



Local Control and Accountability Plan and Annual Update LCAP Year 2016-17

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LCAP and District Acronyms can be found [here](#), helpful in navigating this document.

Section 1 Page 3 is where Stakeholder Engagement is documented. It is incomplete in order to recognize the consultation and impact on the LCAP draft of various required shareholder groups, including parents and community, ACT and CSEA, and parents of students who are English learners.

Section 2 Page 6 is where new 2016-17 goals, actions, expenditures, and progress indicators/outcomes for are recorded. CUSD strategic planning, Board Goals, and LCAP goals are all the same. We are required to predict these goals, actions, expenditures, and progress indicators/outcomes for two subsequent years, which is under construction.

Section 2 Page 34 is where we record the 2015-16 goals and what happened last year. We suggest that you start here and then go back to Section 2. For this section, we ask ourselves, how did we do? What did we spend? At the bottom of each goal section, there is a place where we record ideas for the next year's LCAP so we can improve what we did last year.

Section 3 Page 53 is where we record how we spent the 2016-17 LCFF Supplemental Funds. These funds must be used to support student who are in our unduplicated counts population, namely, English learners and low income, homeless, or foster youth.

LCAP update dates: first draft April 26, 2016; second draft June 10, 2016 Board approved June 23, 2016; amended per SDCOE feedback 7/28/16.

THESE SECTIONS BELOW ARE PART OF THE REQUIRED BY ED CODE AS PART OF THE LCAP TEMPLATE

Introduction: *The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.*

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

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

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code. The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document. For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

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

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

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code 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 Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 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?

Involvement Process	Impact on CUSD LCAP 2016-17
<p>2016 Strategic Planning</p> <ul style="list-style-type: none"> January 12, 2016 District Strategic Planning Annual Meeting February 2, 2016 Coronado High School Strategic Planning Annual Meeting February 9, 2016 Silver Strand Elementary School Strategic Planning Annual Meeting February 17, 2016 Village Elementary School Strategic Planning Annual Meeting April 26, 2016 Coronado Middle School – CMS used an internal process this year due to transition to new principal as of January 2016; parent feedback via School Site Council Meeting <p>School Site Council Meetings (SSC)</p> <ul style="list-style-type: none"> All schools held SSC meetings. SSCs approved all site Strategic Plans. <p>CUSD Board Meetings (Budget-related) and Budget Study Meetings</p> <ul style="list-style-type: none"> Special Board Meeting, October 7, 2015, 4:00 PM Regular Board Meeting October 15, 2015 4:30 PM Special Board Meeting, November 5, 2015, 4:00 PM Regular Board Meeting December 10, 2015 4:00 PM Special Board Meeting, December 17, 2015, 4:00 PM Special Board Meeting, January 14, 2015, 4:00 PM Regular Board Meeting, February 18, 2016, 4:00 PM Regular Board Meeting, March 3, 2016, 4:00 PM Regular Board Meeting, May 19, 2016, 4:00 PM Regular Board Meeting, June 16, 2016, 4:00 PM Regular Board Meeting, June 23, 2016, 4:00 PM <p>Survey of Shareholders</p> <p>In 2015-16, the LCAP metrics for the Communication Goal were evaluated (see goal #2 in Section 3 Annual Update for more information). In both 2013-14 and 2014-15, the Governing Board required CUSD to survey parents, students, and teachers on various topics relating to school sites, the district in general, and teacher-student-parent interactions. Survey results from spring 2015 had a participation rate from students of 88%, from teachers of 33%, and from parents of 8%. In June 2015, the CUSD Governing Board suspended further parent, teacher, and student surveys due to the lack of response from families and teachers, and feedback from the teachers regarding the loss of instructional time that giving the student survey took. In spring 2016, the CUSD Professional Development Committee, comprised of teachers and administrators, issued a survey to teachers requesting the methods, frequency, and types of feedback teachers gather and use from students and parents in order to impact instruction. The CUSD Professional Development Committee issued a survey of certificated staff in spring 2016 to determine how teachers gather and use feedback from students and parents. Of the 119 teacher respondents, results show that 97.5% of the responding teachers gather student and parent input, and use the input they receive in a variety of ways to positively impact instruction and meet student needs.</p>	<p>2016 Strategic Planning</p> <p>The District Jan 2016 annual strategic planning meeting focused on the first full year of data per local and required LCAP metrics. Community and school-wide stakeholders provided feedback on 2014-15 successes, growth areas, and solutions for areas of need for each of the three goal areas of learning, communication, and support. Shareholders at the District Strategic Planning Annual Meeting represented the CUSD community, which included secondary students, leadership from the Association of Coronado Teachers, CSEA (classified association), and parents of all demographic subgroups including English learners, military, and others. Information and feedback charts from the District annual meeting can be found on the District’s Strategic Planning webpage at http://coronadousd.net/strategicplans/district-strategic-planning-2016/. Students were a large part of the CHS Strategic Planning annual meeting.</p> <p>CUSD Board Meetings (Budget-related) and Budget Study Meetings</p> <p>Public meetings were held to review and discuss CUSD 2016-17 LCFF budget issues. These public meetings were attended by Association of Coronado Teachers (ACT) and California School Employees Association (CSEA) leadership, CUSD administration, teachers, and the public.</p> <p>Surveys of Shareholders</p> <p>A survey of teachers requesting the methods, frequency, and types of feedback teachers gather and use from students and parents in order to impact instruction was issued by the CUSD Professional Development Committee. Results from this survey were reported to the Governing Board on June 16, 2016 and are available at http://coronado.novusagenda.com/agendapublic/. The Governing Board and CUSD Professional Development Committee will continue to study this topic in 2016-17.</p>

Annual Update 2016

LCAP Information and 2016-17 DRAFT

- April 12, 2016 to Coronado Schools Foundation (CSF) Board – 2015-16 Metrics and 16/17 Needs/Goals reviewed
- April 26, 2016 to Association of Coronado Teachers (ACT)
- April 26, 2016 to California School Employees Association (CSEA)
- April 26, 2016 to Parent Leadership Council
- May 16, 2016 District/English Learner Advisory Committee Meeting
- May 27, 2016 for consultation with ACT Leadership
- June 10, 2016 Final draft of LCAP provided to all CUSD staff and CUSD community via posting on District webpage

LCAP Forums – all forums were open to the public with a focus on each shareholder group

- May 10, 2016 CUSD Faculty Focus
- May 16, 2016 Parent/Community Focus
- May 24, 2016 Classified Employee Focus

Homeless/Foster Youth Involvement

- April 27, 2015 CUSD representative from the Learning Department attended SDCOE training on supporting foster youth. In 2015-16, CUSD had 5 homeless or foster youth enrolled.

Governing Board Meetings

- May 19, 2016 Governing Board Meeting – advertised for additional opportunity for public comment
- June 16, 2016 Governing Board Meeting Public Hearing
- June 23, 2016 Governing Board Meeting LCAP Approval

Impact on LCAP

LCAP Information and 2016-17 DRAFT

-LCAP draft provided to ACT for consultation.

Questions and comments from ACT were presented to CUSD in a written document on May 10, 2016 and discussed at CUSD/ACT consultation on May 27, 2016 in which 6 people attended, including 3 ACT leaders and 3 District administrators. Questions and comments in the following areas were included in the matrix and also discussed: communication, recruiting/retaining high quality educators, shareholder involvement/LCAP process, data/metrics, assessment, digital proficiency, Personalized Education Plans, professional learning, instructional materials/curriculum-related projects, surveys, parent-teacher conferences, time for district-related work, relationship with CUSD administration, student absenteeism, safety plans, custodial, multi-tiered systems of support, and funding related to the above. CUSD provided written answers to all questions on 6/3/16. Questions and comments from CSEA were presented to CUSD during the forum on 5/24/16. See below.

-LCAP draft provided to Parent Leadership Counsel for consultation. Parents expressed a better understanding of the LCAP, how it is part of the strategic planning process, and that their feedback was given in January during site and District annual strategic planning meetings.

-LCAP draft provided to D/ELAC for consultation.

- 2016-17 LCAP key actions related to EL/RFEP students were shared. Parent feedback from 5/16/16 meeting included parent acknowledgement of District efforts to support EL/RFEP students, and the need for more parent involvement. Attending parents volunteered to help with publicizing D/ELAC meetings for 2016-17 to increase participation.

-CUSD website under Learning and Instruction Dept. has a section providing shareholders information on how to provide comments and feedback and includes documents references in the LCAP. As of June 17, 2016, there was one question about LCAP subgroups.

LCAP Forums

Faculty Focus May 10, 2016: LCAP draft was provided to those present for Faculty Focus LCAP Forum for consultation: Association of Coronado Teachers provided a matrix of question and comments related to each section of the 2016-17 LCAP. 13 people attended the forum including 2 Board members, 5 district administrators, 1 classified employee, and 5 certificated staff, Topics discussed were shareholder involvement, data/metrics, funding, parent conferencing, attaching a glossary to the LCAP, recruiting/retaining highly qualified educators, funding, facilities, WASC goals, recycling, after hours pay, personalized learning, (See also above.)

Parent/Community Focus May 16, 2016: LCAP draft provided to those present for Parent/Community Focus LCAP Forum for consultation: No parents or community members attended this meeting, though well-publicized.

