Learners.

Local measures (MAP ELA data) show that EL students are making progress towards English proficiency, with

Expected	Actual
	an average of 11.125 point increase in RIT scores from winter 2016-17 to winter 2017-18. 16% of EL students (4 students) who took the MAP Reading assessment did not make growth.
Metric/Indicator 20. EL Reclassification Rate **17-18** Increase +2% over previous year. **Baseline** EL Reclassification rate for 2016-17 is 30%, a 20% increase as compared to the 2015-16 reclassification rate of 19%.	The EL Reclassification rate for 2017-18 is 14%, a 16% decrease as compared to the 2016-17 reclassification rate of 30%.
Metric/Indicator 21. Long-term English Learner count **17-18** Decrease the long-term EL count to 1. **Baseline** In 2016-17, CUSD increased the number of long-term English learners from 0 to 2 (new enrollees since last year).	In 2017-18, CUSD increased the number of long-term English learners from 2 to 9. We are currently establishing new baseline data as a result of the transition to the ELPAC, thus waiting to reclassify students until we are confident they are ready (higher expectations with the new standards and the ELPAC).

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All schools will provide standards-aligned core curriculum, assessment and high quality instruction to prepare all students to graduate college and career ready. A. CUSD will recruit and retain highly qualified appropriately credentialed teachers. Recruitment will include participation in county-	100% of classrooms are implementing standards-aligned core curriculum, assessment and high-quality instruction as evidenced by classroom observations, participation in professional development and student achievement. A. CUSD continues to work hard to recruit and retain highly qualified,	$26,487,600	$26,532,619

wide job fairs, partnerships with local universities, and student-teacher placement coordinators. Retention of teachers will be measured by coordinated professional development with input from CUSD Department/Grade Level lead teachers and participation in BTSA.

B. Students will receive instruction that is aligned to adopted CA Content Standards and Frameworks, including TK-12 transition to Next Generation Science Standards and newCA History Social Science Framework

C. Adoptions of core and supplementary instructional materials will follow established Ed Code and CUSD guidelines, Williams Law, and Governing Board policies. Adoptions of such materials will include consideration of CUSD Instructional Materials budgets, state adoption timelines, quality of available adoption materials, and will require that teachers' expertise and consultation is a significant part of the process. CUSD Instructional Materials include traditional print-based materials, manipulatives/equipment, and digital resources. A high functioning, reliable network infrastructure and devices will be maintained to support technology-based curricula and learning. Consider new instructional

appropriately credentialed teachers. District and site administrators have attended county-wide job fairs and continue to foster partnerships with local universities, and student-teacher placement coordinators. In addition, new teachers participate in the BTSA program and CUSD has provided teachers with target PD opportunities to support teaching and learning related to co-teaching, literacy, and math. In addition, new teachers to CUSD have been provided release time to adapt to their new teaching assignment and plan/collaborate with their respective teams relative to curriculum, instructional resources and assessments.

B. Students are receiving instruction that is aligned to the CA Content Standards and Frameworks, including NGSS. Teachers in TK-5 are using FOSS kits that are aligned to NGSS and teachers in grades 6-12 are attending NGSS workshops to continue to completely align curriculum and instruction to the NGSS framework. Teachers are engaging in professional development related to the recently adopted HSS Framework, including piloting materials to support HSS curriculum and instruction.

C. CUSD is currently completing a TK-12 instructional materials inventory, including print materials,

materials for History Social Science per 2017 State Board of Education adoption.

D. Maintain current number of electives to exceed the state average including Career Technical Education/Pathway courses, and intervention sections and supports using all available resources to ensure that students' individual needs are met. Palm Academy alternative learning program and credit recovery opportunities will be available for identified students at Coronado High School.

E. Improve performance in English language arts for grades TK-12 by:
i. providing professional development aligned to the CA ELA/ELD Framework for all teachers and paraprofessionals
ii. ensuring that literacy strategies are integrated with instruction for all core content areas and electives and ensuring Instruction in grades 6-12 is aligned to the CA ELA standards for History Social Science, Science, and Technical Subjects.

F. Improve performance in mathematics for grades TK-12 by:
i. providing professional development aligned to the CA Mathematics Framework for all teachers and paraprofessionals
ii. CUSD's Vision for High Quality Mathematics Instruction, and adopted curricula (grades TK-5

digital materials, and supplementary materials for all core disciplines. This inventory will be used to prioritize future adoptions of core and supplementary instructional materials.

D. The number of electives offered in CUSD is currently above the state average, including CTE/Pathway courses, intervention sections and credit recovery courses through Palm Academy.

E. Professional development this school year has focused on literacy and the ELA framework for grades TK-12, across all disciplines. Grade Level/Department district representatives served as the critical conduit between attending this focused professional learning and disseminating the information to their team members back at their school sites. In the Fall of 2018, CUSD plans to provide professional development related to the ELD Framework and integrated ELD strategies. This professional learning was pushed back to the fall 2018, as we believed it was important to have current ELPAC data in order to further personalize the learning for each individual teacher.

F. CUSD student performance in mathematics has improved, per SBAC data.

Ready Common Core; grades 6-12 College Preparatory Math).
iii. implementing all components of DoDEA Project Mathematics, Mindset, and Mastery (M3) through 2020, which includes evaluation of high quality mathematics instruction in grades TK-12, mathematics performance, interventions for identified students, and professional development for all teachers and paraprofessionals of math.

G. Improve performance in science for all TK-12 students by providing instruction aligned to Next Generation Science Standards. Implement Year 1 of 3-year science course sequence for incoming grade 9 students. Continue with NGSS aligned instruction for grades 6-8 (Yr. 5).

H. Improve performance in history social science for all TK- 12 students by providing instruction aligned to newly adopted CA History Social Science Framework. (Refer to CUSD Transition Plans for HSS).
I. Improve performance in health and physical education by:
i. ensuring all students meet physical education instructional minutes
ii. ensuring all students pass the California Physical Fitness Test in grades 5, 7, and 9.
iii. providing professional development for certificated and classified instructional aides,

i. teachers and paraprofessionals continue to participate in professional development related to the CA Mathematics Framework through focused workshops on CPM (College Preparatory Mathematics), number talks and high quality performance tasks.
ii. CUSD continues to uphold its vision for High Quality Mathematics Instruction and has provided focused professional development related to adopted mathematics curricula.
iii. All components of DoDEA Project M3 are currently being implemented and will continue through 2020. This includes classroom observations to evaluate the implementation of high quality performance tasks, mathematics achievement, mathematics interventions through focused pull-out groups and co-teaching, and continued professional development for all teachers and paraprofessional in mathematics instruction.

G. TK-5 teachers are implementing FOSS kits that are aligned to the NGSS standards. Students in grades 6-8 continue to participate in a rigorous science curriculum focused on phenomena and integrated themes. Students in grades 9-12 will begin year two of the new 3-year science sequence requirement. AP Environmental Science will also be offered as a new elective course for next school year.

especially for grades TK-5 aligned to adopted SPARK curriculum.
iv. evaluating TK-12 health standards, instructional minutes and instructional practices, and curricula.

J. Improve performance in visual and performing arts, providing both discrete and integrated arts instruction, by:
i. fully implementing DoDEA Project Arts for Learning (Year 1), which provides for arts integration with ELA in grades K-8, and ELA/History in grades 9-12, some elementary discrete arts instruction, professional development and curriculum writing, and student performance opportunities.
ii. evaluating the effectiveness of arts integration through its impact on student achievement in English language arts, student engagement, and attendance.
iii. maintaining current grade 6-12 VAPA and Coronado School of the Arts electives and extra-curricular VAPA related offerings.

H. Teachers are currently working on aligning current curriculum and courses of study to the new HSS Framework. Teacher at Coronado Middle School will be adopting new HSS instructional materials to be implemented in the 2017-2018 school year.

I. Health and Fitness continue to be a focus for all students in grades TK-12.
i. Through an internal audit, CUSD ensures that schools are meeting the instructional minutes requirement for physical education.
ii. Teachers continue to work with all students to pass the California Physical Fitness Test in grades 5, 7 and 9.
iii. Teachers and paraprofessionals for grades TK-5 participated in focused professional development related to the adopted SPARK curriculum.
iv. Continued efforts are being made to evaluate the TK-12 health standards, instructional practices and curricula.

J. Performance and participation in visual and performing arts continue to grow in both discrete and integrated arts.
i. All components of DoDEA Project Arts for Learning (Year 2) are being implemented during TK-12 ELA instructional blocks and History instructional blocks. All participating teachers have received professional development

related to integrated arts and the different art forms. Students are receiving integrated arts lessons through a co-teaching model between the classroom teacher and a teaching artist from Arts for Learning San Diego and Arts Alliance.

ii. Classroom observations, ELA achievement data, student engagement and attendance will be used to evaluate the effective of the integrated arts program. The data gathered in 2017-18 will serve as a baseline for the following years.

iii. CUSD is currently maintaining the number of course offering for grades 6-12 related to VAPA.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Improve performance in English language arts for all identified students, including unduplicated student groups by: i. ensuring school administration annually identifies students in these subgroups, reviews data, and offers available supports and places students appropriately. ii. assigning CUSD ELA/ELD Teacher on Special Assignment (EL subgroup), Special Education case carriers (students with disabilities subgroup), and site administrators (socioeconomically disadvantaged subgroup) to serve as case carriers for these students.	Overall, 76% of all students met or exceeded standards on the SBAC ELA in grades 3-8 and 11. This was an increase of 3%, thus meeting our goal over the previous year. In addition, per spring 2017 SBAC ELA results, the following shows the percentage of students in each subgroup who met/exceeded standards: • Socio-economically Disadvantaged: 57% (decreased by 1%) • Students with Disabilities: 38% (increased by 6%)	$120,000	$120,000

iii. Developing a Personalized Education Plan (PEP) with the involvement of the student and parents for each student in these subgroups	• Two or More Races: 77% (increased of 8%) • EL: 20% (increased by 12%) • RFEP: 66% (decreased by 3%) • Military: 76% (increased by 2%) • Hispanic/Latino: 70% (increased by 3%) i. School administrators at each individual school site identified students that were not meeting growth targets in ELA based on SBAC, MAP and classroom assessment data. ii. Students identified as not meeting ELA growth were assigned a "case carrier" to regularly monitor student supports, services and achievement. iii. A PEP (Personalized Education Plan) was completed for each identified student and the proper supports were put into place, including support classes, pull-out support, and differentiated curriculum.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Improve performance in mathematics for identified students, including students with disabilities and those who are Asian by:	Overall, 66% of all students met or exceeded standards on the SBAC Math in grades 3-8 and 11. This was an increase of 6%, thus meeting our goal over the previous	$100,000	$100,000

i. ensuring school administration annually identifies students in this subgroup, reviews data, and offers available supports and/or places students appropriately.
ii. CUSD Mathematics Teacher on Special Assignment and Special Education case carriers (students with disabilities subgroup) will serve as case carrier for these students
iii. a Personalized Education Plan (PEP) will be developed with the involvement of the student and parents

year. In addition, per spring 2017 SBAC Math results, the following shows the percentage of students in each subgroup who met/exceeded standards:

- Socio-economically Disadvantaged: 45%

(decreased by 6%)
- Students with Disabilities: 34% (increased by 35%)
- Two or More Races: 66% (decreased by 5%)
- EL: 27% (decreased by 25%; small size of

subgroup is a significant factor in this decline)
- RFEP: 57% (Increased by 4%)
- Military: 72% (increased by 4%)
- Hispanic/Latino: 57% (increased by 4%)

i. School administrators at each individual school site identified students that were not meeting growth targets in Math based on SBAC, MAP, math placement test and classroom assessment data.

ii. Students identified as not meeting math growth were assigned a "case carrier" to regularly monitor student supports, services and achievement.

iii. A PEP (Personalized Education Plan) was completed for each

	identified student and the proper supports were put into place, including support classes, pull-out support, and differentiated curriculum.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All schools will provide opportunities to personalize learning for students based on strengths and needs, personal passions, and academic interests. A. CUSD will provide a system of ongoing feedback to and for all CUSD students on their strengths and needs to support students' advocacy for their own learning which will include: a. time for goal setting and reflection with teachers b. documentation of interests, strengths, and needs in electronic portfolio c. "Voice and choice" via projects, assessments, and assignments. B. The CUSD Personalized Learning Committee will develop criteria for Personalized Education Plans for all levels/grades, conferencing best practices, as well as investigation of warehousing PEPs via electronic portfolios.	All schools in CUSD are continuing to provide opportunities to personalize learning for students. A. Individual school sites are utilizing conferences, counselors and designated periods to provide individual feedback to students related to their strengths and needs. a. Structured time to facilitate conversations with each individual student continues to be an area for growth. b. The current PEP document used for the DoDEA M3 grant, the My Learning Plan (MLP) at the middle school, 504 plans, IEPs, Naviance, e-Portfolio and Thrively are currently serving as the various resources for documenting individual student PEPs. Our next step is to stremaline these documents and expand the utilization of the e-Portfolio district wide. c. Teachers for grades TK-12 are incorporating more "voice and choice" on a daily basis. B. Refer to A.b. above.	Included in Goal #1, Action #1	Included in Goal #1, Action #1

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All schools will ensure access to and proficiency of 21st century learning tools, resources, and skills for staff and students. A. Instruction based on CUSD K-5 Digital Literacy Scope and Sequence will continue to ensure digital proficiency for TK-5 students. B. A Digital Literacy Scope and Sequence for grades 6-12 will be created to parallel the TK-5 Digital Literacy Scope and Sequence. C. All student groups will receive instruction from teachers with an increased capacity for 21st century best practices for instruction. A survey of teachers' needs in these areas is pending prior to the development of digital proficiency teacher guidelines, and following the development of gr 6-12 student skills. D. Effectiveness of digital learning resources will be evaluated annually.	Students in grade TK-12 have access to 21st century learning tools and resources. A. Teachers are continuing to gain proficiency with and incorporate the CUSD K-5 Digital Literacy Scope and Sequence into their daily curriculum and instruction. B. CUSD is currently devising a plan to collaborate with middle school and high school teachers to create a Digital Literacy Scope and Sequence for grades 6-12. C. Teachers continue to engage in professional development related to 21st century learning tools. D. CUSD is continually evaluating our digital learning resources as a means to create more efficiency across our system and ensure that the tools that we are using are aligned to the Digital Literacy Scope and Sequence and teachers receive appropriate training relative to these resources.	Included in Goal #1, Action #1	Included in Goal #1, Action #1

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Professional development (PD) will be provided to CUSD certificated and classified staff to ensure implementation of CA State Standards and Frameworks, adopted curricula, intervention	CUSD has offered a wide variety of professional development opportunities for all certificated and classified staff to participate in. PD has been focused on the CA State Standards and Frameworks,	$270,00	$300,000

programs, and to support all students including English Learners, students with disabilities, and other identified special populations.