Classified Employee Focus May 24, 2016: LCAP draft provided to those present for Classified Employee Focus LCAP Forum for consultation: 8 people attended this LCAP forum, including 5 CSEA representatives, 2 CUSD administrators, and 1 board member. The following topics were discussed: professional development for classified (including special education-related PD, mathematics, and

	<p>digital literacy), custodial services, personalized learning, student absenteeism, working environments, facilities/Board philosophy of planned degradation, and funding.</p> <p>Homeless/Foster Youth District staff has received training on homeless and foster youth needs, and trained site and other district staff (fall 2015) in order to support students should they enroll, and establish communication channels from the site to the District in the event of homeless/foster youth enrollment. Internal meetings included the CUSD Homeless/Foster Youth liaison, district administration and staff, and site administration to ensure student confidentiality and appropriate services. There are both LCFF supplemental funding and Title I funding available to support homeless/foster youth.</p> <p>Governing Board Meetings <u>General Public Comments May 19, 2016:</u> recommendations and/or changes that were made to LCAP include: There were no comments. <u>LCAP Public Hearing Comments June 16, 2016:</u> recommendations and/or changes that were made to LCAP include: There were no comments. <u>Agenda Item: The CUSD Governing Board approved the 2016-17 LCAP on June 23, 2016:</u> PENDING.</p>
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Section 2: Goals, Actions, Expenditures, and Progress Indicators 2016-17

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the school sites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the school site level. The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the school sites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charter-wide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupil subgroup(s) as defined in Education Code section 52052.

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 Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 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 Education Code sections 42238.01 and subgroups as defined in 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 Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 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?

GOAL:	Goal 1: Integrate personalized learning with assessment methods that will prepare all students for academic and vocational success.		Related State and/or Local Priorities: 1 <u>x</u> 2 <u>x</u> 3 <u>x</u> 4 <u>x</u> 5 <u>x</u> 6 <u>x</u> 7 <u>x</u> 8 <u>x</u> Local: CUSD 2015-16 Board Goal 1
Identified Need:	<ul style="list-style-type: none"> Students must take an active role in their education. Recent data shows that approximately 26% of CUSD students district-wide are underperforming in English Language Arts and 40% in mathematics based on 2015 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 and CCSS and NGSS aligned instructional materials. CUSD did not meet AMAO 3 (RFEP student achievement) in English Language Arts or Math in 2012 or 2013 (CUSD continues to be in Title III Program Improvement due to transition to Federal ESSA.) Technology skills are vital for success in the global economy. Teachers and students must be skilled users of technology. 59.84% of CUSD teachers report being unfamiliar with CA Visual and Performing Arts Standards (per fall 2015 survey). 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 32% (2015-16 data) military population throughout CUSD, which is the largest local subgroup. Transitioning students require significant academic, social, and emotional support. (CAASPP, CELDT, ELSSA, MAP, past CAHSEE data, DoDEA evaluations and other local data). 		
pending	Schools:	All Schools	
	Applicable Pupil Subgroups:	<u>All Subgroups:</u> Black/African American, Asian, Hispanic/Latino, White, Socioeconomically Disadvantaged, English Learners, Students with Disabilities, Military Dependent	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> Students will receive instruction that is aligned to the Common Core State Standards, ELD standards, and increasingly aligned to Next Generation Science Standards. All students will have standards-aligned instructional materials, as measured by annual inventory/Sufficiency of Instructional Materials, professional development documents (topics, participants, and expenses) 100% of CUSD teachers will be appropriately credentialed and assigned as evidenced by annual credential audit (maintain baseline). Achievement in English Language Arts and mathematics for grades 3-8 and 11 will increase 3% over spring 2015 baseline, including for Students with Disabilities, English Learners/RFEP students, Low Income/Foster/Homeless Youth, and military-connected students. Early Admission Program (EAP) pass rate, reported in all Grade 11 student CAASPP results, will increase by 3% over spring 2015 baseline. Maintain 75% proficient or advanced on CST science for students in grades 5, 8, and 10 during transition to NGSS. All students will receive both integrated and discrete arts instruction based on adopted VAPA standards (baseline data to be collected in 2016-17/metrics TBD). 100% of English Learners will make annual progress towards becoming English proficient as measured by annual CELDT scores and AMAO reports EL Reclassification rate will increase by 2% over 2015 baseline. Long-term English learner rate will be 0 students will be maintained (baseline). The District UC/CSU (A-G) completion rate of 73.2% in 2014-15 (CHS 76%; Palm Academy 0%) will increase by 2% in 2015-16. AP course participation rate of 38% in 2014-15 rate will be maintained in 2015-16. The AP achievement rates of 72% of students scoring a 3, 4, or 5 and 13% of students scoring a 5 in 2014-15 will increase by 1% in 2015-16. The percent of students (duplicated) participated in CTE courses will increase by 2% over the 2014-15 rate. The baseline of 100% of students who receive a "C" or better in capstone CTE courses will be maintained. 100% of students and teachers have access to multimedia computers and digital content connected to the network in all classrooms, school computer labs, and the library during the school day (maintain baseline). Students and teachers will be digitally literate (K-5 students will continue instruction based on CUSD K-5 Technology Scope and Sequence/metrics TBD; gr 6-12 version is planned to be developed in 2016-17) 100% of all teachers will have access to and receive training on academic data systems in order to use data to make instructional decisions. TP – Data – pgs. 19 and 70 The 4-year cohort graduation rate of 98.0% in 2014-15 and the CHS graduation rate of 98.6% in 2014-15 will be maintained for 2015-16 (data reported a year in arrears). District and site API scores will be maintained as measured by CDE criteria (pending new accountability guidelines due in fall 2016 by the CDE). 		

21. CUSD will study the use of PSAT data as a metric for college and career readiness.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1a) All schools will provide standards-aligned core curriculum, assessment, and high quality instruction to prepare all students to graduate college and career ready.</p> <ul style="list-style-type: none"> • Alignment/Teacher Capacity: Students will receive instruction that is standards-based and aligned to the Common Core State Standards (CCSS and increasingly aligned Next Generation Science Standards (NGSS). CUSD will build a professional development plan for 2016-17 with certificated (via CUSD PD Committee) and classified staff input (via CSEA Leadership Team). CUSD will develop a K-12 transition plan to implement NGSS in all grades. • Staffing: 100% of CUSD teachers will be appropriately credentialed and assigned teachers as evidenced by credential audit. • Achievement: <ul style="list-style-type: none"> - The achievement of students in grades 3-8 and 11 in English Language Arts and mathematics will improve 3% over spring 2015 baseline as measured by Smarter Balanced Assessments. - The achievement of English learners and reclassified fluent English proficient students in grades 3-8 and 11 in English Language Arts and mathematics will improve 3% over spring 2015 baseline as measured by Smarter Balanced Assessments. -The achievement of students with disabilities in grades 3-8 and 11 in English Language Arts and mathematics will improve 3% over spring 2015 baseline as measured by Smarter Balanced Assessments; The achievement of students with disabilities in grades 3-8 and 11 in English Language Arts and mathematics will be baseline as measured by California Alternate Assessment (spring 2016). -The achievement of low income, homeless, and foster youth in grades 3-8 and 11 in English Language Arts and mathematics will improve 3% over spring 2015 baseline as measured by Smarter Balanced Assessments. -The achievement of military dependent students in English Language Arts and mathematics will be equal to that of non-military dependent students as measured by Smarter Balanced Assessments. • Analyze Student Data to Improve Student Learning: Training for all teachers on the data portal Multiple Measures Assessment Reporting System (MMARS) will occur in 2016-17, which will include SBAC and MAP data. TP – Data – pg. 19 and 70 • Graduation Rates: Graduation rates will be maintained. • Course Options: CUSD will strive to maintain current number of electives, which exceeds the state average, Career Technical Education courses, and intervention sections and supports using all available resources to ensure that students’ individual needs are met including but not limited to DoDEA Project M3, federal Title I and Title III, Targeted Instruction and Improvement Grant (TIIG) funds, and LCFF Base and Supplemental funds. Coronado High School’s Palm Academy program will be available for identified students 	<p>ALL SCHOOLS</p>	<p><u>X</u> ALL OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated</p> <p>fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)</p> <p><u>Military-dependent students</u></p>	<p>Purchase of standards-aligned curriculum: <i>General Fund set aside:</i> \$364,560 balance total funds for all textbooks and adoptions; this funding is not replaced each year and must last for the foreseeable future. This fund may also be used to support digital textbook initiatives. <i>Lottery Funds (restricted and unrestricted):</i> \$225, 161 For consumables and licenses <i>Fund 40:</i> \$300,000 in one time funds to support integrated mathematics in grades 6-12. Funds will be used for instructional materials and professional development.</p> <p>Course Options: <i>LCFF Base</i></p> <ul style="list-style-type: none"> • Various electives in foreign language, arts, and engineering, Big History, etc. • CTE • Advanced Placement • Coronado School of the Arts • NJROTC <p>Visual and Performing Arts: PENDING: DoDEA 2106 Arts for Learning grant application of 1.25 million over 5 years; notification due end of July 2016</p> <p>Professional Development: <i>LCFF Base</i></p> <ul style="list-style-type: none"> • \$127,000 for certificated and classified District PD Day (August 22, 2016) <i>Dept. of Defense Grant Project Mathematics, Mindset, and Mastery(M3)</i> • PEP/math related professional development and meetings \$9,600 <p><i>Title IIA</i></p> <ul style="list-style-type: none"> • CCSS/NGSS trainings at SDCOE, conference attendance, leadership teams after hours PD, etc. \$53,000 <p><i>Educator Effectiveness Funds</i></p> <ul style="list-style-type: none"> • For district and site use during 2015-18 for PD related to state standards and best practices \$245,511 <p>Assessment: <i>Dept. of Defense Grant Project M3</i></p> <ul style="list-style-type: none"> • Measures of Academic Progress/MAP for Primary Grades (MAP for gr K-8

<p>into CHS, as well as independent study (SOLO program) and blended model online course options for students. TP – Space and Time – pg. 45</p> <ul style="list-style-type: none"> • Visual and Performing Arts: CUSD will develop units of instruction integrating CA visual and performing arts standards with English language arts standards for all grades (PENDING: DoDEA 2106 Arts for Learning grant application). Also expand video production learning to the elementary level. TP – Curriculum Learning – pg29 • Instructional Materials: Purchases of instructional materials will follow guidelines established in 2015-16 school year based on Education Code, Williams Law, Board Policies and philosophies, CUSD instructional materials budgets, new adoption timelines for CCSS ELA/ELD and NGSS, quality of adoption materials, and ensuring that teachers’ expertise and consultation is a significant part of the process. Instructional Materials include traditional print-based materials, manipulatives/equipment, and digital resources. Digital resources depend on a highly functioning, reliable network infrastructure and devices. TP – Infrastructure – pg. 52 			<p>in ELA/math; HS algebra and geometry) \$27,400</p> <ul style="list-style-type: none"> • Multiple Measures Assessment Reporting System (MMARS) \$8,000 <p><i>CUSD Assessment Budget:</i></p> <ul style="list-style-type: none"> • K-5 Developmental Reading Assessment (DRA) Online Management System and DRA K-5 paper assessments \$9, 000 • Pupil Testing \$26,000
<p>1b) All schools will ensure access to and proficiency of 21st century learning tools, resources, and skills for all staff and students. (Aligns with CUSD Technology Plan/Future Ready Schools Plan). TP – Curriculum Learning – pg. 23, 42</p> <ul style="list-style-type: none"> • Proficiency of Students/Technology and Information Literacy: CUSD K-5 Digital Literacy Scope and Sequence will continue to be used to ensure digital proficiency (Yr. 2). A Digital Literacy Scope and Sequence will be created for grades 6-12. TP Curriculum Learning pg. 23 • Proficiency of Staff/Professional Development: 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. TP – Space/Time – pg. 39 • Effectiveness of digital learning resources will be evaluated. TP – Budget – pg. 116 	<p>ALL SCHOOLS</p>	<p><u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) <u>Military-dependent students</u></p>	<p>Cost of network maintenance and upgrades: <i>Fund 40</i> \$326,453 (includes IT Budget backup power supply units, servers, wireless infrastructure partial replacement, Wireless Access Points and licenses, etc.)</p> <p>Devices replacements (computer, projectors, etc.): <i>Fund 40</i> \$524,300 (this includes DO <u>and</u> site funds for desktop and mobile devices, carts, projectors, docucams, printers, Apple Refresh, etc.).</p> <p>Instructional Resources <i>Instructional Materials Gen Fund set aside</i> (also see Goal 1)</p> <ul style="list-style-type: none"> • Open Educational Resources/Digital Textbooks \$16,000 for annual revision of CUSD digital textbooks • Digital Content Portal and contract for mandated district certificated librarian (TK-12) \$21,000 • <i>Edotyping</i> keyboarding curriculum (K-6) \$4400 <p><i>Lottery Technology Fund</i> Haiku LMS, Google, and web access \$17,000</p> <p>Professional Development: <i>LCFF Base</i></p> <ul style="list-style-type: none"> • \$127,000 for certificated and classified District PD Day (August 22, 2016) <p><i>Title IIA</i></p> <ul style="list-style-type: none"> • CCSS/NGSS trainings at SDCOE, conference attendance, leadership teams after hours PD, etc. \$53,000 <p><i>Google (in-kind donation)</i></p>

<p>1c) All schools will provide academic learning supports including differentiated instruction for all students in order to decrease achievement gaps and engage students, with a focus on accelerating learning.</p> <ul style="list-style-type: none"> Multi-Tiered Support Services: All sites will provide Academic Support for identified students in English language arts and mathematics. Sites will use CUSD MTSS Framework to determine appropriate placement and services. Elementary Academic Support and Enrichment teachers and secondary intervention teachers will collaborate with general education colleagues to determine strategies to decrease learning gaps. Students in grades K-high school will be assessed using Measures of Academic Progress (CHS math only for Integrated I and II). CUSD will implement Year 1 of MAP for Primary Grades (MPG) in grades K-2 (only those gr 2 student who have been identified as below proficient readers will use MPG; all other gr 2 students will use MAP). All available data, including MAP, will be used to set goals via personalized education plans to engage students in their learning. Compass Learning personalized tutorials (linked to MAP data) will be available for all students in grades K-8; 1 hour/week usage is highly encouraged. Achieve 3000 (pilot program) will be used for literacy support in grades 6-12, including ELD courses. TP – Data – pg. 70 Low Income/Homeless/Foster Youth Interventions: All sites will provide Academic Support for identified Low Income/Homeless/Foster Youth students in English language arts and mathematics. See above. Students with Disabilities: For Students with Disabilities, MAP (RIT), CAASPP, and CAA scores (baseline 2016) will provide information on present levels of performance to determine progress on IEP goals and gauge proficiency. Military Dependent Academic Needs: Identified military dependent students who are below proficient in mathematics will participate in Academic Support and Enrichment services (elementary) and math support sections (secondary) in order to improve proficiency in math due to frequent relocations resulting in gaps in their learning per DoDEA Grant Project Math, Mindset, and Mastery (Year 2). Military-dependent achievement data will be disaggregated from non-military dependent students in order to ensure military-students' academic needs are being met. 	<p>ALL SCHOOLS</p>	<p><input checked="" type="checkbox"/> District-wide ___ ALL OR: ___ <input checked="" type="checkbox"/> Low Income pupils ___ <input checked="" type="checkbox"/> English Learners ___ <input checked="" type="checkbox"/> Foster Youth ___ <input checked="" type="checkbox"/> Redesignated fluent English proficient ___ Other Subgroups:(Specify) <u>Military-dependent students</u></p>	<ul style="list-style-type: none"> 20+ free seats for CUSD staff for hosting Google Conference in October 2016 (overall registration dictates number of CUSD free seats) <p>District-wide Intervention: <i>Targeted Instructional Improvement Block Grant (TIIG) to support below proficient students, including support for low income/homeless/foster youth This funding must be used to support students who are below proficient in core content areas. Use for CUSD MTSS Guidelines for support:</i> \$161,259 for District-wide intervention (apportioned to sites based on % of total district enrollment). -CHS: \$62,342 (39.9%) -CMS: \$37,412 (23.2%) -VES: \$43,862 (27.2%) -SSES: \$16,642 (9.7%)</p> <p><i>LCFF Supplemental to support personalized learning for below proficient students, including support for low income/homeless/foster youth, especially in core content areas. Use for CUSD MTSS Guidelines for support :</i></p> <ul style="list-style-type: none"> \$379,832.00 for District-wide intervention (apportioned to sites based on % of total district enrollment): CUSD: \$215,900 (57%; for ELD and other district-wide supports for unduplicated students) Balance for sites: \$163,932 -CHS: \$65,409 (39.9%) -CMS: \$38,032 (23.2%) -VES: \$44,590 (27.2%) -SSES: \$15,901 (9.7%) <p><i>Dept. of Defense Grant Project M3:</i></p> <ul style="list-style-type: none"> \$70,592 to support 2.35 FTE for math intervention support: 1 section each math support for CMS/CHS (.40 FTE) and Academic Support and Enrichment Teachers at VES and SSES (4 @.485 FTE = 1.94 FTE) .5 FTE for CUSD Math TOSA/DoDEA Project Director \$39,600 Measures of Academic Progress (MAP for gr 2-8 in ELA/math; CHS math) and MAP for Primary Grades (MPG gr K-2) \$27,400 Compass Learning licenses (gr K-8) \$27,000 <p>LCFF Base/SpED contribution:</p> <ul style="list-style-type: none"> 33 sections Literacy, math, and study skills for CHS 28 sections Literacy, math, and study skills for CMS <p><i>Title I</i> Silver Strand Elementary reading specialist and some Academic Support and</p>
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			<p>Enrichment Teachers \$172,000</p> <p>Professional Development: <i>From DoDEA and Title IIA funds</i></p> <p>Assessment: <i>Dept. of Defense Grant Project M3</i></p> <ul style="list-style-type: none"> Measures of Academic Progress (MAP for gr 2-8 in ELA/math; CHS math) and MAP for Primary Grades (MPG gr K-2) \$27,400 Multiple Measures Assessment Reporting System (MMARS) \$5,400
<p>1d) English Learners and Reclassified Fluent English Proficient Students will improve reading, writing, speaking, and listening skills in English in order to be college and career ready (Per Title III Improvement Plan):</p> <ul style="list-style-type: none"> Following initial and annual fall CELDT assessment, students will receive designated ELD instruction based on California ELD standards no fewer than 150 minutes/week with a highly qualified certificated teacher. Each site will designate an EL Resource Teacher (EL RT) as a case carrier for EL/RFEP students at that site. EL Resource Teachers will work with administration, teachers, parents, and students to create a personalized learning plan for each EL/RFEP student. EL RTs will help to ensure appropriate ELD/SDAIE instruction for students and parent involvement, monitor data, and provide professional development support. EL RTs will assist in D/ELAC. CUSD EL Committee will revise reclassification criteria based on new SBAC baseline data in fall 2016 (pending CDE guidance). CUSD will hold reclassification celebrations for school site involving students and parents annually. Coronado High School/Palm Academy will issue the CA Seal of Biliteracy for graduating seniors who meet the criteria. All CUSD administrators and teachers will receive professional development training on CA ELD standards, ELA/ELD framework, and research-based best practices such as SDAIE or Project GLAD per federal Title III Improvement Plan. District and site administration will use multiple means of communication such as direct phone calls, email, district website blog posting, Twitter, Haiku LMS, and other means to increase D/ELAC parent and community participation. Site administration, registrars, and other site staff will be retrained annually on EL/RFEP procedures including Home Language Survey/registrar, updates to local student information system, annual notification requirements, student permanent record documents, and CALPADS data requirements. CUSD will develop a new guidance document for this purpose. These staff members will work closely with site EL RTs to determine CELDT testing eligibility 	<p>ALL SCHOOLS</p>	<p><u>__</u> ALL OR:</p> <p><u>__</u> Low Income pupils</p> <p><u> X</u> English Learners</p> <p><u>__</u> Foster Youth</p> <p><u> X</u> Redesignated fluent English proficient</p> <p><u>__</u> Other Subgroups:(Specify)</p> <p><u>Military-dependent students</u></p>	<p>EL/RFEP: <i>LCFF Supplemental</i> EL Resource Teachers (1.2 FTE) \$176,300</p> <p><i>Title IIA</i> EL/RFEP-related Professional Development \$5,000</p> <p><i>Title III (Immigrant)</i> For EL/RFEP related instructional materials \$9,386</p>