A. CUSD will plan for District-wide training on universal access to support all learners and explore Kids Included Together (KIT) program. Professional development for coteaching will continue to be a priority.

B. Academically-related trainings will include paraprofessionals when appropriate to content or service.

C. Classified professional development will be coordinated by the Learning Department using feedback from department managers and staff survey.

D. Certificated professional development will be coordinated by the Learning Department using feedback from Learning Department Leadership Team and Student Services, as well as surveys, observations, and evaluations. PD will be relevant to the department and/or grade level and will be directed by clearly articulated objectives and agenda. The Learning Department Leadership Team will design an annual PD plan for certificated staff that includes district and site goal setting, mapping, and end of the year reflection. The Learning Department Leadership Team will design department/grade level specific experiences and provide

literacy, CCR Standards, educational technology, mathematics, science, specific curricular programs, intervention programs and resources, special education, co-teaching and PBIS.

A. CUSD has offered multiple PD sessions this school year related to co-teaching and the KIT program. In addition to the PD, there has been a monthly co-teaching meeting for all shareholders to participate in.

B. CUSD has provided targeted training for ELD teachers relative to the ELD framework, designated/integrated ELD strategies, Achieve 3000 and the ELPAC. Next school year, CUSD will provide training for all TK-12 teachers relative to the ELD framework and integrated ELD.

C. Paraprofessionals have been included in training when the content was relevant to their specific job responsibilities and the work that they do to support students.

D. Classified professional development has been primarily coordinated through our Business Department this school year and focused on "job-a-like" meetings.

E. Certificated professional development was coordinated by the Learning Department and Student Services. A grade level and department "needs assessment" survey was completed in September, outlining the individual needs/goals for each grade level and department related

'voice and choice 'for teachers based on their needs.

E. Professional development experiences will include designated time (where appropriate) for staff to 'apply and try'.

F. Teachers' personal growth goals will be in conjunction with their annual evaluation goals.

G. Explore a system for tracking PD.

to curriculum, instructional strategies and assessment.

F. All PD sessions this school year have included time to apply learning to each individual subject area and grade level. Feedback surveys report that teachers found the learning practical, engaging and something they could apply the next day.

G. Administrators report that teachers' personal goals are included in their annual evaluation goals. CUSD may need to explore a formalized process/form to ensure this is included.

H. The Learning Department is currently tracking PD using internal google documents. The JPA/HR Train system is one that we are considering using to track PD.

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Professional development (PD) will be provided to CUSD certificated and classified staff to ensure implementation of CA State Standards and Frameworks, adopted curricula, intervention programs, and proven researched-based strategies to support English Learners and other unduplicated students. Academically-related trainings will include paraprofessionals when appropriate to content or service.	Professional development this school year has focused on literacy, NGSS and the ELA framework for grades TK-12, across all disciplines. Grade Level/Department district representatives served as the critical conduit between attending this focused professional learning and disseminating the information to their team members back at their school sites. In the Fall of 2018, CUSD plans to provide professional development related to the ELD Framework and	$30,000	$30,000

integrated ELD strategies. This professional learning was pushed back to the fall 2018, as we believed it was important to have current ELPAC data in order to further personalize the learning for each individual teacher. Additionally, ELD teachers were trained on Achieve 3000 and other specific literacy intervention tools for struggling students and English Learners.

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Develop and implement elementary high quality grading and reporting system, based on a standards-based philosophy. A. Train all staff on CUSD Elementary Foundations for High Quality Grading and Reporting System, developed in 2016-17 by CUSD Elementary Grading Criteria Committee with input from teacher survey. This training will include grading for students in both general and special education. B. Each grade level team will develop common understanding of and criteria for each level of mastery (below, developing, secure, and exceeding) for key standards, especially in core content areas of mathematics and ELA. Resources will be developed to support alignment and implementation. C. Common criteria for assessing and grading will be used by all	A new system for elementary high quality grading and reporting was develop and adopted system-wide in November 2017. A. Staff received training on CUSD Elementary Foundations for High Quality Grading and Reporting. B. Grade level teams came to consensus on the criteria that will be used for each level of mastery for key standards on the new elementary report card. C. CUSD will be convening a committee in September 2018 consisting of elementary teachers, administrators and representatives from the Learning Department to further develop a common criteria for assessing and grading that will be aligned to the new report card, as will as vertical alignment and implementation. D. The CUSD Elementary Report Card has been provided to parents. A parent-friendly guide to	$5,000	$5,000

teachers within a grade. All teachers will understand the continuum of expectations from grade to grade (vertical alignment). Resources will be developed to support alignment and implementation.
D. The CUSD Elementary Report Card will be revised and provided to parents in 2017-18 to reflect consistent standards based grading/reporting and provide parents with an informative, parent-friendly status update on student present level of academic performance and citizenship each semester.
E. Research and implement as appropriate teacher-friendly electronic grading and reporting system, including grade book and report card generation.

the report card and standards is currently under development and will be available to parents during October 2018 (fall conferences).
E. The new report card is currently being uploaded to our Student Information System - Synergy. The report cards will be pre-populated for each teacher and will provide an easier way to report grades for each individual student.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Integrating personalized learning with assessment methods to prepare all students for academic and vocational success continues to be an important part of our instructional strategy to help all students, especially our unduplicated students and struggling student groups. Our work has progressed, as anticipated, in pace with our goals and actions. We have increased the percentage of students who have a Personalized Education Plan (PEP), including 100% of unduplicated students, students with special needs and students performing below grade level in mathematics and English language arts. One of our challenges has been finding time within the school day to review and update individual student PEPs on a consistent basis. In addition to the PEP, CUSD has made progress in aligning instruction and materials to the frameworks for ELA, mathematics, HSS and NGSS. CUSD provided ongoing professional development on CCSS, NGSS, and other adopted CA standards, and continued to support the new adoption of College Preparatory Mathematics (CPM) for grades 6-12 and Delta Education NGSS Foss Kits for grades TK-5. CUSD also continued to provide a broad

course of study via core and elective course options in STEAM (Science, Technology, Engineering, Arts, and Mathematics), foreign language, and CTE was maintained. Intervention services via elementary Academic Support and Enrichment (ASE) opportunities and secondary intervention courses, with accompanying data systems, were provided for most identified students. Lastly, with the restructuring of the Learning Department, CUSD was able to work with new department/grade level representatives to provide a variety of professional growth related to literacy, college and career readiness and data.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall, based on academic achievement data, the progress most of our student groups have made in closing the achievement gap, and the progress we have made in implementing Personalized Education Plans (PEP) district-wide (increased by 2% to 88%), the actions and services have been effective in moving CUSD toward it's goal of integrating personalized learning and improving the academic success of all of our students. However, there is still work to do in ensuring all student groups are meeting or exceeding the outcomes and that all students have a standardized PEP to prepare them for post-secondary success. CUSD students received instruction better aligned to the adopted CA content area Standards and Frameworks than in previous year in core areas (see 17-18 Goal 1, Metrics 4 and 5). The broad course of study with 21st century resources and instruction that CUSD offered contributed significantly to student readiness for college and career (see 17-18 Goal 1, Metrics 7, 14-16). CUSD also continued to broaden our use of data analysis and protocols for placement into intervention courses and services. This is something that we are looking forward to continuing to strengthen next school year and beyond. Personalized learning efforts and mindsets were maintained (see 17-18 Goal 1, Metric 17). Furthermore, monitoring English Learners and Reclassified Fluent English Proficient students improved significantly (see 17-18 Goal 1, Metrics 4, 5 and 19-21). Lastly, the professional development that was facilitated this school year was directly aligned to our LCAP goals and teacher survey results show that the topics were relevant. voice/choice was offered related to the topics and there was time to apply the strategies immediately in their classroom (see 17-18 Goal 1, Metric 18).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences to report at this time.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes have been made to this goal, expected outcomes, metrics, or actions and services at this time.

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities: Governing Board Goal 2

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. Parent Survey Data Participation Counts **17-18** Increase participation on all CUSD parent surveys TBD **Baseline** 2016-17: Fall (Communication): 373 Winter (Learning): 279 Spring (Support PENDING):	The 2017-18 parent survey participation counts decreased in comparison to the 2016-17 parent survey counts. Fall (Learning): 275 Winter (Support): 243 Spring (Communication): pending Spring (Support) 2016-17: 343
Metric/Indicator 2. Haiku/Powerschool usage data **17-18** Maintain student use; inventory teacher use; increase parent use.	2017-18 (as of April 24, 2018) Haiku/Powerschool usage data decreased: • There were ~710,000 visits by students totaling ~69,000 hours. The top student uses include inbox, calendar, Dropbox, assessments, first pages, announcements, and discussions. • There were ~32,000 visits by teachers totaling ~6,000 hours.

Expected	Actual
Baseline 2016-17 (as of April 27, 2016): • There were ~874,000 visits by students totaling ~83,000 hours. The top student uses include inbox, calendar, Dropbox, assessments, first pages, announcements, and discussions. • There were ~38,000 visits by teachers totaling ~7,800 hours. • There were ~60,000 visits by parents totaling ~3,000 hours	• There were ~40,000 visits by parents totaling ~1,800 hours
Metric/Indicator 3.Elementary parent teacher conference data **17-18** Increase parent conference participation: VES: 98.5% SSES: 97.5 **Baseline** Fall 2016: 98% of Village Elementary parents participated in annual parent teacher conferencing and 96% at Silver Strand Elementary.	Fall 2017 annual parent-teacher conference participation rates did not meet our target goals: Village Elementary School: 97.8% (decreased by 0.2%) Silver Strand Elementary School: 96.0% (maintained)
Metric/Indicator 4.Required parent school participation **17-18** Maintain and restructure ELAC to be a D/ELAC due to the small size of EL population and District. **Baseline** 2016-17: • All schools have a compliant, functioning School Site Council. • All schools have a robust Parent Teacher Organization. • All schools with an EL count over 21 have an English Learner Advisory (VES and SSES). • CUSD has a District English Learner Advisory Committee (DELAC). • CUSD has a Special Education Parent Advisory Committee (SEPAC). • CUSD has a Parent Leadership Committee which represents parents from each site	During the 2017-2018 school year: • All schools have a compliant, functioning School Site Council. • All school have a robust Parent Teacher Organization. • All schools with an EL count over 21 have an English Learner Advisory Committee (VES and CMS) and met this year as a combined group with the District English Learner Advisory Committee (DELAC) as a result of the small size of the EL population and District. EL families from all school sites were invited to attend these combined meetings. • CUSD has a Special Education Parent Advisory Committee (SEPAC). • CUSD has a Parent Leadership Committee which represents parents from each site.

	Expected		Actual

Expected	Actual
Metric/Indicator 5.Parent Trainings **17-18** Face to Face: Maintain and reflect parent needs Virtual Trainings (Playposit): Baseline **Baseline** 2016-17: Face to Face Trainings: 28+ trainings were provided to CUSD parents on a variety of topics: Back to School; reading, mathematics, and academic interventions; English learners; social emotional support, social media, bullying, positive discipline, suicide awareness; college and career, and parenting. Virtual Trainings (Playposit): none	During the 2017-18 school year, 30+ face to face parent trainings were provided on a variety of topics: Back to School, reading, mathematics, sceince, academic interventions, English learners, social emotional support, social media, bullying, school safety, positive discipline, suicide and drug awareness, college and career, parenting, school safety, LCAP, and the CA School Dashboard. Due to low usage data and our budget, we will not be renewing our contract with Playposit and will instead explore other ways to provide virtual trainings to parents and staff.
Metric/Indicator 6.Staff Surveys and Department Metrics **17-18** Staff surveys and metrics for assessing department effectiveness will be developed. **Baseline** none	During the 2017-18 school year, a variety of staff surveys were used to provide important feedback related to profession development, late start Thursdays, school safety and district budget/efficiencies. Below is a summary of the topics and percentages of teachers who participated in the surveys. • Late Start Thursday Survey: 100% grade levels and departments • 2017-18 Instructional Needs Assessment: 100% grade levels and departments • 2017-18 PD Survey: 100% CUSD grade level/department representatives (19 teacher representatives) • CUSD Efficiencies Survey: 8% of certificated and classified staff (30 responses) • Safety Meeting Feedback: 100% school site participated (4 school sites)

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
Shareholder participation, communication, and engagement will continue to be a priority to support all students. A. CUSD will research a single sign-on portal to streamline communication from school to home. B. CUSD will inventory teacher usage of learning management system (Haiku) for all grades. C. CUSD will regularly hold required (Ed Code) and local parent participation committee meetings including School Site Councils (SSC), District and site English Learner Advisory Committees (D/ELAC), District Parent Leadership Committee (PLC), District Military Local Planning (M-LPC) Council, Special Education Advisory Committee (SEPAC), and Parent Teacher Organizations (PTO). D. Annual surveys regarding Board Goal areas will be conducted to inform progress of District efforts, especially on communication. Surveys may include parents, teachers, staff, and students E. CUSD will strive for 100% participation of TK-5 parents at annual fall parent-teacher conferences (both face-to-face and virtual conferences). F. Increase the number of parents participating in trainings offered by CUSD via virtual and face-to face methods. Pilot use of virtual	Shareholder participation, communication, and engagement continue to be a priority to support all students. A. CUSD is still in the research phase relative to a single sign-on portal. CUSD has been able to make a handful of current applications single sign-on (ie: Discovery Ed). B. CUSD is currently in the process of collecting teacher usage data related to Haiku/Powerschool for individual grade levels. Teacher usage of Haiku at Coronado High School has increased this school year as a result of a dedicated Teacher Resource Teacher working individually with each teacher and department relative to their Haiku page. C. CUSD regularly holds required (ED Code) and local parent participation committee meetings, including: School Site Councils, District and site English Learner Advisory Committee (combined this year), District Parent Leadership Committee, District Military Local Planning Council, Special Education Advisory Committee, and Parent Teacher Organizations. D. Annual parent surveys regarding the three Board goal areas are conducted three times per year: fall, winter and spring. Additional surveys may be	$30,000	$30,000

trainings for parents using Playposit or other tools.	conducted on a needs basis for staff and student participation. E. CUSD continues to strive for 100% participation of TK-5 parents at annual fall parent-teacher conferences (both face-to-face and virtual). F. CUSD maintained and/or increased slightly the number of parents participating in face-to-face trainings. CUSD will continue to explore methods to offer virtual trainings. The contract with Playposit will not be renewed next year due to low usage data and an effort to streamline budgets and efficiencies throughout CUSD.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The CUSD District Office will provide timely and efficient service to CUSD school sites. A. Increase support to school sites under the supervision of the CUSD Director of Learning via: a. teachers on special assignment to support mathematics/science, ELA/ELD, arts integration, technology integration, and personalized learning. b. teacher leaders for each elementary grade; each Coronado Middle School department; each Coronado High School department B. Design accountability structure for classified departments aligned with uniform standards of services to support CUSD school site	CUSD continues to strive to provide timely and efficient service to CUSD school sites: A. Through a new Learning Department structure, CUSD has increased support to school site via: a. teachers on special assignment to support mathematics/science, ELA/ELD, arts integration, technology integration, and personalized learning. b. teacher leaders for elementary grade (one representative for two grade levels due to lack of applications for the stipend position); each Coronado Middle School department; each Coronado High School department	$1,600,000	$1477,508

(M&O, Technology, Business Services, Child Nutrition, etc.).
C. Survey staff annually on District Office support.
D. The Superintendent will conduct a minimum of one monthly meeting with leadership of Association of Coronado Teachers (ACT) and California School Employees Association.
E. School sites will provide timely and collaborative communication to the District Office.