<p>and appropriate placement for students needing these services. Oversight of District data and systems will be conducted by District Bilingual Director (Sr. Director of Learning). TP – Data – pg65</p>			
<p>1e) All students will be engaged learners and take responsibility for their learning.</p> <ul style="list-style-type: none"> 86% of CUSD students will have some kind of personalized education plans, including 100% of EL/RFEP students, below proficient or credit deficient military-connected students, students with disabilities (IEP), and other identified below proficient students (aligns with DoDEA grant and Title III Improvement Plan). This is the same percent as reported in 2015-16. CUSD will initiate a PEP study committee to conduct a comprehensive review of CUSD’s personalized learning past efforts and determine future steps. The committee will include teachers and administrators from all levels/schools and parent representation. Recommendations from the committee will be considered to increase students’ ability to be engaged their learning. 	<p>ALL SCHOOLS</p>	<p><input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) <u>Military-dependent students</u></p>	<p>Assessment and Instructional Materials: <i>DoDEA Project M3</i></p> <ul style="list-style-type: none"> Measures of Academic Progress/MAP for Primary Grades (gr K-8 in ELA/math; CHS Integrated Math I and II) \$27,400 Compass Learning licenses (gr 2-8) \$27,000 <p>Professional Development for PEP Study Committee: <i>Title IIA</i></p> <ul style="list-style-type: none"> PEP study committee \$3,000

LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> Students will receive instruction that is aligned to the Common Core State Standards and ELD standards, and increasingly aligned to Next Generation Science Standards. All students will have standards-aligned instructional materials, as measured by annual inventory/Sufficiency of Instructional Materials, professional development documents (topics, participants, and expenses) 100% of CUSD teachers will be appropriately credentialed and assigned as evidenced by annual credential audit (maintain baseline). Achievement in English Language Arts and mathematics for grades 3-8 and 11 will increase 5% over spring 2015 baseline, including for Students with Disabilities, English Learners/RFEP students, Low Income/Foster/Homeless Youth, and military-connected students. Early Admission Program (EAP) pass rate, reported in all Grade 11 student CAASPP results, will increase by 4% over spring 2015 baseline. Maintain 70% proficient or advanced on CST science for students in grades 5, 8, and 10 during transition to NGSS (may be suspended by CDE – pending). Students in grades 5, 8, and high school will participate in field test of NGSS assessment. All students will receive both integrated and discreet arts instruction based on adopted VAPA standards (increase by 3% over 2016-baseline/metrics TBD.) 100% of English Learners will make annual progress towards becoming English proficient as measured by annual CELDT scores and AMAO reports. EL Reclassification rate will increase by 3% over 2015 baseline. Long-term English learner rate will be 0 students will be maintained (baseline). The District UC/CSU (A-G) completion rate of 73.2% in 2014-15 (CHS 76%; Palm Academy 0%) will increase by 3% in 2017-18. AP course participation rate of 38% from 2014-15 rate will be maintained. The AP achievement rates of 72% of students scoring a 3, 4, or 5 and 13% of students scoring a 5 from 2014-15 will increase by 4% in 2017-18. The percent of students (duplicated) participated in CTE courses will increase by 3% over the 2014-15 rate. The baseline of 100% of students who receive a “C” or better in capstone CTE courses will be maintained. 100% of students and teachers have access to multimedia computers and digital content connected to the network in all classrooms, school computer labs, and the library during the school day (maintain baseline). 75% of students and teachers will be digitally literate (based on CUSD K-5 Digital Proficiency Scope and Sequence) as measured by metrics developed in 2016-17; gr 6-12 Digital Proficiency Scope and Sequence will be implemented (Yr. 1) with metrics TBD. 100% of all teachers will have access to and receive training on academic data systems in order to use data to make instructional decisions. TP – Data – pgs. 19 and 70 The 4-year cohort graduation rate of 98.0% from 2014-15 and the CHS graduation rate of 98.6% from 2014-15 will be maintained for 2015-16 (data reported a year in arrears). District and site API scores will be maintained as measured by CDE criteria (pending new accountability guidelines due in fall 2016 by the CDE).
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21. Use of PSAT data as a metric for college and career readiness TBD.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures (most amounts reflect 2016-17 funding; exact amounts for 2017-18 are TO BE DETERMINED)
<p>1a) All schools will provide standards-aligned core curriculum, assessment, and high quality instruction to prepare all students to graduate college and career ready.</p> <ul style="list-style-type: none"> • Alignment/Teacher Capacity: Students will receive instruction that is standards-based and increasingly aligned to the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). CUSD will build a professional development plan for 2017-18 with certificated (via CUSD PD Committee) and classified staff input (via CSEA Leadership Team). • Staffing: 100% of CUSD teachers will be highly qualified teachers as evidenced by credential audit. • Achievement: <ul style="list-style-type: none"> - The achievement of students in grades 3-8 and 11 in English Language Arts and mathematics will improve 3% over spring 2015 baseline as measured by Smarter Balanced Assessments. - The achievement of English learners and reclassified fluent English proficient students in grades 3-8 and 11 in English Language Arts and mathematics will improve 5% over spring 2015 baseline as measured by Smarter Balanced Assessments. -Students in tested grades (grades 5, 8, and once in HS) will participate in a field test of Next Generation Science Standards Assessment. -The achievement of students with disabilities in grades 3-8 and 11 in English Language Arts and mathematics will improve 5% over spring 2015 baseline as measured by Smarter Balanced Assessments; The achievement of students with disabilities in grades 3-8 and 11 in English Language Arts and mathematics will be baseline as measured by California Alternate Assessment (spring 2016). -The achievement of low income, homeless, and foster youth in grades 3-8 and 11 in English Language Arts and mathematics will improve 5% over spring 2015 baseline as measured by Smarter Balanced Assessments. -The achievement of military dependent students in English Language Arts and mathematics will be equal to that of non-military dependent students as measured by Smarter Balanced Assessments. • Analyze Student Data to Improve Student Learning: All teachers will be able to use the data portal Multiple Measures Assessment Reporting System (MMARS), which will include SBAC and MAP data. • Graduation Rates: Maintain baseline graduation rate. • Course Options: CUSD will strive to maintain current number of electives, Career Technical Education courses, and intervention sections and supports using all available resources to ensure that students' individual needs are met including but not limited to DoDEA Project M3, federal Title I and Title III, Targeted Instruction and Improvement Grant (TIIG) funds, and LCFF Base and Supplemental funds. Coronado High School will incorporate Palm 	<p>ALL SCHOOLS</p>	<p><u>X</u> ALL OR:</p> <p>__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) <u>Military-dependent students</u></p>	<p>Purchase of standards-aligned curriculum: <i>General Fund set aside:</i> \$TBD balance total funds for all textbooks and adoptions; this funding is not replaced each year and must last for the foreseeable future. This fund may also be used to support digital textbook initiatives. <i>Lottery Funds (restricted and unrestricted):</i> \$TBD For consumables and licenses <i>Fund 40:</i> \$300,000 in one time funds to support integrated mathematics in grades 6-12. Funds will be used for instructional materials and professional development. This fund will be exhausted by the end of the 2017-18 school year.</p> <p>Course Options: <i>LCFF Base</i></p> <ul style="list-style-type: none"> • Various electives in foreign language, arts, and engineering, Big History, etc. • CTE • Advanced Placement • Coronado School of the Arts • NJROTC <p>Visual and Performing Arts: PENDING: DoDEA 2106 Arts for Learning grant application</p> <p>Professional Development: <i>LCFF Base</i></p> <ul style="list-style-type: none"> • \$130,000 for certificated and classified District PD Day (TBD August 2017) <i>Dept. of Defense Grant Project Mathematics, Mindset, and Mastery(M3)</i> • PEP/math related professional development and meetings \$9,600 <i>Title IIA</i> • CCSS/NGSS trainings at SDCOE, conference attendance, leadership teams after hours PD, etc. \$53,000 <p><i>Educator Effectiveness Funds</i></p> <ul style="list-style-type: none"> • For district and site use during 2015-18 for PD related to state standards and best practices \$245,511 (balanced to be reported) <p>Assessment: <i>Dept. of Defense Grant Project M3</i></p> <ul style="list-style-type: none"> • Measures of Academic Progress/MAP for Primary Grades (MAP for gr K-8 in ELA/math; HS algebra and geometry) \$27,400