B. Design accountability structure for classified departments aligned with uniform standards of services to support CUSD school site (M&O, Technology, Business Services, Child Nutrition, etc.). This new design and flow charts have been well received by school sites. In additoin, job-a-like meetings are being held on a regular basis.
C. Staff will be provided an opportunity to participate in a survey related to District Office support.
D. The Superintendent is conducting a minimum of one monthly meeting with leadership of Association of Coronado Teachers (ACT) and California School Employees Association.
E. School sites will continue to provide timely and collaborative communication to the District Office.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
CUSD and each school site will provide timely and informative communication to the CUSD community. A. CUSD Communique will be posted on the CUSD webpage on average biweekly. B. Site principals' will provide weekly information to parents/community via email blasts, newsletters, etc.	CUSD and individual school sites continue to use a variety of methods to provide information to the CUSD community. A. The CUSD webpage, Facebook page, Twitter account, and local newspaper are up to date and providing current, frequent communication related to CUSD events and school site events.	$40,000	$40,000

C. Information as appropriate to topic and schools will be provided to print and electronic media outlets.	B. Each site principal provides a weekly email or newsletter to the parents/community. In addition, school sites update their websites on a regular basis. C. Please refer to A. above.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Communicating openly, freely, and accurately to engage and involve all shareholders continues to be an important part of the work that we do on a daily basis to partner with our community, and provide support to each school site and the students that they serve. CUSD continues to provide a variety of ways for parents and the community to access information about our schools and programs, including face to face and virtual methods. CUSD issued two parent surveys on Governing Board Goals (to date, a third parent survey on Communication is pending) with consistent parent response over previous years' efforts.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall, based on feedback via shareholder surveys, CUSD has made progress in providing consistent communication to school sites and the community. There is still work to be done to streamline our information systems via single sign-ons and further streamline the structure and content of communications that are being sent by each individual school site (See 17-18 Goal 2, Action 1). In addition, continued effort will be made to streamline expectations related to individual teacher Haiku/Powerschool pages (See Goal 2, Metric 2). Strong parent feedback continued to echo that CUSD provides too many methods of communication and that they would like a more streamlined approach to virtual communication and access/portals. Over 500 parent survey responses were received per the fall and winter parent surveys (See 17-18 Goal 2, Metric 1; spring survey pending).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None at this time.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes have been made to this goal, expected outcomes, or metrics at this time. We are discontinuing our contract with the virtual training software company, Playposit, due to low usage data and budget. Furthermore, CUSD will continue to seek to

streamline communications by researching a single sign-on system for parents and/or students. CUSD will continue to evaluate, monitor, and train teachers and parents on Power School learning management system.

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

<table>
<tr><th>Expected</th><th>Actual</th></tr>
<tr><td>

Metric/Indicator
1.Williams Facilities Inspection Tool (FIT)

17-18
Maintain, with understanding of Board philosophy of planned degradation of facilities due to budget constraints.

Baseline
2015-16:
100% of CUSD schools received an overall "good" rating on Facilities Inspection Tool (FIT)

</td><td>

2016-17:
100% of CUSD schools received an overall "good" rating on the Facilities Inspection Tool (FIT). While we are maintaining our status in alignment with our goal, we understand the Board philosophy related to our budget constraints and future planning for the degradation of our facilities.

</td></tr>
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Metric/Indicator
2.Required Safety Drills:
Elementary: monthly
CMS: 4 times a year
CHS: 2 times a year

</td><td>

During the 2017-18 school year, all schools held the required safety drills, thus maintaining our goal. The required number of drills held at each school site are as follows:
SSES: monthly
VES: monthly
CMS: 4 times a year
CHS: 2 times a year

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</table>

Expected	Actual
17-18 Maintain **Baseline** 2016-17: All schools held required safety drills.	
Metric/Indicator 3.CA Healthy Kids Survey (State required, locally reported; administered every 2 years) **17-18** N/A **Baseline** Spring 2017: Participation Rate: Gr. 5: 54% Gr. 7: 90% Gr. 11: 78% School Connectedness: Gr. 5: 62% Gr. 7: 73% Gr. 11: 66% Caring Adult Relationships Gr. 5: 64% Gr. 7: 46% Gr. 11: 44% Feel Safe at School Gr. 5: 87% Gr. 7: 79% Gr. 11: 87%	The CA Healthy Kids Survey was administered in the 2016-17 school year and will not be administered again until the 2018-19 school year. As a result, there is no data to report at this time related to the CHKS. During the 2017-18 school year, CUSD administered two student surveys related to safety and learning. • Safety Survey: 107 students in grades 6-12 completed the survey. 79% of students surveyed report feeling safe before and after school on school grounds. 67% of students surveyed report feeling they belong at this school, and 70% report feeling welcome when at school. • Learning Survey: 45 students in grades 6-12 completed the survey. 80% of students surveyed report CUSD provides academic experiences to challenge students to meet high expectations. 82% of students surveyed report that CUSD provides appropriate academic learning supports and interventions.
Metric/Indicator 4.Number of Existing Academic Intervention Sections and Services for General Education; % FTE dedicated to Intervention **17-18** Evaluate expense and effectiveness of academic interventions	During the 2017-18 school year, the number of existing academic intervention sections and services for general education, and the % FTE dedicated to intervention support are: CHS (Credit Recovery, Math Support, Palm Academy): 21 sections

Expected	Actual
Baseline CHS (Credit Recovery, Math Support, Palm): 12 sections CMS (Math Support 6, Literacy Lab 6, Academic Lab 7/8): 3 sections SSES: 3.4% FTE for ASE VES: 2.14% FTE for ASE	CMS (Math Support 6, Literacy Lab 6, Academic Lab 7/8): 3 sections SSES: 3.4% FTE for ASE VES: 2.3% FTE for ASE
Metric/Indicator 5.P2 Attendance Rate (annually in April) **17-18** Increase .5% over previous year. **Baseline** The 2016-17 P2 attendance rate is 95.51%, an increase of 68% over 2015-16 P2	The 2017-18 P2 attendance rate is 96.2%, an increase of 0.69% over 2016-17 P2, thus exceeding our goal of increasing by 0.5% over the previous year by 0.19%.
Metric/Indicator 6.Chronic Absenteeism Rate **17-18** Decrease chronic absenteeism overall and at each site by 2% over previous year. **Baseline** As of spring 2017 P2 (April), the chronic absenteeism rate for CUSD is 16%, an increase of 3% over spring 2016 P2. CHS: 22% (+9.6%) CMS: 9% (-5.2%) SSES: 13% (-2.2%) VES: 13% (+1)	As of 2018 P2 (April), the chronic absenteeism rate for CUSD is 7.05%, a decrease of 8.95% over spring 2017 P2. The chronic absenteeism rate for each individual school site is as follows: CHS: 16.3% (decrease of 5.7%) CMS: 4.9% (decrease of 4.1%) SSES: 1.9% (decrease of 11.1%) VES: 5.1% (decrease of 7.9%) CUSD met the goal to decrease chronic absenteeism overall and at each site by 2%. The district and all sites exceeded the 2% decrease.
Metric/Indicator 7.Suspensions and Expulsions **17-18** Decrease suspensions at all schools by .5%. Maintain expulsion rate. **Baseline** 2015-16: 2.5% of students were suspended; there were no expulsions.	During the 2016-17 school year, 1% of CUSD students were suspended and there were no expulsions. This is a decrease of 1.5%, thus meeting the goal.

	Expected	Actual

Metric/Indicator
8.Dropout Counts

17-18
Reduce the dropout counts at each secondary school by 25%.

Baseline
2015-16: CHS was 5; CMS was 0.

During the 2016-17 school year, the dropout counts for CHS was 5 students and the dropout counts for CMS was 4 students, thus not meeting our goal of reducing the dropout counts at each secondary school by 25%.

Metric/Indicator
9. % FTE and Type of Counseling Services

17-18
Maintain

Baseline
2016-17:
Guidance Counselors: 1.0 @
CMS; 3.8 @ CHS
Clinical Counselors: 3.5
Educationally Related Mental Health (ERMHs)
Professionals: 1.25
Military Family Life
Counselors: 3.0

During the 2017-18 school year, the % FTE for counseling services is as follows:

Guidance Counselors: 1.0 at CMS; 3.0 at CHS
Clinical Counselors: 3.5
Educationally Related Mental Health (ERMHs) Professionals: 1.25
Military Family Life Counselors: 3.0

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
CUSD will provide safe and clean facilities for students and staff. A. CASLE committee will monitor classroom environments, including air temperature and quality; conditions will be improved in top tier identified classrooms through 2020.	CUSD strives to provide safe and clean facilities for students and staff. A. The CASLE committee met in the fall 2017. The committee provided staff with a comprehensive listing of needs, often referred to as "heat maps". Guidance was provided to staff to	$3,600,000	$3,600,000

B. Maintenance response time baseline data from School Dude will be evaluated	implement classroom enhancements (fans, window film and/or split systems) using a "worst is first" model as resources become available. Specific repairs using CASLE funding is below: VES electrical upgrades - added a sub panel to acommodate hvac additions; no hvac additions to date CMS electrical upgrades - added larger breakers to acommodate adding hvac, added hvac to 4 class rooms CHS electrical upgrades - added larger breakers to acommodate adding hvac, added hvac to 4 class rooms B. The maintenance response time from School Dude is currently within 24 hours and will continued to be monitored.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All school sites will annually update safety plans using adopted CA template and follow the requirements therein. A. New site safety plans will be implemented (Yr. 1); community involvement (Coronado Police and Fire Departments and Naval Base Coronado) will be incorporated into practice drills.	Each school site has an updated, Board approved safety plan that is compliant with the adopted CA template and requirements. A. All school safety plans underwent a significant revision to be aligned to the new CUSD safety plan. The development of the plans included feedback from school and community shareholders, as well as the Coronado Police and Fire Departments, and Naval Base	$6,000	$6,000

Coronado. In addition to the updates on the document, staff engaged in safety training through SDCOE and is currently in the process of cross-training staff at each school site. By the end of the 2017-18 school year, all staff members will be trained in the updated safety procedures.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Combined 3A and 3B from the 2017-2018 Plan: Through data-driven decision making, CUSD will provide intervention services and enrichment experiences that support the needs of all learners, especially in ELA and mathematics, and particularly for identified unduplicated pupils A. Ensure each site maintains a system for multi-tiered supports based on CUSD Multitiered System of Supports (MTSS) Framework. B. Assess success of current site intervention services and enrichment opportunities through the lens of student growth metrics such as MAP and other available data. C. Provide accelerated learning experiences at all sites in core and elective content areas. D. Maintain use of available district interim/benchmark assessments	Combined 3A and 3B from the 2017-2018 Plan: CUSD uses current achievement data to guide decisions and provide intervention services and enrichment experiences that support the needs of all students, especially in ELA and mathematics, and particularly for identified unduplicated pupils. A. CUSD is currently working with sites to develop and maintain a system that is aligned with the CUSD Multitiered System of Supports (MTSS) Framework. B. MAP data, CAASPP data, Acheive 3000 data and other classroom assessment data is currently being used to assess the success of current site intervention services and enrichment opportunities. Adjustments in curriculum, adjustments with instructional strategies and professional development are practices that are supporting the	$243,298	$236,298

and continue to develop them and use them formatively.

E. Support appropriate inclusion at all schools for identified students.

F. Implement Beyond SST, a system designed to track evidence of need and applied interventions for all students involved in Student Success/Stud Team process. Beyond SST will connect to Special Education Information System
(SEIS).

G. Ensure appropriate and full use of DoDEA grant funding, LCFF Supplemental funds, Targeted Intervention Improvement Grant (TIIG), Special
Education and other funds to meet the needs of identified students.

H. Provide training and access for teachers and related staff on academic data systems such as the CA School Dashboard, MMARS, CAASPP, NWEA MAP, SEIS, Beyond SST, and other data resources.

improvement of our intervention opportunities.

C. CUSD is currently providing accelerated learning experiences (primarily in mathematics and STEM) at all school sites in core and elective content areas. Some experiences are offered during the school day and others are offered outside of school hours.

D. CUSD is continuing to use district interim/benchmark assessments in ELA and Math (NWEA MAP and a TK-5 CUSD Math Benchmark Assessment that is given three times a year). All interim assessments are used formatively to adjust curriculum, instruction and inform student academic growth.

E. CUSD supports appropriate inclusion for students with special needs. In addition, CUSD offers numerous co-teaching classes at all levels and in multiple disciplines. Teachers have participated in professional development related to co-teaching.

F. We are finishing our first year of a pilot implementation of the Beyond SST program. Our goal continues to be to broaden the use oft he Beyond SST program in conjunction with further developing a detailed MTSS model at each school site.

G. CUSD continues to allocate and monitor fund associated with DoDEA grants, LCFF Supplemental funds, TIIG, Special Education and Title I funds to

| | ensure that the actions associated with these funds are targeted and meeting the needs of identified students. H. All teachers and administrators received training on MMARS through the Learning Department. Each school site provided site-specific training on the CA School Dashboard, CAASPP, NWEA MAP, SEIS, Beyond SST, Haiku/Powerschool, and other site specific programs. |

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
English Learners (EL) and Reclassified Fluent English Proficient (RFEP) students will improve reading, writing, speaking, and listening skills in English to be college and career ready. A. Ensure ELs receive no less than 30 minutes daily of designated English Language Development (ELD) time. B. Provide professional learning for all teachers on integrated ELD/Specially Designed Academic Instruction in English (SDAIE) and/or Guided Language Acquisition Design (GLAD) strategies. C. Monitor academic progress in ELA and math for all English Learners and Reclassified Fluent English Proficient students. D. Ensure and support reclassification celebrations and	CUSD continues to support the goal of improving reading, writing, speaking and listening skills in English for all English Learners (EL) and Reclassified Fluent English Proficient (RFEP) students. A. All EL students are currently receiving at least 30 minutes of designated ELD instruction on a daily basis. Achieve 3000 and the ELD framework support the instruction during this designated time. B. In the fall of 2018, CUSD plans to use current ELPAC data to facilitate professional learning for all teachers related to integrated ELD/SDAIE and GLAD instructional strategies. The ELPAC and ELD/ELA Framework will serve as the foundation for this learning.	$200,000	$200,000

Seal of Biliteracy (CHS only) at each school site.
E. Schedule and promote District and site English Learner Advisory Committee (D/ELAC) participation
F. Provide professional learning for all teachers on adopted CA ELA/ELD Framework

C. CUSD currently used a variety of assessments to monitor academic progress in ELA and math for all EL and RFEP students. These assessments include NWEA/MAP, CAASPP, CELDT/ELPAC, PSAT and classroom assessments.
D. CUSD continues to hold reclassification celebrations for individual students at each school site. In addition, CHS celebrates and honors those students receiving the State Seal of Biliteracy.
E. District and site English Learner Advisory Committee (D/ELAC) meetings were held multiple times this school year, combining all sites and the district committees into one, due to our small EL population. The EL TOSA facilitated these meetings, engaging parents in topics such as: CELDT/ELPAC, Reclassification, ELD Framework, CUSD EL Program, CUSD EL Resources, Coronado Resources, College and Career Readiness, and Achieve 3000.
F. In the fall 2018, teachers will be provided with professional learning related to the CA ELD/ELA Framework, ELPAC and integrated ELD strategies.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Improve CUSD attendance and chronic absenteeism rates for all students. A. Ensure all site attendance is accurately reported daily into Synergy. B. Ensure all site attendance clerks and identified site administrators notify parents on a weekly basis of absences, including providing official CUSD absence threshold letters to parents on a timely basis. C. Ensure all sites promote and/or incentivize positive attendance. D. Ensure all sites hold appropriate SART and SARB meetings for students whose attendance reaches appropriate thresholds. E. Provide reports to the Governing Board on district attendance each semester	A lot of attention and effort has been given to attendance this school year. A. School site attendance clerks and other attendance support staff engaged in training to review attendance practices, reports and procedures. Each school site has been working with teachers to take accurate, timely attendance on a daily basis. B. Site attendance clerks have been working closely with site administrators to review daily attendance reports and send out CUSD absence threshold letters to parents. C. CUSD and all school sites have been sending out attendance messages on a regular basis, emphasizing the importance of coming to school. D. All sites have been holding required meetings with parents of students that are exceeding specific attendance thresholds. E. The Senior Director of Business Services has provided a monthly report to the CUSD Governing Board related to district and site attendance rates and ADA. This process has really support efforts to maintain a consistent focus on improving student attendance.	$950,000	$950,000

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

| Decrease suspension rate at Coronado Middle and High Schools, especially for students with disabilities, socio-economically disadvantaged students, English Learners, African American student, Hispanic students, and students with two or more races. A. Secondary schools will continue to provide behavior intervention supports. B. Baseline for elementary grades. Implement Positive Behavior Intervention System (PBIS), a data entry system for coding and tracking a hierarchy of interventions as it relates to infractions and number of infractions, and which connects to Synergy. 2017-18 pilot year: train appropriate staff and develop a plan for full implementation. | CUSD has continued to focus on decreasing the suspension rate at Coronado Middle and High Schools especially for students with disabilities and African American students, as these specific subgroups were in the "orange" category (increased significantly) per the 2016-17 CA School Dashboard. A. CHS and CMS continue to provide behavior intervention supports and also educate students and parents about behavior expectations. CHS and CMS have also facilitated parent workshops related to social/emotional supports. B. The PBIS data entry system is currently being examined and updated (data from last three years uploaded). Student Services and the Learning Department plan to work together to create a plan for training and implementation at school sites. This plan will also include a regular cycle for updating the data in the PBIS system from Synergy. | $20,000 | $20,000 |

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide appropriate social/emotional supports for students and staff in a variety of ways in a continuum of services ranging from guidance counseling to clinical counseling.	CUSD continues to provide appropriate social/emotional supports for students and staff in a variety of ways. A. Clinical Counselors and Educational Related Mental Health (ERMHS) Counselors provided	$750,000	$740,000

A. Clinical Counselors and Educational Related Mental Health (ERMHS) Counselors will provide classroom/staff presentations, individual counseling, walk-in counseling, risk management services, parent consultation, and group counseling. They will review ongoing data collection from these programs to provide formative analysis of student social emotional needs across the district. Due to this analysis, data driven decisions will be made ensuring the appropriateness of support. A Risk Management Team (RTM) for each site will be identified at the beginning of each school year, and a continuum of counseling services and supports will be followed for each site. The RTM will follow the continuum of counseling services to provide student support.
B. The Director of Student Services will lead the collaboration with District academic counselors, clinical counselors, and ERMHS; and will coordinate the support services of CUSD School Liaison Officer for Navy Region Southwest, CUSD Military Life Consultants (MFLCs), Coronado SAFE, and CUSD School Resource Officer from the Coronado Police Department, to address the social emotional needs of CUSD students.
C. Information on available local services for supporting staff will be offered annually by Human Resources.

classroom/staff presentations, individual counseling, walk-in counseling, risk management services, parent consultation, and group counseling. They reviewed ongoing data collection from these programs to provide formative analysis of student social emotional needs across the district. Due to this analysis, data driven decisions have been made ensuring the appropriateness of support. A Risk Management Team (RTM) for each site was identified at the beginning of the school year, and a continuum of counseling services and supports were followed for each site. The RTM has followed the continuum of counseling services to provide student support.
B. The Director of Student Services continues to lead collaboration with District academic counselors, clinical counselors, and ERMHS; and coordinates the support services of CUSD School Liaison Officer for Navy Region Southwest, CUSD Military Life Consultants (MFLCs), Coronado SAFE, and CUSD School Resource Officer from the Coronado Police Department, to address the social emotional needs of CUSD students. This team meets on a monthly basis.
C. Information on available local services for supporting staff is offered annually by Human Resources.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Maintaining safe and supportive schools where students and staff thrive continues to be an important part of the work that we do on a daily basis. This work is supported through our efforts to have clean, well-maintained facilities that welcome our students on a daily basis. The CASLE committee met , took data, and recommended next steps to the district and Governing Board. In addition, every school site has social, emotional and behavioral supports that meet the needs of each individual student. School safety is ensured through comprehensive site safety plans, staff and student training, as well as the development of a safety committee who will further review current practices and make recommendations for improvements. Site and CUSD safety plans were revised to meet the standards of the new SDCOE Safety Plan Template. Staff also received Run-Hide-Fight training. Lastly, feedback related to professional development increased and reported favorable scores related to PD topics, PD scheduling/format, and teachers having more voice/choice with PD.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall, based on the student data presented above, CUSD is making progress relative to improving the safety of our schools and supporting student learning through an emphasis on attendance and social/emotional/behavioral supports (See 17-18 Goal 3, Metrics 2 and 3). CUSD provided a wide variety of social/emotional supports at all levels for CUSD students. The focus on student attendance has directly affected the significant decrease in the chronic absenteeism rate district-wide and at each school site (See 17-18 Goal 3, Metric 6). Administrators and related staff continued a concerted effort to ensure attendance procedures are followed and parents are appropriately notified. Certificated staff feedback on professional development activities increased (See 17-18 Goal 1, Metric 18). The approximate percent of students with Personalized Education Plans slightly increased, with a committee continuing to convene to reach our goal of 100%, including streamlining the actual PEP document and having the document electronically stored (See 17-18 Goal 1, Metric 17). Lastly, Grades 6-12 will continue to work on developing a coordinated instructional plan for ensuring digital proficiency and citizenship.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None at this time.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

CASLE recommendations will impact future key actions for classroom climate. Attendance procedures, notifications, training, and incentives will continue to be a priority for all schools. Professional development will continue to be coordinated by the Learning Department with the continued addition of District TOSAs for various content areas and certificated leaders representing various grade levels and departments. Professional development will continue to be a focus for all staff, especially as updates to CA adopted content standards and frameworks, instructional materials, assessments, etc. continue in the coming years.

Stakeholder Engagement

LCAP Year: **2018-19**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

- CUSD shareholders include:

all students; all parents/guardians; all teachers (Association of Coronado Teachers) and classified staff (California School Employees Association); all site Parent Teacher Organizations, School Site Councils, Parent Leadership Council, D/ELAC, SEPAC (Special Education Parent Advisory Committee), and other parent/school committees; Coronado Schools Foundation, Coronado Arts Education Foundation, Coronado Sports Foundation, and Coronado SAFE (School and Family Enrichment); Military Local Planning Council, various military partnerships and support organizations, and military parent groups; City of Coronado, including Coronado Police and Fire Departments, Coronado Historical Museum, and Coronado Cultural Arts Commission; Community Services Organizations such as Rotary, Optimist, Lions, and Soroptimist Clubs.

- 2018-19 Strategic LCAP Planning events and dates were held on (shareholder groups were represented at all district and site LCAP meetings):

District Strategic LCAP Annual Meeting January 31, 2018

Coronado High School Strategic LCAP Annual Meeting February 13, 2018

Coronado Middle School Strategic LCAP Annual Meeting February 23, 2018

Village Elementary Strategic LCAP Annual Meeting February 27, 2018

Silver Strand Elementary Strategic LCAP Annual Meeting March 6, 2018

- All CUSD schools held regular School Site Council meetings.

Each School Site Council was involved in the site LCAP process.

- Parent Surveys on LCAP/CUSD Board Goals:

3 parent surveys were issued to gather feedback on LCAP Goal 1 Learning (fall 2017), Goal 3 Support (winter 2018) and Goal 2 Communication (spring 2018)

- Governing Board meetings and workshops related to the LCAP and budget were held on the following dates:

October 16, 2017 (CAASPP Performance); November 16, 2017 (CA School Dashboard); November 16, 2017 (LCAP Learning Survey Results); December 14, 2017 (LCAP); January 16, 2018 (Dashboard Workshop); February 8, 2018 (LCAP); March 6, 2018 (Budget); April 12, 2018 (Budget); May 12, 2017 (LCAP); May 17, 2018 (Site LCAPs); June 7, 2018 (LCAP); June 21, 2018 (LCAP); Every Board Meeting (Attendance Dashboard)

- LCAP meetings with the following shareholder groups was held on May 16, 2018.

Association of Coronado Teachers (ACT)

California School Employees Association (CSEA)

CUSD Administrative Staff and Site Administration

Coronado Schools Foundation

Parent Leadership Committee

D/ELAC

Parent Teacher Organization (PTO) Representatives

Military Family Life Council

- General Community Feedback:

The LCAP draft #1 was posted on the CUSD website on May 14, 2018, providing an opportunity for the community to provide feedback. No responses were received. Draft #2 was posted on May 16, 2018. Public hearing took place on June 7, 2018 and June 21, 2018 during the regularly scheduled CUSD Governing Board meetings.

-LCAP meeting with ACT and CSEA representation was held on May 22, 2018.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

- 2018-19 District Strategic LCAP Annual Meeting:

Shareholder attendees, which included secondary students, teachers, classified employees, district office staff, and representatives of most shareholder groups, provided feedback on 6 topics relating to the LCAP including: personalized learning, communication, multi-tiered systems of support (MTSS), academic achievement, district office support, and professional development. Feedback from each group was incorporated into key actions for each area of the CUSD LCAP/Board Goals for Learning, Communication, and Support. Specific feedback included: fostering a growth mindset for professional learning (Goal 1, Action 6), making professional learning relevant and time to apply learning (Goal 1, Action 6), parent communication related to understanding personalized learning and assessment scores, formalized process and support for personalized learning plans (Goal 1, Actions 2 and 4), standardization of teacher use of Haiku (Goal 2, Action 1) and a clearly defined multi-tiered system of support (MTSS) at every school site (Goal 3, Action 3).

- All CUSD schools:

Each school site's Single Plan for Student Achievement/Strategic Plan is formatted to align to the LCAP to ensure strong alignment between the district and all school sites creating a significantly improved understanding of and use of the LCAP. Each school site held regular School Site Council meetings that included the site's LCAP, and had a site staff leadership team that was involved in their LCAP/strategic planning process. Input from site annual LCAP meetings, School Site Council Meetings, and staff meetings was highly considered in creating each site's plan (Goal 2, Action 2).

- Parent Surveys on LCAP/CUSD Board Goals:

3 district-wide parent surveys were issued to gather feedback on LCAP Goal 1 Learning (fall 2017), Goal 3 Support (winter 2018) and Goal 2 Communication (spring 2018). Results are incorporated into the "Identified Needs" section before each goal, which directly relate to both metrics and key actions in these areas. Results are incorporated into the "Identified Needs" section before each goal, which directly relate to both metrics and key actions in these areas.

-Governing Board meetings and workshops related to the LCAP and budget were held and notes were kept from each Board meeting and workshop to assist in forming key actions and allocate related funds.

- LCAP meeting with shareholder groups was held on May 16, 2018.