<p>Academy services for identified students into CHS, as well as independent study (SOLO program) and blended model online course options for students.</p> <ul style="list-style-type: none"> • Visual and Performing Arts: CUSD evaluate new units of instruction integrating CA visual and performing arts standards with English language arts standards for all grades (PENDING: DoDEA 2106 Arts for Learning grant application). • Instructional Materials: Purchases of instructional materials will follow guidelines established in 2015-16 school year based on Education Code, Williams Law, Board Policies and philosophies, CUSD instructional materials budgets, new adoption timelines for CCSS ELA/ELD and NGSS, quality of adoption materials, and ensuring that teachers' expertise and consultation is a significant part of the process. Resources for instructional materials include: general fund set-aside dollars for instructional materials (amount TBD for 17-18) for the foreseeable future and Lottery funds (amount TBD for 17-18) used for consumables and licenses for all preschool through grade 12 instruction. One-time use of Fund 40 in the amount of \$300,000.00 to support integrated mathematics in grades 6-12 will be exhausted in 2017-18 for integrated mathematics curriculum, professional development, and support. 			<ul style="list-style-type: none"> • Multiple Measures Assessment Reporting System (MMARS) \$8,000 <p><i>CUSD Assessment Budget:</i></p> <ul style="list-style-type: none"> • K-5 Developmental Reading Assessment (DRA) Online Management System and DRA K-5 paper assessments \$9, 000 • Pupil Testing \$26,000
<p>1b) All schools will ensure access to and proficiency of 21st century learning tools, resources, and skills for all staff and students. (Aligns with CUSD Technology Plan/Future Ready Schools Plan).</p> <ul style="list-style-type: none"> • Proficiency of Staff/Professional Development: All student groups will receive instruction from teachers with an increased capacity for 21st century best practices for instruction. Teachers' survey results will be used to determine professional development needs. • Proficiency of Students/Technology and Information Literacy: CUSD K-12 Digital Literacy Scope and Sequence will be implemented Year 2? for 6-12; Year 3 for K-5). 	<p>ALL SCHOOLS</p>	<p><u>X</u> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify) <u>Military-dependent students</u></p>	<p>Cost of network maintenance and upgrades: <i>Fund 40</i> \$326,453 (includes IT Budget backup power supply units, servers, wireless infrastructure partial replacement, Wireless Access Points and licenses, etc.)</p> <p>Devices replacements (computer, projectors, etc.): <i>Fund 40</i> \$417,300 (this includes DO <u>and</u> site funds for desktop and mobile devices, carts, projectors, docucams, printers, Apple Refresh, etc.).</p> <p>Instructional Resources <i>Instructional Materials Gen Fund set aside</i> (also see Goal 1)</p> <ul style="list-style-type: none"> • Open Educational Resources/Digital Textbooks \$16,000 for annual revision of CUSD digital textbooks • Digital Content Portal and contract for mandated district certificated librarian (TK-12) \$21,000 • <i>Edotyping</i> keyboarding curriculum (K-6) \$4400 <p><i>Lottery Technology Fund</i> Haiku LMS, Google, and web access \$17,000</p> <p>Professional Development: <i>LCFF Base</i></p> <ul style="list-style-type: none"> • \$130,000 for certificated and classified District PD Day (TBD August 2017) <p><i>Title IIA</i></p> <ul style="list-style-type: none"> • CCSS/NGSS trainings at SDCOE, conference attendance, leadership teams

			after hours PD, etc. \$53,000 <i>Google (in-kind donation)</i> <ul style="list-style-type: none"> 20+ free seats for CUSD staff for hosting Google Conference in (PENDING) October 2017 (overall registration dictates number of CUSD free seats)
<p>1c) All schools will provide academic learning supports including differentiated instruction for all students in order to decrease achievement gaps and engage students, with a focus on accelerating learning.</p> <ul style="list-style-type: none"> Multi-Tiered Support Services: All sites will provide Academic Support for identified students in English language arts and mathematics. Sites will use CUSD MTSS Framework to determine appropriate placement and services. Elementary Academic Support and Enrichment teachers and secondary intervention teachers will collaborate with general education colleagues to determine strategies to decrease learning gaps. Students in grades K-high school will be assessed using Measures of Academic Progress (CHS math only for Integrated I and II). CUSD will implement Year 1 of MAP for Primary Grades in grades K-2 (only those gr 2 student who have been identified as below proficient readers will use MPG; all other gr 2 students will use MAP). All available data, including MAP, will be used to set goals via personalized education plans to engage students in their learning. Compass Learning personalized tutorials (linked to MAP data) will be available for all students in grades K-8; 1 hour/week usage is highly encouraged. Achieve 3000 will be used for literacy support in grades 6-12, including ELD courses. Low Income/Homeless/Foster Youth Interventions: All sites will provide Academic Support for identified Low Income/Homeless/Foster Youth students in English language arts and mathematics. See above. Students with Disabilities: For Students with Disabilities, MAP (RIT), CAASPP, and CAA scores (baseline 2016) will provide information on present levels of performance to determine progress on IEP goals and gauge proficiency. Military Dependent Academic Needs: Identified military dependent students who are below proficient in mathematics will participate in Academic Support and Enrichment services (elementary) and math support sections (secondary) in order to improve proficiency in math due to frequent relocations resulting in gaps in their learning per DoDEA Grant Project Math, Mindset, and Mastery (Year 2). Military-dependent achievement data will be disaggregated from non-military dependent students in order to ensure military-students' academic needs are being met. 	ALL SCHOOLS	<u>X</u> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) <u>Military-dependent students</u>	<p>District-wide Intervention: <i>Targeted Instructional Improvement Block Grant (TIIG) to support below proficient students, including support for low income/homeless/foster youth. This funding must be used to support students who are below proficient in core content areas. Use for CUSD MTSS Guidelines for support:</i></p> <p>\$161,259 for District-wide intervention (apportioned to sites based on % of total district enrollment)</p> <ul style="list-style-type: none"> -CHS: \$62,342 (39.9%) -CMS: \$37,412 (23.2%) -VES: \$43,862 (27.2%) -SSES: \$16,642 (9.7%) <p><i>LCFF Supplemental to support personalized learning for below proficient students, especially in core content areas (use for CUSD MTSS Guidelines for support) including support for low income/homeless/foster youth (amounts will not be less than the 2016-17 funding, however % apportioned for each sit may change based on enrollment):</i></p> <ul style="list-style-type: none"> \$379,832.00 (2016-17 funding) for District-wide intervention (apportioned to sites based on % of total district enrollment): <p>CUSD: \$215,900 (57% ; for ELD and other district-wide supports for unduplicated students) Balance for sites: \$163,932</p> <ul style="list-style-type: none"> -CHS: \$65,409 (39.9%) -CMS: \$38,032 (23.2%) -VES: \$44,590 (27.2%) -SSES: \$15,901 (9.7%) <p><i>Dept. of Defense Grant Project M3:</i></p> <ul style="list-style-type: none"> \$70,592 to support 2.35 FTE for math intervention support: 1 section each math support for CMS/CHS (.40 FTE) and Academic Support and Enrichment Teachers at VES and SSES (4 @.485 FTE = 1.94 FTE) .5 FTE for CUSD Math TOSA/DoDEA Project Director \$39,600 Measures of Academic Progress (MAP for gr 2-8 in ELA/math; CHS math) and MAP for Primary Grades (MPG gr K-2) \$27,400 Compass Learning licenses (gr K-8) \$27,000 <p>LCFF Base/SpED contribution:</p>

			<ul style="list-style-type: none"> • 33 sections Literacy, math, and study skills for CHS • 28 sections Literacy, math, and study skills for CMS <p><i>Title I</i> Silver Strand Elementary reading specialist and some Academic Support and Enrichment Teachers \$172,000</p> <p>Professional Development: From DoDEA, Title IIA funds, and Educator Effectiveness</p> <p>Assessment: Dept. of Defense Grant Project M3</p> <ul style="list-style-type: none"> • Measures of Academic Progress (MAP for gr 2-8 in ELA/math; CHS math) and MAP for Primary Grades (MPG gr K-2) \$27,400 <p>Multiple Measures Assessment Reporting System (MMARS) \$5,400</p>
<p>1d) English Learners and Reclassified Fluent English Proficient Students will improve reading, writing, speaking, and listening skills in English in order to be college and career ready (Per Title III Improvement Plan):</p> <ul style="list-style-type: none"> • Following initial and annual fall CELDT assessment, students will receive designated ELD instruction based on California ELD standards no fewer than 150 minutes/week with a highly qualified certificated teacher. • Each site will designate an EL Resource Teacher (EL RT) as a case carrier for EL/RFEP students at that site. EL Resource Teachers will work with administration, teachers, parents, and students to create a personalized learning plan for each EL/RFEP student. EL RTs will help to ensure appropriate ELD/SDAIE instruction for students and parent involvement, monitor data, and provide professional development support. EL RTs will assist in D/ELAC. • CUSD EL Committee will implement reclassification criteria based on new SBAC baseline data in fall 2017 (pending CDE guidance). • CUSD will hold reclassification celebrations for school site involving students and parents annually. • Coronado High School/Palm Academy and CUSD EL committee issue the CA Seal of Biliteracy for graduating seniors who meet the criteria. • All CUSD administrators and teachers will receive professional development training on CA ELD standards, ELA/ELD framework, and research-based best practices such as SDAIE or Project GLAD per federal Title III Improvement Plan. • District and site administration will use multiple means of communication such as direct phone calls, email, district website blog posting, Twitter, Haiku LMS, and other means to 	<p>ALL SCHOOLS</p>	<p><u>__</u> ALL OR: <u>__</u> Low Income pupils <u> X</u> English Learners <u>__</u> Foster Youth <u> X</u> Redesignated fluent English proficient <u>__</u> Other Subgroups:(Specify <u>Military-dependent students</u>)</p>	<p>EL/RFEP: LCFF Supplemental EL Resource Teachers (1.2 FTE) \$176,300</p> <p><i>Title IIA</i> EL/RFEP-related Professional Development \$5,000</p> <p><i>Title III (Immigrant)</i> For EL/RFEP related instructional materials \$9,386</p>