Shareholders provided feedback on key actions and metrics. All questions were answered, and revisions to the LCAP were made. Specific revisions were made to Key Actions and Services for all three goals. Revisions included: grammatical errors, adding new ELA adoption to Goal 1, Action 1E, adding teachers to the development of PEPs (Goal 1, Action 2iii; Goal 1, Action 3ii), adding specific response procedures to Goal 3, Action 1B, and adding teacher training on Synergy attendance application (Goal 3, Action 5).

-Meeting with Association of Coronado Teachers (ACT) and California School Employees Association (CSEA) Representation was held on May 22, 2018. All questions were answered and minor grammatical revisions to the LCAP were made. One are revised was breaking down staff demographics to include a "mid-management" group for both classified and certificated staff members (page 2). Other specific comments included a better strategy and process to get a higher number of students and parents completing surveys (Goal 2, Metric 1; Goal 3, Metric 3).
- General Community Feedback:

The LCAP draft was posted on the CUSD website on May 14, 2018, providing an opportunity for the community to provide feedback. Public hearing took place on June 7, 2018 and June 21, 2018 during the regularly scheduled CUSD Governing Board meetings.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities: Governing Board Goal 1

Identified Need:

- Students must take an active role in their education.
- Recent data shows that approximately 24% of CUSD students district-wide are under performing in English Language Arts and 34% in mathematics based on 2017 CAASPP and MAP results. Reclassified Fluent English Proficient students, Socioeconomically Disadvantaged Students, and Students with Disabilities are not performing as high as White and Asian subgroups. CAASPP data is baseline.
- CUSD has determined the need for professional development for CUSD teachers related to CCSS, ELD/ELA Framework and NGSS aligned instructional materials.
- Technology skills are vital for success in the global economy. Teachers and students must be skilled users of technology.
- Teachers self-reported that they do not have a comfort level teaching neither discrete nor integrated arts (per fall 2015 survey).There continues to be a 33% (2017-18 data) military population throughout CUSD, which is the largest local subgroup. Transitioning students require significant academic, social, and emotional support. (CAASPP, CELDT, MAP, past CAHSEE data, DoDEA evaluations, PSAT and other local data).

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Alignment to standards will be based on classroom observation, professional development, adopted instructional materials, and student achievement. (S)	See # 4 below.	See #4 and #5 below.	See #4 and #5 below.	See #4 and #5 below.
2. All students will have standards aligned instructional materials, as measure by annual inventory, Williams Sufficiency evaluation. Sufficiency will include device and internet access at home for digital instructional materials and learning management system access. (S)	2016-17: Williams Sufficiency was met at 100%. In 2016-17, CUSD implemented a revised process of ensuring access to device and internet at home. Approximately 43 devices were loaned to students and lowcost/no cost internet was provided to 1 family.	Maintain baseline.	Maintain baseline.	Maintain baseline.
3. 100% of CUSD teachers will be appropriately credentialed and assigned. (S)	100% of teachers in 2016-17 were appropriately credentialed and assigned per internal audit.	Maintain baseline. External audit is planned.	Maintain baseline.	Maintain baseline.
4.Academic Achievement in ELA (S)	Per Spring 2016 SBAC: Overall Student Achievement in grades 3-8, 11:	Overall Student Achievement in grades 3-8, 11, and all identified subgroups:	Overall Student Achievement in grades 3-8, 11, and all identified subgroups:	Overall Student Achievement in grades 3-8, 11, and all identified subgroups:

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	SBAC ELA 73% of students met or exceeded standards. Subgroups, met/exceeded standards: Socio-economically Disadvantaged: 58% Students with Disabilities: 32% Two or More Races: 69% EL: 8% RFEP: 69% Military: 74% Other subgroups of need may be identified based on previous year's performance.	SBAC ELA +2% over previous year's percent of students meeting/exceeding standards.	SBAC ELA +2% over previous year's percent of students meeting/exceeding standards. Student groups scoring below the All Student level will increase more than the All Student group to close the gap. Additionally, this metric measures the implementation of the standards.	SBAC ELA +2% over previous year's percent of students meeting/exceeding standards. Student groups scoring below the All Student level will increase more than the All Student group to close the gap. Additionally, this metric measures the implementation of the standards.
5. Academic Achievement in Math (S)	Per Spring 2016 SBAC: Overall Student Achievement in grades 308, 11: SBAC Math 60% of students met or exceeded standards. Subgroups, met/exceeded standards:	Overall Student Achievement in grades 3-8, 11, and all identified subgroups: SBAC Math +2% over previous year's percent of students meeting/exceeding standards.	Overall Student Achievement in grades 3-8, 11, and all identified subgroups: SBAC Math +2% over previous year's percent of students meeting/exceeding standards. Student groups scoring below the All Student level will increase more	Overall Student Achievement in grades 3-8, 11, and all identified subgroups: SBAC Math +2% over previous year's percent of students meeting/exceeding standards. Student groups scoring below the All Student level will increase more

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Socio-economically Disadvantaged: 51% Students with Disabilities: 29% Two or More Races: 71% EL: 52% RFEP: 53% Military: 68% Other subgroups of need may be identified based on previous year's performance.		than the All Student group to close the gap. Additionally, this metric measures the implementation of the standards.	than the All Student group to close the gap. Additionally, this metric measures the implementation of the standards.
6. Academic Achievement in Science (S)	N/A CAST Pilot Test	N/A CAST Pilot Test	Overall Student Achievement in grades 5,8, and one in high school (gr TBD): CAST Operational Test Student performance will be baseline.	Overall Student Achievement in grades 5,8, and one in high school (gr TBD): CAST student performance will be 2% above baseline.
7. Discrete and integrated VAPA instruction (L; per CUSD Arts Empower Strategic Plan)	Discrete VAPA instruction: total secondary CUSD Discrete Arts Enrollment: 43% of students are enrolled in the arts (baseline - 866/school enrollment 1,992) Integrated VAPA: units of instruction were piloted in grades 4 and 5 in 2015-16.	Discrete VAPA instruction: total secondary CUSD Discrete Arts Enrollment: 45% % of students participating in integrated VAPA instruction will be baseline.	Discrete VAPA instruction: total secondary CUSD Discrete Arts Enrollment: 47% Maintain 100% of students participating in integrated VAPA over baseline.	Discrete VAPA instruction: total secondary CUSD Discrete Arts Enrollment: 51% Maintain 100% of students participating in integrated VAPA instruction over baseline.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
8. Preliminary Scholastic Aptitude Test (PSAT) (L)	October 2016 % of students meeting benchmarks (baseline; first year of all students being tested with 100% participation in gr 9 and 11; 99% participation in gr 10): English/Reading/Writing (EWR) and Math: Gr 9: 65%; 45$ Gr 10: 85%; 63% Gr 11: 84%; 63%	ERW and Math: +2% over previous year for each grade.	ERW and Math: +2% over previous year for each grade.	ERW and Math: +2% over previous year for each grade.
9. Graduation Rate (S)	97.6% (4-year cohort graduation rate for the class of 2015-16)	Maintain	Maintain	Maintain
10. UC A-G Rate (S)	80% in 2015-16	Maintain	Maintain	Maintain
11. AP Participation and AP Pass Rates (S)	33.3% participation rate in 2015-16 with a pass rate of 73%	36% participation rate in with a pass rate of 74%	37% participation rate in with a pass rate of 75%	38% participation rate in with a pass rate of 76%
12. CTE Participation and Achievement (S)	The percent of students (duplicated; 1016/1238) who participated in CTE courses in 2015-16 was 82%, an increase of 30% over the 2014-15 rate of 52% (631/1211).	Maintain	Maintain	Maintain

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	The percent of students who received a "C" or better in capstone CTE courses was 99% (2/210)			
13. Early Admission Program (EAP; based on SBAC scores for grade 11) (S)	Per Spring 2016 SBAC: Gr 11 Students who are considered Ready in ELA (Standard Exceeded): 35% (-8% over 2015); Students who are considered Conditionally Ready in ELA (Standard Met): 36% (-2% over 2015). Gr 11 Students who are considered Ready in Math (Standard Exceeded): 27% (+7 over 2015); Studentswho are considered Conditionally Ready in Math (Standard Met): 28% (-2% over 2015)	Gr 11 The percents of Students who are considered Ready in ELA and math (Standard Exceeded) and those who are considered Conditionally Ready in ELA and Math will increase 2% over previous the year.	Gr 11 The percents of Students who are considered Ready in ELA and math (Standard Exceeded) and those who are considered Conditionally Ready in ELA and Math will increase 2% over previous the year.	Gr 11 The percents of Students who are considered Ready in ELA and math (Standard Exceeded) and those who are considered Conditionally Ready in ELA and Math will increase 2% over previous the year.
14. Student and Teacher Digital Literacy (L)	No metric to date.	Metric to be developed.	100% of students will be exposed to digital literacy curriculum and digital opportunities on a weekly basis.	Maintain.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
15. Teacher PD on academic data systems (L)	TOSAs and other teacher leaders were trained on MMARS. All staff received presentation on CAASPP data and portal.	Grade level and department teacher data leaders will be trained.	100% CUSD teaching staff and administrators will be trained on MMARS and the CAASPP portal. Additional training will be based on need.	Additional training will be based on need.
16. CA Physical Fitness Test (PFT) (L)	2015-16; % of students in the Healthy Fitness Zone (average of all 6 areas): Gr 5: 87% Gr7: 83% Gr 9: 87%	% of students in the Healthy Fitness Zone (average of all 6 areas) will increase: Gr 5: 89% Gr7: 87% Gr 9: 89%	% of students in the Healthy Fitness Zone (average of all 6 areas) will increase: Gr 5: 90% Gr7: 89% Gr 9: 90%	% of students in the Healthy Fitness Zone (average of all 6 areas) will increase: Gr 5: 91% Gr7: 90% Gr 9: 91%
17. PEPs (L)	86% of students in 2015-16 had a type of PEP.	90% of students will have a PEP.	95% of students will have a PEP. PEP includes content area goals and ELD goals for English Learners (EL) and services for unduplicated students and students with exceptional needs.	100% of students will have a PEP. PEP includes content area goals and ELD goals for English Learners (EL) and services for unduplicated students and students with exceptional needs.
18. Professional Development (L)	Teacher feedback has been via the CUSD Professional Development Committee.	Baseline: New Learning Department structure with teacher leaders will determine measuring effective PD.	PD survey results will determine next steps relative to the structure of PD. 100% of all grade level and departments will complete the PD and Learning Department surveys.	TBD based on previous year's efforts and the change in the PD structure.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
19. English Learners Annual progress on becoming English Proficient	In 2016-17, 80% of English Learners made annual progress of at least one level on CELDT level towards becoming English proficient.	Baseline year for ELPAC summative assessment. Establish baseline for English Learner progress using MAP.	Increase +2% over baseline. We will use MAP as our local measure of English learner progress. Establish baseline for English Learner progress using ELPAC.	Increase +2% over baseline. We will use ELPAC as our measure for English Learner progress.
20. EL Reclassification Rate	EL Reclassification rate for 2016-17 is 30%, a 20% increase as compared to the 2015-16 reclassification rate of 19%.	Increase +2% over previous year.	Increase +1% over previous year.	Increase +1% over previous year.
21. Long-term English Learner count	In 2016-17, CUSD increased the number of long-term English learners from 0 to 2 (new enrollees since last year).	Decrease the long-term EL count to 1.	Maintain	Maintain

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
All schools will provide standards-aligned core curriculum, assessment and high quality instruction to prepare all students to graduate college and career ready. A. CUSD will recruit and retain highly qualified appropriately credentialed teachers. Recruitment will include participation in county-wide job fairs, partnerships with local universities, and student-teacher placement coordinators. Retention of teachers will be measured by coordinated professional development with input from CUSD Department/Grade Level lead teachers and participation in BTSA. B. Students will receive instruction that is aligned to adopted CA Content Standards and Frameworks, including TK-12 transition to Next Generation Science Standards and new CA History Social Science Framework	Continue as in 17-18, with emphasis on: A. Transitions to NGSS and new HSS Framework, continue arts integration and STEAM integration. Administer Field Test of California Science Test (CAST) for grades 5, 8, and once in high school (TBD). B. Implement new HSS instructional materials per CA 2018 HSS adoption and CUSD adoption process recommendations (Year 1). Consider new instructional materials for Science per 2018 State Board of Education adoption. Implement new ELA instructional materials. E. Improve performance in English language arts for grades TK-12 by: i. providing professional development aligned to the CA ELA/ELD Framework for all teachers and paraprofessionals ii. ensuring that literacy strategies are integrated with instruction for all core content areas and electives and ensuring Instruction in grades 6-12 is aligned to the	Continue as in previous years, with emphasis on: A. Transitions to NGSS and new HSS Framework, arts integration and STEAM integration. Administer Operational CAST for grades 5, 8, and once in high school (TBD). B. Implement HSS instructional materials per 2018 HSS adoption per adoption process recommendations (Year 2). H. Implement necessary changes to health instruction based on 17-18 evaluation.

C. Adoptions of core and supplementary instructional materials will follow established Ed Code and CUSD guidelines, Williams Law, and Governing Board policies. Adoptions of such materials will include consideration of CUSD Instructional Materials budgets, state adoption timelines, quality of available adoption materials, and will require that teachers' expertise and consultation is a significant part of the process. CUSD Instructional Materials include traditional print-based materials, manipulatives/equipment, and digital resources. A high functioning, reliable network infrastructure and devices will be maintained to support technology-based curricula and learning. Consider new instructional materials for History Social Science per 2017 State Board of Education adoption.

D. Maintain current number of electives to exceed the state average including Career Technical Education/Pathway courses, and intervention sections and supports using all available resources to ensure that students' individual needs are met. Palm Academy alternative learning program and credit recovery opportunities will be available for identified students at Coronado High School.

E. Improve performance in English language arts for grades TK-12 by:
i. providing professional development aligned to the CA ELA/ELD Framework for all teachers and paraprofessionals

CA ELA standards for History Social Science, Science, and Technical Subjects.
iii. implement adopted ELA curriculum.
I. Implement necessary changes to health instruction based on 17-18 evaluation.

ii. ensuring that literacy strategies are integrated with instruction for all core content areas and electives and ensuring Instruction in grades 6-12 is aligned to the CA ELA standards for History Social Science, Science, and Technical Subjects.