<p>increase D/ELAC parent and community participation.</p> <ul style="list-style-type: none"> Site administration, registrars, and other site staff will be retrained annually on EL/RFEP procedures including Home Language Survey/registrar, updates to local student information system, annual notification requirements, student permanent record documents, and CALPADS data requirements. CUSD will develop a new guidance document for this purpose. These staff members will work closely with site EL RTs to determine CELDT testing eligibility and appropriate placement for students needing these services. Oversight of District data and systems will be conducted by District Bilingual Director (Sr. Director of Learning). 			
<p>1e) All students will be engaged learners and take responsibility for their learning.</p> <ul style="list-style-type: none"> 86% of CUSD students will have some kind of personalized education plans, including 100% of EL/RFEP students, below proficient or credit deficient military-connected students, students with disabilities (IEP), and other identified below proficient students (aligns with DoDEA grant and Title III Improvement Plan). This is the same percent as reported in 2015-16. CUSD will implement recommendations from the 2016-17 PEP study committee to increase students' ability to be engaged their learning. 	<p>ALL SCHOOLS</p>	<p><u>X</u> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) <u>Military-dependent students</u></p>	<p>Assessment and Instructional Materials: <i>DoDEA Project M3</i></p> <ul style="list-style-type: none"> Measures of Academic Progress/MAP for Primary Grades (gr K-8 in ELA/math; CHS Integrated Math I and II) \$27,400 Compass Learning licenses (gr 2-8) \$27,000 <p>Professional Development for PEP Study Committee: <i>Title IIA</i></p> <ul style="list-style-type: none"> PEP study committee \$3,000 (if needed)

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> Students will receive instruction that is aligned to the Common Core State Standards and ELD standards, and increasingly aligned to Next Generation Science Standards. All students will have standards-aligned instructional materials, as measured by annual inventory/Sufficiency of Instructional Materials, professional development documents (topics, participants, and expenses) 100% of CUSD teachers will be appropriately credentialed and assigned as evidenced by annual credential audit (maintain baseline). Achievement in English Language Arts and mathematics for grades 3-8 and 11 will increase 8% over spring 2015 baseline, including for Students with Disabilities, English Learners/RFEP students, Low Income/Foster/Homeless Youth, and military-connected students. Early Admission Program (EAP) pass rate, reported in all Grade 11 student CAASPP results, will increase by 6% over spring 2015 baseline. Students in grades 5, 8, and high school will participate in Yr. 1 of operational NGSS assessment. Data will be baseline. All students will receive both integrated and discreet arts instruction based on adopted VAPA standards (increase by 4% over 2016-baseline/metrics TBD.) 100% of English Learners will make annual progress towards becoming English proficient as measured by annual CELDT scores and AMAO reports. EL Reclassification rate will increase by 4% over 2015 baseline. Long-term English learner rate will be 0 students will be maintained (baseline). The District UC/CSU (A-G) completion rate of 73.2% in 2014-15 (CHS 76%; Palm Academy 0%) will increase by 4% in 2018-19. AP course participation rate of 38% in 2014-15 rate will be maintained in 2018-19. The AP achievement rates of 72% of students scoring a 3, 4, or 5 and 13% of students scoring a 5 in 2014-15 will increase by 5% in 2018-19. The percent of students (duplicated) participated in CTE courses will increase by 5% over the 2014-15 rate. The baseline of 100% of students who receive a "C" or better in capstone CTE courses will be maintained. 100% of students and teachers have access to multimedia computers and digital content connected to the network in all classrooms, school computer labs, and the library during the school day (maintain baseline). 80% of students and teachers will be digitally literate (based on CUSD K-5 Digital Proficiency Scope and Sequence) as measured by metrics developed in 2016-17; 75% of students and teachers will be
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- digitally literate (based on CUSD 6-12 Digital Proficiency Scope and Sequence) as measured by metrics developed in 2016-17
18. 100% of all teachers will have access to and receive training on academic data systems in order to use data to make instructional decisions. TP – Data – pgs. 19 and 70
 19. The 4-year cohort graduation rate of 98% from 2014-15 and the CHS graduation rate of 98.6% in 2014-15 will be maintained in 2016-17 (data reported a year in arrears).
 20. District and site API scores will be maintained as measured by CDE criteria (pending new accountability guidelines due in fall 2016 by the CDE).
 21. Use of PSAT data as a metric for college and career readiness TBD.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1a) All schools will provide standards-aligned core curriculum, assessment, and high quality instruction to prepare all students to graduate college and career ready.</p> <ul style="list-style-type: none"> • Alignment/Teacher Capacity: Students will receive instruction that is standards-based and increasingly aligned to the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). CUSD will build a professional development plan for 2018-19 with certificated (via CUSD PD Committee) and classified staff input (via CSEA Leadership Team). • Staffing: 100% of CUSD teachers will be highly qualified teachers as evidenced by credential audit. • Achievement: <ul style="list-style-type: none"> - The achievement of students in grades 3-8 and 11 in English Language Arts and mathematics will improve 8% over spring 2015 baseline as measured by Smarter Balanced Assessments. - The achievement of English learners and reclassified fluent English proficient students in grades 3-8 and 11 in English Language Arts and mathematics will improve 8% over spring 2015 baseline as measured by Smarter Balanced Assessments. -Students in tested grades (grades 5, 8, and once in HS) will participate in the operational version of Next Generation Science Standards Assessment (Year 1). -The achievement of students with disabilities in grades 3-8 and 11 in English Language Arts and mathematics will improve 8% over spring 2015 baseline as measured by Smarter Balanced Assessments; The achievement of students with disabilities in grades 3-8 and 11 in English Language Arts and mathematics will be able to be compared to spring 2016 baseline as measured by California Alternate Assessment. -The achievement of low income, homeless, and foster youth in grades 3-8 and 11 in English Language Arts and mathematics will improve 8% over spring 2015 baseline as measured by Smarter Balanced Assessments. -The achievement of military dependent students in English Language Arts and mathematics will be equal to that of non-military dependent students as measured by Smarter Balanced Assessments. • Analyze Student Data to Improve Student Learning: All teachers will be able to use the data portal Multiple Measures Assessment Reporting System (MMARS), which will include SBAC and MAP data. • Graduation Rates: Maintain graduation rate. • Course Options: CUSD will strive to maintain current number of electives, Career Technical Education courses, and intervention sections and supports using all available resources to 	<p>ALL SCHOOLS</p>	<p><u>X</u> ALL OR:</p> <p>__Low Income pupils</p> <p>__English Learners</p> <p>__Foster Youth</p> <p>__Redesignated fluent English proficient</p> <p>__Other Subgroups:(Specify)</p> <p><u>Military-dependent students</u></p>	<p>Purchase of standards-aligned curriculum: <i>General Fund set aside:</i> \$TBD balance total funds for all textbooks and adoptions; this funding is not replaced each year and must last for the foreseeable future. This fund may also be used to support digital textbook initiatives. <i>Lottery Funds (restricted and unrestricted):</i> \$TBD For consumables and licenses</p> <p>Course Options: <i>LCFF Base</i></p> <ul style="list-style-type: none"> • Various electives in foreign language, arts, and engineering, Big History, etc. • CTE • Advanced Placement • Coronado School of the Arts • NJROTC <p>Visual and Performing Arts: PENDING: DoDEA 2106 Arts for Learning grant application</p> <p>Professional Development: <i>LCFF Base</i></p> <ul style="list-style-type: none"> • \$132,000 for certificated and classified District PD Day (TBD August 2018) <i>Dept. of Defense Grant Project Mathematics, Mindset, and Mastery (M3)</i> • PEP/math related professional development and meetings \$9,600 <i>Title IIA</i> • CCSS/NGSS trainings at SDCOE, conference attendance, leadership teams after hours PD, etc. \$53,000 <p>Assessment: <i>Dept. of Defense Grant Project M3</i></p> <ul style="list-style-type: none"> • Measures of Academic Progress/MAP for Primary Grades (MAP for gr K-8 in ELA/math; HS algebra and geometry) \$27,400 • Multiple Measures Assessment Reporting System (MMARS) \$8,000 <p><i>CUSD Assessment Budget:</i></p> <ul style="list-style-type: none"> • K-5 Developmental Reading Assessment (DRA) Online Management

<p>ensure that students' individual needs are met including but not limited to DoDEA Project M3, federal Title I and Title III, Targeted Instruction and Improvement Grant (TIIG) funds, and LCFF Base and Supplemental funds. Coronado High School will incorporate Palm Academy services for identified students into CHS, as well as independent study (SOLO program) and blended model online course options for students.</p> <ul style="list-style-type: none"> • Visual and Performing Arts: CUSD will further develop and evaluate units of instruction integrating CA visual and performing arts standards with English language arts standards for all grades (PENDING: DoDEA 2106 Arts for Learning grant application). • Instructional Materials: Purchases of instructional materials will follow guidelines established in 2015-16 school year based on Education Code, Williams Law, Board Policies and philosophies, CUSD instructional materials budgets, new adoption timelines for CCSS ELA/ELD and NGSS, quality of adoption materials, and ensuring that teachers' expertise and consultation is a significant part of the process. Resources for instructional materials include: general fund set-aside dollars for instructional materials (\$amount TBD for 2018-19) for the foreseeable future and Lottery funds (\$amount TBD for 2018-19) used for consumables and licenses for all preschool through grade 12 instruction. 			<p>System and DRA K-5 paper assessments \$9, 000 Pupil Testing \$26,000</p>
<p>1b) All schools will ensure access to and proficiency of 21st century learning tools, resources, and skills for all staff and students. (Aligns with CUSD Technology Plan/Future Ready Schools Plan).</p> <ul style="list-style-type: none"> • Proficiency of Staff/Professional Development: 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. • Proficiency of Students/Technology and Information Literacy: CUSD K-5 Digital Literacy Scope and Sequence will be implemented for grades K-5 (Year 2). A Digital Literacy Scope and Sequence will be created for grades 6-12. 	<p>ALL SCHOOLS</p>	<p><u>X</u> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify) <u>Military-dependent students</u></p>	<p>Cost of network maintenance and upgrades: <i>Fund 40</i> \$326,453 (includes IT Budget backup power supply units, servers, wireless infrastructure partial replacement, Wireless Access Points and licenses, etc.)</p> <p>Devices replacements (computer, projectors, etc.): <i>Fund 40</i> \$417,300 (this includes DO <u>and</u> site funds for desktop and mobile devices, carts, projectors, docucams, printers, Apple Refresh, etc.).</p> <p>Instructional Resources <i>Instructional Materials Gen Fund set aside</i> (also see Goal 1)</p> <ul style="list-style-type: none"> • Open Educational Resources/Digital Textbooks \$16,000 for annual revision of CUSD digital textbooks • Digital Content Portal and contract for mandated district certificated librarian (TK-12) \$21,000 • <i>Edotyping</i> keyboarding curriculum (K-6) \$4,400 <p><i>Lottery Technology Fund</i> Haiku LMS, Google, and web access \$17,000</p> <p>Professional Development: <i>LCFF Base</i></p> <ul style="list-style-type: none"> • \$132,000 for certificated and classified District PD Day (TBD August 2017) <p><i>Title IIA</i></p> <ul style="list-style-type: none"> • CCSS/NGSS trainings at SDCOE, conference attendance, leadership teams