F. Improve performance in mathematics for grades TK-12 by:
i. providing professional development aligned to the CA Mathematics Framework for all teachers and paraprofessionals
ii. CUSD's Vision for High Quality Mathematics Instruction, and adopted curricula (grades TK-5 Ready Common Core; grades 6-12 College Preparatory Math).
iii. implementing all components of DoDEA Project Mathematics, Mindset, and Mastery (M3) through 2020, which includes evaluation of high quality mathematics instruction in grades TK-12, mathematics performance, interventions for identified students, and professional development for all teachers and paraprofessionals of math.

G. Improve performance in science for all TK-12 students by providing instruction aligned to Next Generation Science Standards. Implement Year 1 of 3-year science course sequence for incoming grade 9 students. Continue with NGSS aligned instruction for grades 6-8 (Yr. 5).

H. Improve performance in history social science for all TK- 12 students by providing instruction aligned to newly

adopted CA History Social Science Framework. (Refer to CUSD Transition Plans for HSS).
I. Improve performance in health and physical education by:
i. ensuring all students meet physical education instructional minutes
ii. ensuring all students pass the California Physical Fitness Test in grades 5, 7, and 9.
iii. providing professional development for certificated and classified instructional aides, especially for grades TK-5 aligned to adopted SPARK curriculum.
iv. evaluating TK-12 health standards, instructional minutes and instructional practices, and curricula.

J. Improve performance in visual and performing arts, providing both discrete and integrated arts instruction, by:
i. fully implementing DoDEA Project Arts for Learning (Year 1), which provides for arts integration with ELA in grades K-8, and ELA/History in grades 9-12, some elementary discrete arts instruction, professional development and curriculum writing, and student performance opportunities.
ii. evaluating the effectiveness of arts integration through its impact on student achievement in English language arts, student engagement, and attendance.
iii. maintaining current grade 6-12 VAPA and Coronado School of the Arts electives and extra-curricular VAPA related offerings.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	LCFF - $23,787,600, State (Lottery) - $1,200,000, Federal (Impact Aid) - $1,500,000	LCFF - $24,222,557, State (Lottery) - $1,200,000, Federal (Impact Aid) - $1,500,000	LCFF - $24,742,676, State (Lottery) - $1,200,000, Federal (Impact Aid) - $1,500,000
Source		LCFF Base and other State and Federal Funding Sources	LCFF Base and other State and Federal Funding Sources
Budget Reference	Objects 1000-5000 Remaining General Fund Budget not specifically discussed elsewhere.	Objects 1xxx - 5xxx Salaries, Benefits, Books/Supplies, and Services	Objects 1xxx - 5xxx Salaries, Benefits, Books/Supplies, and Services

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Improve performance in English language arts for all identified students, including unduplicated student groups by: i. ensuring school administration annually identifies students in these subgroups, reviews data, and offers available supports and places students appropriately. ii. assigning CUSD ELA/ELD Teacher on Special Assignment (EL subgroup), Special Education case carriers (students with disabilities subgroup), and site administrators (socioeconomically disadvantaged subgroup) to serve as case carriers for these students. iii. Developing a Personalized Education Plan (PEP) with the involvement of the student and parents for each student in these subgroups	Continue as in 17-18, with emphasis on: i. ensuring school administration annually identifies students in these subgroups, reviews data, and offers available supports and places students appropriately. ii. assigning CUSD ELA/ELD Teacher on Special Assignment and ELD Teacher (EL subgroup), Special Education case carriers (students with disabilities subgroup), and site staff (administrators, teachers and/or counselors) to serve as case carriers for these students and other unduplicated student subgroups. iii. Developing a Personalized Education Plan (PEP) with the involvement of the student, parents and teacher(s) for each student in these subgroups.	Continue; services will be based on needs per data analysis.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$120,000	$145,000	$145,000
Source	LCFF Supplement	LCFF Supplement	LCFF Supplement
Budget Reference	Resource: 0000003 Objects: 1xxx, 3xxx	Objects: 1xxx - 3xxx Salaries and Benefits	Objects: 1xxx - 3xxx Salaries and Benefits

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Improve performance in mathematics for identified students, including students with disabilities and those who are Asian by:
i. ensuring school administration annually identifies students in this subgroup, reviews data, and offers available supports and/or places students appropriately.
ii. CUSD Mathematics Teacher on Special Assignment and Special Education case carriers (students with disabilities subgroup) will serve as case carrier for these students; a Personalized Education Plan (PEP) will be developed with the involvement of the student and parents

2018-19 Actions/Services

Continue as in 17-18, with emphasis on improving performance in mathematics for identified students, including students with disabilities, socio-economically disadvantaged students and English Learners by:
i. ensuring school administration annually identifies students in this subgroup, reviews data, and offers available supports and/or places students appropriately.
ii. CUSD Mathematics Teacher on Special Assignment and Special Education case carriers (students with disabilities subgroup) will serve as case carrier for these students; a Personalized Education Plan (PEP) will be developed with the involvement of the student and parents

2019-20 Actions/Services

Continue; services will be based on needs per data analysis.

	iii. Teacher professional development focused on high quality mathematics tasks and number talks.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$100,000	LCFF Base $50,000 & Federal (DoDEA) $50,000	LCFF Base $50,000 & Federal (DoDEA) $50,000
Source	LCFF Base and other State and Federal Funding Sources	LCFF Base and other State and Federal Funding Sources	LCFF Base and other State and Federal Funding Sources
Budget Reference	Resources: 0000000, 9010502 Objects: 1xxx, 3xxx	Objects: 1xxx - 3xxx Salaries and Benefits	Objects: 1xxx - 3xxx Salaries and Benefits

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
Specific Student Groups: Military-dependent students

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
All schools will provide opportunities to personalize learning for students based on strengths and needs, personal passions, and academic interests. A. CUSD will provide a system of ongoing feedback to and for all CUSD students on their strengths and needs to support students' advocacy for their own learning which will include: a. time for goal setting and reflection with teachers b. documentation of interests, strengths, and needs in electronic portfolio c. "Voice and choice" via projects, assessments, and assignments. B. The CUSD Personalized Learning Committee will develop criteria for Personalized Education Plans for all levels/grades, conferencing best practices, as well as investigation of warehousing PEPs via electronic portfolios.	Continue as in previous year with a special emphasis on the following: A. CUSD will provide a system of ongoing feedback to and for all CUSD students on their strengths and needs to support students' advocacy for their own learning which will include: a. time for goal setting and reflection with teachers b. documentation of interests, strengths, and needs in electronic portfolio c. "Voice and choice" via projects, assessments, and assignments B. The CUSD Personalized Learning Committee will develop criteria for Personalized Education Plans for all levels/grades, collaborate on best practices, as well as investigation of warehousing PEPs via electronic portfolios.	Continue as previous year; key actions will be determined by last year's progress.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Source	LCFF Base and other State and Federal Funding Sources	LCFF Base and other State and Federal Funding Sources	LCFF Base and other State and Federal Funding Sources
Budget Reference	Included in Goal #1, Action #1	Included in Goal #1, Action #1	Included in Goal #1, Action #1

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
All schools will ensure access to and proficiency of 21st century learning tools, resources, and skills for staff and students. A. Instruction based on CUSD K-5 Digital Literacy Scope and Sequence will continue to ensure digital proficiency for TK-5 students. B. A Digital Literacy Scope and Sequence for grades 6-12 will be created to parallel the TK-5 Digital Literacy Scope and Sequence. C. All student groups will receive instruction from teachers with an increased capacity for 21st century best practices for instruction. A survey of teachers' needs in these areas is pending prior to the development of digital proficiency teacher guidelines, and following the development of gr 6-12 student skills.	Continue as in previous year with emphasis on the following: B. A Digital Literacy Scope and Sequence for grades 6-12 will be created to parallel the TK-5 Digital Literacy Scope and Sequence. C. All student groups will receive instruction from teachers with an increased capacity for 21st century best practices for instruction. D. Effectiveness of digital learning resources will be evaluated annually.	Continue, based on evaluation and need.

D. Effectiveness of digital learning resources will be evaluated annually.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Source	LCFF Base and other State and Federal Funding Sources	LCFF Base and other State and Federal Funding Sources	LCFF Base and other State and Federal Funding Sources
Budget Reference	Included in Goal #1, Action #1	Included in Goal #1, Action #1	Included in Goal #1, Action #1

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Professional development (PD) will be provided to CUSD certificated and classified staff to ensure implementation of CA State Standards and Frameworks,	Continue as in previous year with emphasis on areas identified by Learning Department Leadership Team and Student Services, as well as surveys,	Continue as in previous year with emphasis on areas identified by Learning Department Leadership Team and Student Services,

adopted curricula, intervention programs, and to support all students including English Learners, students with disabilities, and other identified special populations.
A. CUSD will plan for District-wide training on universal access to support all learners and explore Kids Included Together (KIT) program. Professional development for coteaching will continue to be a priority.
B. CUSD will provide trainings for all teachers and staff on meaningful strategies to support English Learners.
C. Academically-related trainings will include paraprofessionals when appropriate to content or service.
D. Classified professional development will be coordinated by the Learning Department using feedback from department managers and staff survey.
E. Certificated professional development will be coordinated by the Learning Department using feedback from Learning Department Leadership Team and Student Services, as well as surveys, observations, and evaluations. PD will be relevant to the department and/or grade level and will be directed by clearly articulated objectives and agenda. The Learning Department Leadership Team will design an annual PD plan for certificated staff that includes district and site goal setting, mapping, and end of the year reflection. The Learning Department Leadership Team will design department/grade level specific experiences and provide 'voice and choice 'for teachers based on their needs.

observations, and evaluations. Special emphasis will be placed on the following:
B. CUSD will provide trainings for all teachers and staff on meaningful strategies to support English Learners.
C. Academically-related trainings will include paraprofessionals when appropriate to content or service.
E. Certificated professional development will be coordinated by the Learning Department using feedback from Learning Department Leadership Team and Student Services, as well as surveys, observations, and evaluations. PD will be relevant to the department and/or grade level and will be directed by clearly articulated objectives and agenda. The Learning Department Leadership Team will design an annual PD plan for certificated staff that includes district and site goal setting, mapping, and end of the year reflection. The Learning Department Leadership Team will design department/grade level specific experiences and provide 'voice and choice' options for teachers based on their needs.
H. Explore a system for tracking PD.
I. Provide training for all teachers on integrated and designated ELD strategies, MTSS, Beyond SST and Shape.

Services, as well as surveys, observations, and evaluations.

F. Professional development experiences will include designated time (where appropriate) for staff to 'apply and try'.
G. Teachers' personal growth goals will be in conjunction with their annual evaluation goals.
H. Explore a system for tracking PD.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$300,000	LCFF Base $270,000 & LCFF Supplemental $55,000	LCFF Base $270,000 & LCFF Supplemental $55,000
Source	LCFF Base and Supplemental	LCFF Base and Supplemental	LCFF Base and Supplemental
Budget Reference	Resource: 0000000 Objects: 1xxx-3xxx, 5xxx $270,000 Resource: 0000003 Objects: 1xxx-3xxx, 5xxx $30,000	Objects: 1xxx-3xxx and 5xxx Salaries, Benefits, and Services	Objects: 1xxx-3xxx and 5xxx Salaries, Benefits, and Services

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Specific Schools: Elementary School Sites: Village Elementary and Silver Strand Elementary
Specific Grade Spans: Grades TK-5

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Unchanged Action

| 2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Develop and implement elementary high quality grading and reporting system, based on a standards-based philosophy. A. Train all staff on CUSD Elementary Foundations for High Quality Grading and Reporting System, developed in 2016-17 by CUSD Elementary Grading Criteria Committee with input from teacher survey. This training will include grading for students in both general and special education. B. Each grade level team will develop common understanding of and criteria for each level of mastery (below, developing, secure, and exceeding) for key standards, especially in core content areas of mathematics and ELA. Resources will be developed to support alignment and implementation. C. Common criteria for assessing and grading will be used by all teachers within a grade. All teachers will understand the continuum of expectations from grade to grade (vertical alignment). Resources will	Continue as in 17-18 with emphasis on the following: C. Common criteria for assessing and grading will be used by all teachers within a grade. All teachers will understand the continuum of expectations from grade to grade (vertical alignment). Resources will be developed to support alignment and implementation. F. Developing a parent-friendly guide to accompany the elementary report card.	Continue; evaluate and revise. Key actions will depend on previous year's evaluation.

be developed to support alignment and implementation.
D. The CUSD Elementary Report Card will be revised and provided to parents in 2017-18 to reflect consistent standards based grading/reporting and provide parents with an informative, parent-friendly status update on student present level of academic performance and citizenship each semester.
E. Research and implement as appropriate teacher-friendly electronic grading and reporting system, including grade book and report card generation.
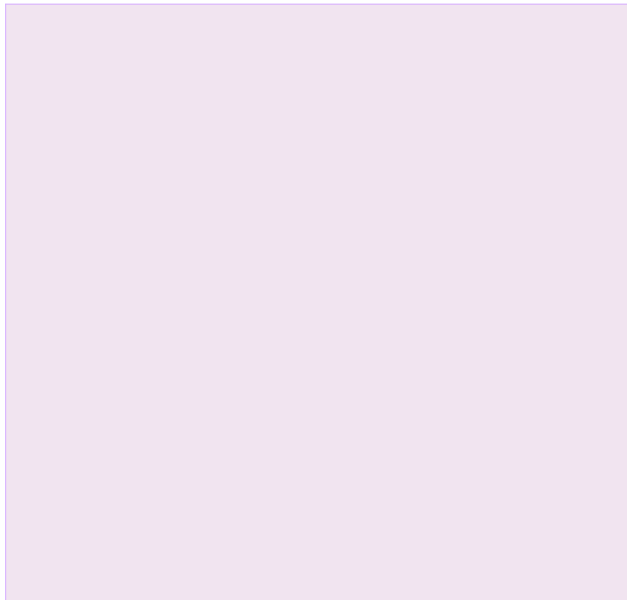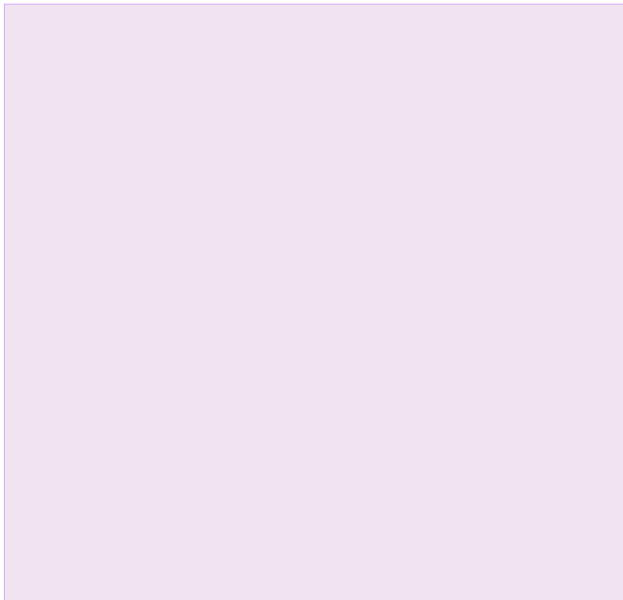
Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,000	$5,000	$5,000
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Resource: 0000000 Objects: 1xxx, 3xxx	Objects: 1xxx - 3xxx Salaries and Benefits	Objects: 1xxx - 3xxx Salaries and Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities: Governing Board Goal 2

Identified Need:

- CUSD shareholders include:
- all students
- all parents/guardians
- all teachers (Association of Coronado Teachers) and classified staff (California School Employees Association)
- all site Parent Teacher Organizations, School Site Councils, Parent Leadership Council, D/ELAC, etc.
- SEPAC (Special Education Parent Advisory Committee)
- Coronado Schools Foundation, Coronado School of the Arts Foundation, Coronado Sports Foundation
- Military Local Planning Council, various military partnerships and support organizations, and military parent groups
- Coronado SAFE (School and Family Enrichment) and SAFE Coalition
- City of Coronado, including Coronado Police and Fire Departments, Coronado Historical Museum, and Coronado Cultural Arts Commission
- Community Services Organizations such as Rotary, Optimist, Lions, Soroptimist Clubs, etc.