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<p>system, annual notification requirements, student permanent record documents, and CALPADS data requirements. CUSD will develop a new guidance document for this purpose. These staff members will work closely with site EL RTs to determine CELDT testing eligibility and appropriate placement for students needing these services. Oversight of District data and systems will be conducted by District Bilingual Director (Sr. Director of Learning).</p>			
<p>1e) All students will be engaged learners and take responsibility for their learning.</p> <ul style="list-style-type: none"> 86% of CUSD students will have some kind of personalized education plans, including 100% of EL/RFEP students, below proficient or credit deficient military-connected students, students with disabilities (IEP), and other identified below proficient students (aligns with DoDEA grant and Title III Improvement Plan). This is the same percent as reported in 2015-16. CUSD will implement recommendations from the 2016-17 PEP study committee to increase students' ability to be engaged their learning. 	<p>ALL SCHOOLS</p>	<p><u>X</u> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) <u>Military-dependent students</u></p>	<p>Assessment and Instructional Materials: <i>DoDEA Project M3</i></p> <ul style="list-style-type: none"> Measures of Academic Progress/MAP for Primary Grades (gr K-8 in ELA/math; CHS Integrated Math I and II) \$27,400 Compass Learning licenses (gr 2-8) \$27,000 <p>Professional Development for PEP Study Committee: <i>Title IIA</i></p> <ul style="list-style-type: none"> PEP study committee \$3,000 (as needed)

<p>GOAL:</p>	<p>Goal 2: Communicate openly, freely, and accurately to engage and involve all shareholders.</p>		<p>Related State and/or Local Priorities: 1___ 2___ 3___ 4 <u>x</u> 5 <u>x</u> 6 <u>x</u> 7 <u>x</u> 8 <u>x</u></p> <p>Local: CUSD 2015-16 Board Goal 2</p>
<p>Identified Need:</p>	<ul style="list-style-type: none"> CUSD shareholders include: <ul style="list-style-type: none"> -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. -SE PAC (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. 32% of CUSD students (2015-16 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 11% of all CUSD enrollment (per 2015-16 CALPADS 2.9), a 2% increase over 2014-15. 		
<p>Goal Applies</p>	<p>Schools:</p>	<p>All schools</p>	

to:	Applicable Pupil Subgroups:	All Subgroups: Black/African American, Asian, Hispanic/Latino, White, Socioeconomically Disadvantaged, English Learners, Students with Disabilities, Military Dependent (local identifier)
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Usage data from various communication methods will be reported annually, including Haiku Learning Management System and Synergy Parent View TP Appendix A pg. 131 2. Annual surveys will demonstrate an increase in self-reported positive school interactions. Survey procedures are pending Governing Board direction. 3. Required Parent Participation: School and District administrators will monitor SSC, D/ELAC, to ensure 100% compliance with state and federal laws and local needs. 4. District and site strategic planning committees will include parents who represent CUSD student demographics, including military parents, parents of students with disabilities, and parents of English Learner/Reclassified Fluent English Proficient students. 5. 100% of elementary parents will participate in annual parent-teacher conferencing (face-to-face or digital methods); baseline data for elementary and secondary parent conferencing will be collected in 2016-17. 6. The number of parent training opportunities, both virtual and face to face, will increase over 2015-16; parent participation rates will also increase.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2a) Various methods of communication will be used in order to engage and support shareholders.</p> <ul style="list-style-type: none"> • Implement communication methods such as websites, email blasts (<i>Constant Contact</i>), mass communication via text/emails (<i>InTouch/Edulink</i>), Haiku, Google, the weekly CUSD Communique', Twitter, Facebook, eCoronado, Coronado Eagle Journal, etc. TP – Curriculum Learning – pg. 26 • Inform shareholders of communication methods and how to view or create these methods via training • Continue to expand and evaluate the use of Haiku Learning Management System (LMS) and Google Apps for Education (GAPE) by parents and teachers; increase use of Haiku by teachers and parents as determined by 2015-16 baseline data. Investigate use of Haiku eportfolio as a vehicle for personalized education plans. TP - Curriculum Learning - pg. 32; Space Time – pg. 48 	ALL SCHOOLS	<p><input checked="" type="checkbox"/> ALL OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Military-dependent students</u></p>	<p>Virtual Communication: <i>Lottery Technology Fund</i> Haiku LMS, Google, and web access \$32,000</p>
<p>2b) Shareholder participation, communication, and engagement will continue to be a priority in order to support all students.</p> <ul style="list-style-type: none"> • Ensure that District and site strategic planning committees will include parents who represent varied student needs, including military parents, parents of students with disabilities, and parents of English Learner/Reclassified Fluent English Proficient students, etc. • Annual surveys will demonstrate an increase in self-reported positive school interactions (see outcomes above; survey procedures are pending Governing Board direction). • Maintain Ensure 100% of elementary parent participation in fall conferences and promote secondary parent conferencing/communication. • Provide a series of face- to-face and virtual trainings for parents on CCSS, NGSS, Haiku, and Synergy ParentVUE, including improvements to resources for parents via district websites. TP Community Partnerships pg. 87 • Build a process for providing information to families in a streamlined manner. TP Community Partnerships pg. 90 	ALL SCHOOLS	<p><input checked="" type="checkbox"/> ALL OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Military-dependent students</u></p>	<p><i>Title IIA and DoDEA Project M3 Grant</i> After school staff pay for parent trainings \$6,000</p>
<p>2c) Required Parent Participation:</p> <ul style="list-style-type: none"> • School Compliance Officers will monitor SSC, ELAC, and D/ELAC to ensure 100% compliance 	ALL SCHOOLS	<input checked="" type="checkbox"/> ALL OR:	None

with state and federal laws and local committees.		__Low Income pupils <u>X</u> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) <u>Military-</u> <u>dependent students</u>	
2d) Assess the communication methods using multiple measures <ul style="list-style-type: none"> Use annual strategic planning sessions, surveys, and forums to assess communication effectiveness. 	ALL SCHOOLS	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) <u>Military-</u> <u>dependent students</u>	LCFF General Fund Survey Monkey account: \$300.00 Google Apps for Education

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> Usage data from various communication methods will be reported annually, including Haiku Learning Management System and Synergy ParentVue TP - Appendix A - pg. 131 Annual surveys will demonstrate an increase in self-reported positive school interactions. Survey procedures are pending Governing Board direction. Required Parent Participation: School and District administrators will monitor SSC, D/ELAC, to ensure 100% compliance with state and federal laws and local needs. District and site strategic planning committees will include parents who represent CUSD student demographics, including military parents, parents of students with disabilities, and parents of English Learner/Reclassified Fluent English Proficient students. Target: 100% of elementary parents will participate in annual parent-teacher conferencing (face-to-face or digital methods); the % of participating parents in both elementary and secondary parent-teacher conferences will increase by 2% over 2016-17 baseline. The number of parent training opportunities, both virtual and face to face, will increase over 2016-17; parent participation rates will also increase.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2a) Various methods of communication will be used in order to engage and support shareholders. <ul style="list-style-type: none"> Implement communication methods such as websites, email blasts (<i>Constant Contact</i>), mass communication via text/emails (<i>InTouch/Edulink</i>), Haiku, Google, the weekly CUSD Communique', Twitter, Facebook, eCoronado, Coronado Eagle Journal, etc. Inform shareholders of communication methods and how to view or create these methods via training Evaluate the use of Haiku Learning Management system by parents and teachers; increase use of Haiku by teachers and parents as determined by 2015-16 baseline data. Evaluate use of Haiku eportfolio as a vehicle for personalized education plans. 	ALL SCHOOLS	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) <u>Military-</u> <u>dependent students</u>	Virtual Communication: Lottery Technology Fund Haiku LMS, Google, and web access \$32,000
2b) Shareholder participation, communication, and engagement will continue to be a priority in order to support all students. <ul style="list-style-type: none"> Ensure that District and site strategic planning committees will include parents who represent varied student needs, including military parents, parents of students with disabilities, and parents of English Learner/Reclassified Fluent English Proficient students, etc. Annual surveys will demonstrate an increase in self-reported positive school interactions (see 	ALL SCHOOLS	X ALL OR: __Low Income pupils <u>X</u> English Learners __Foster Youth <u>X</u> Redesignated fluent English proficient __Other	Title IIA and DoDEA Project M3 Grant After school staff pay for parent trainings \$6,000