- Parents and community members are essential shareholders, and as such, frequent communication of educational programs via written, digital, and face-to-face methods are required.
- Feedback from shareholders is essential to CUSD strategic plans and the LCAP.

- Students' involvement in their education recognizing strengths/interests and setting goals for areas of need is essential for growth and highly valued in the CUSD community.
- 33% of CUSD students (2017-18 data) are military dependent, the largest demographic subgroup in our district.
- English Learners, Initial Fluent English Proficient (IFEP), and Reclassified Fluent English Proficient (RFEP) students represent 12.66% of all CUSD enrollment (n=373/2946; per 2017-18 CALPADS 2.9), a 0.03% increase over 2016-17 (n=387/3064).

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Parent Survey Data Participation Counts	2016-17: Fall (Communication): 373 Winter (Learning): 279 Spring (Support PENDING):	Increase participation on all CUSD parent surveys TBD	Increase participation on all CUSD parent surveys by 50 responses.	Increase participation on all CUSD parent surveys by 50 responses.
2. Haiku/Powerschool usage data	2016-17 (as of April 27, 2016): • There were ~874,000 visits by students totaling ~83,000 hours. The top student uses include inbox, calendar, Dropbox, assessments, first pages, announcements, and discussions.	Maintain student use; inventory teacher use; increase parent use.	Maintain student use; increase consistent teacher use based on previous year's inventory by 900 hours; increase parent use by 600 hours.	Maintain student use; increase teacher use based on previous year's inventory; increase parent use based on previous year's inventory.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	• There were ~38,000 visits by teachers totaling ~7,800 hours. • There were ~60,000 visits by parents totaling ~3,000 hours			
3.Elementary parent teacher conference data	Fall 2016: 98% of Village Elementary parents participated in annual parent teacher conferencing and 96% at Silver Strand Elementary.	Increase parent conference participation: VES: 98.5% SSES: 97.5	Increase parent conference participation: VES: 99% SSES: 98%	Increase parent conference participation: VES: maintain SSES: 98.5%
4.Required parent school participation	2016-17: • All schools have a compliant, functioning School Site Council. • All schools have a robust Parent Teacher Organization. • All schools with an EL count over 21 have an English Learner	Maintain and restructure ELAC to be a D/ELAC due to the small size of EL population and District.	Maintain and restructure ELAC to be a D/ELAC due to the small size of EL population and District. 40 families attended the first combined D/ELAC meeting in the fall 2017 (increase of 5 families). Maintain current attendance at fall and spring D/ELAC combined meetings.	Maintain current attendance at fall and spring D/ELAC combined meetings.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Advisory (VES and SSES). • CUSD has a District English Learner Advisory Committee (DELAC). • CUSD has a Special Education Parent Advisory Committee (SEPAC). • CUSD has a Parent Leadership Committee which represents parents from each site			
5.Parent Trainings	2016-17: Face to Face Trainings: 28+ trainings were provided to CUSD parents on a variety of topics: Back to School; reading, mathematics, and academic interventions; English learners; social emotional support, social media, bullying,	Face to Face: Maintain and reflect parent needs Virtual Trainings (Playposit): Baseline	Face to Face: Maintain and reflect parent needs Playposit software was discontinued.	Face to Face: Maintain and reflect parent needs Playposit software was discontinued.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	positive discipline, suicide awareness; college and career, and parenting. Virtual Trainings (Playposit): none			
6.Staff Surveys and Department Metrics	none	Staff surveys and metrics for assessing department effectiveness will be developed.	Facilitate staff Late Start Surveys, PD Surveys and Grade Level/Department Goals Survey. Increase participation on all surveys to 100%. Survey data will be used to guide the development of the PD plan and structure for the school year.	Key action will depend on previous year's evaluation.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All Specific Student Groups: Military-dependent students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Shareholder participation, communication, and engagement will continue to be a priority to support all students. A. CUSD will research a single sign-on portal to streamline communication from school to home. B. CUSD will inventory teacher usage of learning management system (Haiku) for all grades. C. CUSD will regularly hold required (Ed Code) and local parent participation committee meetings including School Site Councils (SSC), District and site English Learner Advisory Committees (D/ELAC), District Parent Leadership Committee (PLC), District Military Local Planning (M-LPC) Council, Special Education Advisory Committee (SEPAC), and Parent Teacher Organizations (PTO). D. Annual surveys regarding Board Goal areas will be conducted to inform progress of District efforts, especially on communication. Surveys may include parents, teachers, staff, and students	Continue as in 17-18 with emphasis on: A. Continue to research and evaluate single sign-on for communication, participation and engagement, based on previous year's efforts, with a focus on district adopted resources. B. CUSD will increase consistent usage of learning management system (Power School) for all grades based on inventory. C-F. Maintain and explore possibilities for providing virtual parent trainings (Playposit is discontinued).	A. Evaluate single sign-on. B. Maintain or increase, based on previous year's data. C-F. Maintain, and evaluate virtual parent trainings.

E. CUSD will strive for 100% participation of TK-5 parents at annual fall parent-teacher conferences (both face-to-face and virtual conferences).
F. Increase the number of parents participating in trainings offered by CUSD via virtual and face-to face methods. Pilot use of virtual trainings for parents using Playposit or other tools.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$30,000	$30,000	$30,000
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Resource: 0000670 Objects: 5xxx Operating Unit: 060	Objects: 5xxx Services	Objects: 5xxx Services

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The CUSD District Office will provide timely and efficient service to CUSD school sites. A. Increase support to school sites under the supervision of the CUSD Director of Learning via: a. teachers on special assignment to support mathematics/science, ELA/ELD, arts integration, technology integration, and personalized learning. b. teacher leaders for each elementary grade; each Coronado Middle School department; each Coronado High School department B. Design accountability structure for classified departments aligned with uniform standards of services to support CUSD school site (M&O, Technology, Business Services, Child Nutrition, etc.). C. Survey staff annually on District Office support. D. The Superintendent will conduct a minimum of one monthly meeting with leadership of Association of Coronado Teachers (ACT) and California School Employees Association. E. School sites will provide timely and collaborative communication to the District Office.	Continue as in 17-18 with emphasis on: A. Evaluate support to school sites under the supervision of the CUSD Director of Learning. B. Evaluate accountability structure for classified departments aligned with uniform standards of services to support CUSD school site (M&O, Technology, Business Services, Child Nutrition, etc.). Communicate structures to all CUSD staff. C-D. Maintain E. Evaluate communication from sites to District Office, and from District Office to sites.	A-B. Key actions will be based on previous year's evaluations and actions. C.-E. Maintain

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,600,000	$1,477,508	$1,477,508
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Resource: 0000 Objects: 1xxx-3xxx Operating Units: 001, 009, 010, 015	Objects: 1xxx - 3xxx Salaries and Benefits	Objects: 1xxx - 3xxx Salaries and Benefits

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served	Location(s)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served	Scope of Services	Location(s)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
CUSD and each school site will provide timely and informative communication to the CUSD community.	Maintain	Maintain

A. CUSD Communique will be posted on the CUSD webpage on average biweekly.
B. Site principals' will provide weekly information to parents/community via email blasts, newsletters, etc.
C. Information as appropriate to topic and schools will be provided to print and electronic media outlets.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$40,000	$40,000	$40,000
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Resource: 0000670 Objects: 5xxx Operating Unit: 060	Objects: 5xxx Services	Objects: 5xxx Services

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities: Governing Board Goal 3

Identified Need:

- Students need to learn in a physically and emotionally safe learning environment.
- Teachers need to teach in a physically and emotionally safe learning environment; staff needs to work in a physically and emotional safe environment.
- Winter 2018 parent survey on support (343 participants) showed the following identified areas of strength:
- 93% of our parents (strongly agree/agree) that their child's environment is clean and in good condiditon
- 90% of our parents (strongly agree/agree) that their child feels safe at school
- 80% of our parents (strongly agree/agree) that they are aware of academic support and enrichment opportunities that are available at their child's school
- 73% of our parents (strongly agree/agree) that they are aware of the social-emotional supports that are available at their child's school
- Themes gleaned from parents' comments, questions and concerns:
- improve safety procedures at Crown/ECDC
- address alcohol and drug use
- provide training/support for students on how to navigate social media
- consistent enforcement of policies/set and communicate very clear expectations for student behavior

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.Williams Facilities Inspection Tool (FIT)	2015-16: 100% of CUSD schools received an overall "good" rating on Facilities Inspection Tool (FIT)	Maintain, with understanding of Board philosophy of planned degradation of facilities due to budget constraints.	Maintain, with understanding of Board philosophy of planned degradation of facilities due to budget constraints.	Maintain, with understanding of Board philosophy of planned degradation of facilities due to budget constraints.
2.Required Safety Drills: Elementary: monthly CMS: 4 times a year CHS: 2 times a year	2016-17: All schools held required safety drills.	Maintain	Maintain	Maintain
3.CA Healthy Kids Survey (State required, locally reported; administered every 2 years)	Spring 2017: Participation Rate: Gr. 5: 54% Gr. 7: 90% Gr. 11: 78% School Connectedness: Gr. 5: 62% Gr. 7: 73% Gr. 11: 66% Caring Adult Relationships Gr. 5: 64% Gr. 7: 46% Gr. 11: 44% Feel Safe at School Gr. 5: 87% Gr. 7: 79% Gr. 11: 87%	N/A	CHKS: improve +2% over 2017 baseline. Use results from CUSD student surveys related to safety and learning, to inform action steps related to student safety and social/emotional supports. Increase student participation rate on surveys by 2% over the 2018 survey results.	CHKS: N/A Use results from CUSD student surveys related to safety and learning, to inform action steps related to student safety and social/emotional supports. Increase student participation rate on surveys by 2% over the 2019 survey results.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
4.Number of Existing Academic Intervention Sections and Services for General Education; % FTE dedicated to Intervention	CHS (Credit Recovery, Math Support, Palm): 12 sections CMS (Math Support 6, Literacy Lab 6, Academic Lab 7/8): 3 sections SSES: 3.4% FTE for ASE VES: 2.14% FTE for ASE	Evaluate expense and effectiveness of academic interventions	Continue to evaluate expense and effectiveness of academic interventions. Evaluation will inform restructuring intervention sections and services based on individual student need.	TBD based on previous year's results.
5.P2 Attendance Rate (annually in April)	The 2016-17 P2 attendance rate is 95.51%, an increase of 68% over 2015-16 P2	Increase .5% over previous year.	Increase .5% over previous year.	Increase .5% over previous year.
6.Chronic Absenteeism Rate	As of spring 2017 P2 (April), the chronic absenteeism rate for CUSD is 16%, an increase of 3% over spring 2016 P2. CHS: 22% (+9.6%) CMS: 9% (-5.2%) SSES: 13% (-2.2%) VES: 13% (+1)	Decrease chronic absenteeism overall and at each site by 2% over previous year.	Decrease chronic absenteeism overall and at each site by 2% over previous year.	Decrease chronic absenteeism overall and at each site by 2% over previous year.
7.Suspensions and Expulsions	2015-16: 2.5% of students were suspended; there were no expulsions.	Decrease suspensions at all schools by .5%	Decrease suspensions at all schools by .5%	Decrease suspensions at all schools by .5%
8.Dropout Counts	2015-16: CHS was 5; CMS was 4.	Reduce the dropout counts at each	Reduce the dropout counts at each	Reduce the dropout counts at each

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		secondary school by 25%.	secondary school by 25%.	secondary school by 25%.
9.%FTE and Type of Counseling Services	2016-17: Guidance Counselors: 1.0 @ CMS; 3.8 @ CHS Clinical Counselors: 3.5 Educationally Related Mental Health (ERMHs) Professionals: 1.25 Military Family Life Counselors: 3.0	Maintain	Maintain	Maintain

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
Specific Student Groups: Military-dependent students

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
CUSD will provide safe and clean facilities for students and staff. A. CASLE committee will monitor classroom environments, including air temperature and quality; conditions will be improved in top tier identified classrooms through 2020. B. Maintenance response time baseline data from School Dude will be evaluated	Continue as in 17-18, with emphasis on the following: B. Maintenance response time baseline data from School Dude will be evaluated and will include an email response to the originator and the person impacted.	Maintain; key actions in future years will be developed per baseline data.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,600,000	$3,600,000	$3,600,000
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Operating Unit: 070	Objects: 2xxx - 5xxx Salaries, Benefits, Books/Supplies, and Services	Objects: 2xxx - 5xxx Salaries, Benefits, Books/Supplies, and Services

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
All school sites will annually update safety plans using adopted CA template and follow the requirements therein. A. New site safety plans will be implemented (Yr. 1); community involvement (Coronado Police and Fire Departments and Naval Base Coronado) will be incorporated into practice drills.	Continue as in 17-18 with emphasis on the following: A. Update site and CUSD safety plans as needed based on community involvement/feedback and aligned to the SDCOE template. Staff will be trained according to updated plans and will also participate in Run-Hide-Fight training (trainer of trainers model through SDCOE). B. The newly established District Safety Committee and sub-committees will continue to meet and work towards established committee goals.	Continue; based on learning from 2018-19, the CUSD site safety plans will be revised.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$6,000	$6,000	$6,000
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Included in Site Budgets Operating Units: 100, 300, 400, 600	Objects: 1xxx - 4xxx Salaries, Benefits, and Books/Supplies	Objects: 1xxx - 4xxx Salaries, Benefits, and Books/Supplies

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Through data-driven decision making, CUSD will provide intervention services and enrichment experiences that support the needs of all learners, especially in ELA and mathematics, and particularly for identified unduplicated pupils	Continue as in 17-18; Key actions will be based on evaluation of MTSS for each site and district-wide. Use of LCFF Supplemental Funds will support unduplicated populations and their needs.	Key actions will be based on evaluation of MTSS for each site and district-wide. Use of LCFF Supplemental Funds will support unduplicated populations and their needs.

A. Ensure each site maintains a system for multi-tiered supports based on CUSD Multitiered System of Supports (MTSS) Framework.
B. Assess success of current site intervention services and enrichment opportunities through the lens of student growth metrics such as MAP and other available data.
C. Provide accelerated learning experiences at all sites in core and elective content areas.
D. Maintain use of available district interim/benchmark assessments and continue to develop them and use them formatively.
E. Support appropriate inclusion at all schools for identified students.
F. Implement Beyond SST, a system designed to track evidence of need and applied interventions for all students involved in Student Success/Study Team process. Beyond SST will connect to Special Education Information System (SEIS).
G. Ensure appropriate and full use of DoDEA grant funding, LCFF Supplemental funds, Targeted Intervention Improvement Grant (TIIG), Special
Education and other funds to meet the needs of identified students.
H. Provide training and access for teachers and related staff on academic data systems such as the CA School Dashboard, MMARS, CAASPP, NWEA MAP, SEIS, Beyond SST, and other data resources.

Special attention will be given to the following key actions:
A. Ensure each site maintains a system for multi-tiered supports based on CUSD Multitiered System of Supports (MTSS) Framework.
F. Implement Beyond SST, a system designed to track evidence of need and applied interventions for all students involved in Student Success/Stud Team process. Beyond SST will connect to Special Education Information System (SEIS).
H. Provide training and access for teachers and related staff on academic data systems such as the CA School Dashboard, MMARS, CAASPP, NWEA MAP, SEIS, Beyond SST, and other data resources.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$243,298	LCFF Supplemental $84,298 LCFF Base $177,000	LCFF Supplemental $84,298 LCFF Base $177,000
Source	LCFF Base and other State and Federal Funding Sources	LCFF Base and other State and Federal Funding Sources	LCFF Base and other State and Federal Funding Sources
Budget Reference	Resource: 0000003 Objects: 1xxx-5xxx ($59,298) Resource: 0000004 (Entire Resource) ($169,000) Resource: 6500000 ($15,000) Object: 5xxx	Objects: 1xxx - 5xxx Salaries, Benefits, Books/Supplies, and Services	Objects: 1xxx - 5xxx Salaries, Benefits, Books/Supplies, and Services

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
English Learners (EL) and Reclassified Fluent English Proficient (RFEP) students will improve reading, writing, speaking, and listening skills in English to be college and career ready. A. Ensure ELs receive no less than 30 minutes daily of designated English Language Development (ELD) time. B. Provide professional learning for all teachers on integrated ELD/Specially Designed Academic Instruction in English (SDAIE) and/or Guided Language Acquisition Design (GLAD) strategies. C. Monitor academic progress in ELA and math for all English Learners and Reclassified Fluent English Proficient students. D. Ensure and support reclassification celebrations and Seal of Biliteracy (CHS only) at each school site. E. Schedule and promote District and site English Learner Advisory Committee (D/ELAC) participation F. Provide professional learning for all teachers on adopted CA ELA/ELD Framework	Continue as in 17-18 and implement Year 1 of English Language Proficiency Assessments of California (ELPAC) to replace CELDT; key actions will be based on the needs of EL/RFEP populations. Emphasis will be placed on the following: B. Provide professional learning for all teachers on Achieve 3000, integrated ELD/Specially Designed Academic Instruction in English (SDAIE) and/or Guided Language Acquisition Design (GLAD) strategies. C. Monitor academic progress in ELA and math for all English Learners and Reclassified Fluent English Proficient students. F. Provide professional learning for all teachers on adopted CA ELA/ELD Framework	Continue, and implement Year 2 of English Language Proficiency Assessments of California (ELPAC) to replace CELDT; key actions will be based on the needs of EL/RFEP populations.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$200,000	$243,837	$191,827
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	Resource: 00000003 Objects: 1xxx, 3xxx, 5xxx	Objects: 1xxx - 3xxx and 5xxx Salaries, Benefits, and Services	Objects: 1xxx - 3xxx and 5xxx Salaries, Benefits, and Services

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Improve CUSD attendance and chronic absenteeism rates for all students. A. Ensure all site attendance is accurately reported daily into Synergy. B. Ensure all site attendance clerks and identified site administrators notify parents on a weekly basis of absences, including	Continue as in 17-18, with emphasis on the following: A. Ensure all site attendance is accurately reported daily into Synergy. B. Ensure all site attendance clerks and identified site administrators notify parents on a weekly basis of absences, including	Continue; key actions will be based on evaluation of previous year's key actions.

providing official CUSD absence threshold letters to parents on a timely basis. C. Ensure all sites promote and/or incentivise positive attendance. D. Ensure all sites hold appropriate SART and SARB meetings for students whose attendance reaches appropriate thresholds. E. Provide reports to the Governing Board on district attendance each semester	providing official CUSD absence threshold letters to parents on a timely basis. C. Ensure all sites promote and/or incentivize positive attendance. D. Ensure all sites hold appropriate SART and SARB meetings for students whose attendance reaches appropriate thresholds. E. Provide reports to the Governing Board on district attendance each semester F. Provide teacher training on voluntary use of Synergy's attendance application.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$950,000	$950,000	$950,000
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Resource: 0000000 Object: 2400001 Operating Units: 010, 100, 300, 400, 600	Objects: 2xxx - 3xxx Salaries and Benefits	Objects: 2xxx - 3xxx Salaries and Benefits

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Decrease suspension rate at Coronado Middle and High Schools, especially for students with disabilities, socio-economically disadvantaged students, English Learners, African American student, Hispanic students, and students with two or more races. A. Secondary schools will continue to provide behavior intervention supports. B. Baseline for elementary grades. Implement Positive Behavior Intervention System (PBIS), a data entry system for coding and tracking a hierarchy of interventions as it relates to infractions and number of infractions, and which connects to Synergy. 2017-18 pilot year: train appropriate staff and develop a plan for full implementation.	Continue as in 17-18, with emphasis on the following: A. Secondary schools will continue to provide behavior intervention supports. B. Baseline for elementary grades. Implement Positive Behavior Intervention System (PBIS), a data entry system (Shape) for coding and tracking a hierarchy of interventions as it relates to infractions and number of infractions, and which connects to Synergy. Continue with pilot and train appropriate staff C. Continue to develop a plan for full implementation D. Provide follow-up training for all school registrars (at all 4 sites) related to coding and tracking of student suspensions in Synergy.	Continue; evaluate PBIS.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$20,000	$20,000	$20,000
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Resource: 0000000 Object: 5xxx Operating Unit: 010	Object: 5xxx Services	Object: 5xxx Services

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served	Location(s)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served	Scope of Services	Location(s)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide appropriate social/emotional supports for students and staff in a variety of ways in a continuum of services ranging from guidance counseling to clinical counseling.	Continue as in 17-18 with emphasis on the following: Provide clear communication related to the structure of the continuum of services, ranging from community partnerships,	Continue; key actions will be based on previous year's evaluation.

A. Clinical Counselors and Educational Related Mental Health (ERMHS) Counselors will provide classroom/staff presentations, individual counseling, walk-in counseling, risk management services, parent consultation, and group counseling. They will review ongoing data collection from these programs to provide formative analysis of student social emotional needs across the district. Due to this analysis, data driven decisions will be made ensuring the appropriateness of support. A Risk Management Team (RMT) for each site will be identified at the beginning of each school year, and a continuum of counseling services and supports will be followed for each site. The RMT will follow the continuum of counseling services to provide student support.

B. The Director of Student Services will lead the collaboration with District academic counselors, clinical counselors, and ERMHS; and will coordinate the support services of CUSD School Liaison Officer for Navy Region Southwest, CUSD Military Life Consultants (MFLCs), Coronado SAFE, and CUSD School Resource Officer from the Coronado Police Department, to address the social emotional needs of CUSD students.

C. Information on available local services for supporting staff will be offered annually by Human Resources.

guidance counseling, clinical counseling and ERMHS.

A. Clinical Counselors and Educational Related Mental Health (ERMHS) Counselors will provide classroom/staff presentations, individual counseling, walk-in counseling, risk management services, parent consultation, and group counseling. They will review ongoing data collection from these programs to provide formative analysis of student social emotional needs across the district. Due to this analysis, data driven decisions will be made ensuring the appropriateness of support. A Risk Management Team (RMT) for each site will be identified at the beginning of each school year, and a continuum of counseling services and supports will be followed for each site. The RMT will follow the continuum of counseling services to provide student support.

B. The Director of Student Services will lead the collaboration with District academic counselors, clinical counselors, and ERMHS; and will coordinate the support services of CUSD School Liaison Officer for Navy Region Southwest, CUSD Military Life Consultants (MFLCs), Coronado SAFE, and CUSD School Resource Officer from the Coronado Police Department, to address the social emotional needs of CUSD students.

C. Information on available local services for supporting staff will be offered annually by Human Resources.

D. Continued training and support related to character and support programs for all students will be provided to staff, including

	the 8 Keys of Excellence, Sanford Harmony, Circle of Education and Character Counts.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$750,000	$740,000	$740,000
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Resources: 0000000, 0200510, 0200550, 6391000, 9010110 Objects: 1200001, 2200001, 2900001 Operating Units: 600, 601, 810, 900	Objects: 1xxx - 3xxx Salaries and Benefits	Objects: 1xxx - 3xxx Salaries and Benefits

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$528,135	2.22%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

EL students and socio-economically disadvantaged students are not performing at or above standards in ELA and mathematics as evidenced by CUSD SBAC results. Goal 1/Action 2, Goal 1/Action 6 and Goal 3/Action 4 are principally directed at providing the following services to our unduplicated student populations (particularly EL students). These services will provide the necessary supports to improve academic achievement in ELA and mathematics. Achieve 3000 and instructional strategies (Goal 3, Action 4), such as daily number talks and high quality mathematics tasks, are research-based programs and strategies that have been shown to improve the academic achievement of unduplicated students. In addition to these research-based programs and strategies, CUSD is committed to providing in depth professional learning to all EL Resource Teachers and general education teachers related to designated ELD instruction and SDAIE methodologies. These instructional ELA/ELD frameworks and high impact strategies (John Hattie) have been shown to increase academic achievement of struggling students in many districts across the nation. Critical to this targeted, research-based professional development, will be an emphasis on continuous administrator data reviews to monitor the academic achievement of our unduplicated student populations. To ensure that all students are receiving equitable services, all teachers will be trained on MTSS/SST at every school site. This will not only support the instruction occurring inside the classroom, but will also provide thorough and regular monitoring of our unduplicated students through PEPs (personalized education plans) and data reviews. Supported by research, CUSD strongly believes that the combination of the services described above and below will positively impact the academic achievement of our unduplicated students and is the most effective use of our funding.

- English Language Resource Teachers 1.7% FTE to provide daily English Language Development instruction to English Learners. Adding resource teachers will allow English Learners to receive additional instructional time (incorporating designed ELD strategies), which has been

shown to increase student achievement.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

- Professional development on ELA/ELD framework and designated/integrated instruction, adopted District ELA/ELD curricula, MTSS/SST and PEPs will be provided to all teachers.
- 0.5 FTE Teacher on Special Assignment for English Language Development to support all schools, particularly identified students who are not meeting grade level standards in ELA and not meeting growth goals on the ELPAC.
- 0.5 FTE Teacher on Special Assignment for Mathematics to support all schools, particularly identified students who are not meeting grade level standards in mathematics.
- Academic Support and Enrichment and/or other District intervention services.
- Supplemental Instructional materials/curricula to support identified unduplicated students' needs.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$400,000	1.8%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

- English Language Resource Teachers 2.03% FTE to provide daily English Language Development instruction to English Learners.
- Professional development on ELA/ELD standards and adopted District ELA/ELD curricula.
- .5 FTE Teacher on Special Assignment for Mathematics to support all schools, particularly identified students who are not meeting grade level standards in mathematics.
- Academic Support and Enrichment and/or other District intervention services.
- Instructional materials/curricula to support identified unduplicated students' needs.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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 EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (*http://www.cde.ca.gov/fg/ac/sa/*)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

> **Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

> **For charter schools and single-school school districts**, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds
> Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.
For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:
- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and

C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:

    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts

    b. Mathematics – CCSS for Mathematics

    c. English Language Development (ELD)

    d. Career Technical Education

    e. Health Education Content Standards

    f. History-Social Science

    g. Model School Library Standards

    h. Physical Education Model Content Standards

    i. Next Generation Science Standards

    j. Visual and Performing Arts

    k. World Language; and

B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;

B. How the school district will promote parental participation in programs for unduplicated pupils; and

C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

A. Statewide assessments;

B. The Academic Performance Index;

C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;

D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);

E. The English learner reclassification rate;

F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and

G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

A. School attendance rates;

B. Chronic absenteeism rates;

C. Middle school dropout rates;

D. High school dropout rates; and

E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

    (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

    (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

    (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* 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?

3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; 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? How was the information made available?

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 *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any 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 unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes 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?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* 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?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) 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?

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