<p>outcomes above).</p> <ul style="list-style-type: none"> Maintain 100% of elementary parent participation in fall conferences and promote secondary parent conferencing/communication. Provide a series of face- to-face and virtual trainings for parents on CCSS and NGSS topics, including improvements to resources for parents via district websites 		Subgroups:(Specify) <u>Military-dependent students</u>	
<p>2c) Required Parent Participation:</p> <ul style="list-style-type: none"> School Compliance Officers will monitor SSC, ELAC, and D/ELAC to ensure 100% compliance with state and federal laws and local committees. 	ALL SCHOOLS	<u>X</u> ALL OR: __Low Income pupils <u>X</u> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) <u>Military-dependent students</u>	None
<p>2d) Assess the communication methods using multiple measures</p> <ul style="list-style-type: none"> Use annual strategic planning sessions, surveys, and forums to assess communication effectiveness. 	ALL SCHOOLS	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) <u>Military-dependent students</u>	LCFF General Fund Survey Monkey account: \$300.00

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> Usage data from various communication methods will be reported annually, including Haiku Learning Management System and Synergy ParentVue TP - Appendix A - pg. 131 Annual surveys will demonstrate an increase in self-reported positive school interactions. Survey procedures are pending Governing Board direction. Required Parent Participation: School and District administrators will monitor SSC, D/ELAC, to ensure 100% compliance with state and federal laws and local needs. District and site strategic planning committees will include parents who represent CUSD student demographics, including military parents, parents of students with disabilities, and parents of English Learner/Reclassified Fluent English Proficient students. Target: 100% of elementary parents will participate in annual parent-teacher conferencing (face-to-face or digital methods); the % of participating parents in both elementary and secondary parent-teacher conferences will increase by 4% over 2016-17 baseline. The number of parent training opportunities, both virtual and face to face, will increase over 2017-18; parent participation rates will also increase.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2a) Various methods of communication will be used in order to engage and support shareholders.</p> <ul style="list-style-type: none"> Implement communication methods such as websites, email blasts (<i>Constant Contact</i>), mass communication via text/emails (<i>InTouch/Edulink</i>), Haiku, Google, the weekly CUSD Communique', Twitter, Facebook, eCoronado, Coronado Eagle Journal, etc. Inform shareholders of communication methods and how to view or create these methods via training Evaluate the use of Haiku Learning Management system by parents and teachers; increase use of Haiku by teachers and parents as determined by 2015-16 baseline data. Evaluate use of Haiku eportfolio as a vehicle for personalized education plans. 	ALL SCHOOLS	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) <u>Military-dependent students</u>	<p>Virtual Communication: <i>Lottery Technology Fund</i> Haiku LMS, Google, and web access \$32,000</p>

<p>2b) Shareholder participation, communication, and engagement will continue to be a priority in order to support all students.</p> <ul style="list-style-type: none"> Ensure that District and site strategic planning committees will include parents who represent varied student needs, including military parents, parents of students with disabilities, and parents of English Learner/Reclassified Fluent English Proficient students, etc. Annual surveys will demonstrate an increase in self-reported positive school interactions (see outcomes above). Maintain 100% of elementary parent participation in fall conferences and promote secondary parent conferencing/communication. Provide a series of face- to-face and virtual trainings for parents on CCSS and NGSS topics, including improvements to resources for parents via district websites 	<p>ALL SCHOOLS</p>	<p><u>X</u> ALL OR: __ Low Income pupils <u>X</u> English Learners __ Foster Youth <u>X</u> Redesignated fluent English proficient __ Other Subgroups:(Specify) <u>Military-dependent students</u></p>	<p><i>Title IIA and DoDEA Project M3 Grant</i> After school staff pay for parent trainings \$6,000</p>
<p>2c) Required Parent Participation:</p> <ul style="list-style-type: none"> School Compliance Officers will monitor SSC, ELAC, and D/ELAC to ensure 100% compliance with state and federal laws and local committees. 	<p>ALL SCHOOLS</p>	<p><u>X</u> ALL OR: __ Low Income pupils <u>X</u> English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) <u>Military-dependent students</u></p>	<p>None</p>
<p>2d) Assess the communication methods using multiple measures</p> <ul style="list-style-type: none"> Use annual strategic planning sessions, surveys, and forums to assess communication effectiveness. 	<p>ALL SCHOOLS</p>	<p><u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) <u>Military-dependent students</u></p>	<p><i>LCFF General Fund</i> Survey Monkey account: \$300.00</p>

<p>GOAL:</p>	<p>Goal 3: Maintain safe and supportive schools where students and staff thrive.</p>	<p>Related State and/or Local Priorities: 1_x 2_x 3__ 4_x 5_x 6__ 7_x 8_x Local: CUSD 2015-16 Board Goal 3</p>
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<p>Identified Need:</p>	<ul style="list-style-type: none"> 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. 	
<p>Goal Applies to:</p>	<p>Schools: Applicable Pupil Subgroups:</p>	<p>All schools <u>All Subgroups:</u> Black/African American, Asian, Hispanic/Latino, White, Socioeconomically Disadvantaged, English Learners, Students with Disabilities, Military Dependent (local identifier)</p>

<p>LCAP Year 1: 2016-17</p>	
<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 100% of CUSD schools will receive an overall “fair” rating on Facilities Inspection Tool (FIT). 100% of CUSD schools will update their safety plans annually, and ensure that all staff is appropriately trained. 100% of CUSD elementary schools will participate in monthly safety drills; 100% of middle schools will participate in safety drills four times every school year, 100% of high schools will participated in safety drills at least twice every school year.

4. The 2016-17 P2 attendance rate will increase by 2% over 2015-16 of 93.74%.
5. The 2016-17 chronic absenteeism rate will decrease by 1% over 2015-16 rate of 13%.
6. The total number of suspensions will decrease by 2% over 2014-15 rate of 4% (83/2009). Elementary schools will report their suspensions (baseline).
7. The baseline expulsion rate of 0% will be maintained.
8. The 2015-16 dropout count for Coronado High School will be reduced by 25% over 2014-15 count of 4 (data reported by CDE a year in arrears).
9. The dropout rate for Coronado Middle School will be maintained at 0 (14-15 data).
10. Teachers and classified employees will report positive feedback to CUSD regarding professional development and training.
11. The percent of CUSD students with Personalized Education Plans (PEPs) in 2016-17 will be maintained at 86%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3a) Facilities: CUSD will continue to maintain safe and clean school facilities. Due to constrained finances, the District has chosen a strategy of “planned degradation” for our school facilities. All facilities will continue to be safe and clean. However, some maintenance will be deferred until absolutely necessary in order to stretch our available funds as far as possible. A result of this will be “good” ratings on the Facilities Inspection Tool (FIT) dropping to “fair” in many cases. There are no additional significant projects planned.</p>	ALL SCHOOLS	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) <u>Military-dependent students</u>	<i>Fund 40</i> <ul style="list-style-type: none"> • Approximately \$450,000 for various facilities projects and upkeep.
<p>3b) Social emotional support for students will be provided in a variety of ways in a continuum of services ranging from guidance counseling to clinical counseling. Clinical Counselors and Educational Related Mental Health (ERMHS) Counselors will be providing classroom/staff presentations, individual counseling, walk-in counseling, risk management services, parent consultation, and group counseling. They will be reviewing on-going 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 program. At the conclusion of the 2015-16 school year, a summative analysis of this data will be conducted to determine effectiveness of the programs provide guidance for programs in 2016-17. In addition, these counselors will take the lead in the collaboration with district academic counselors, CUSD School Liaison Officer for Navy Region Southwest, CUSD Military Life Consultants (MFLCs), as well as CUSD School Resource Officer from the Coronado Police Department in addressing the social emotional needs of our students. Counselors will continue to collaborate with Coronado SAFE (School and Family Enrichment).</p>	ALL SCHOOLS	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) <u>Military-dependent students</u>	<i>LCFF Base</i> Guidance Counseling \$272,000 (3 secondary positions) <i>City of Coronado Joint Powers Agreement</i> Licensed Clinical Social Workers (Elementary 1.5 FTE, CMS 1.0 FTE, CHS 1.0 FTE) \$331,000 <i>Dept. of Defense (total costs are covered)</i> Military Family Life Counselors (all sites)
<p>3c) Ethical Use/Provide Safe Internet:</p> <ul style="list-style-type: none"> • CUSD students will participate in a digital citizenship course identified through SDCOE called Common Sense Education. K-5 students will receive instruction based on adopted K-5 Digital Proficiency and Citizenship Scope and Sequence. A gr 6-12 Digital Proficiency and Citizenship Scope and Sequence will be developed in 2016-17. • The Acceptable Use Policy will continue to be updated and re-signed by parents annually. 	ALL SCHOOLS	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) <u>Military-</u>	<i>Title IIA</i> \$3,000 for development of gr 6-12 Digital Proficiency and Citizenship Scope and Sequence project

<p>3d) Professional Development/Training: Provide professional development to support CA State Standards, new curriculum, intervention programs, and specific strategies for English Learners and all universal access differentiated instruction components, and other needed training as identified. CCSS/NGSS trainings will include paraprofessionals, when appropriate to content or service (see also Goal 1). CUSD will develop a professional development plan using available time and financial resources to support certificated and classified employees for 2016-17 with input from the CUSD Professional Development Committee (representative of all certificated staff) and classified department managers. Available time for professional development will include:</p> <ul style="list-style-type: none"> • August 22, 2016 District-wide Welcome Back 2016-17 and Professional Development Day (certificated and classified) • 3 “Late Start Thursdays” September 22, 2016; January 19, 2017; March 2, 2017; for certificated and classified). • CUSD will continue to provide for certificated staff a Wednesday Calendar to support various professional development, staff meetings, department and grade level PLCs, articulation/collaboration meetings and alignment needs on these minimum day affecting all schools based on CUSD 2016-17 calendar. • Some release days and paid professional development/meetings to support certificated standards-based instruction will be available through use of federal Title IIA funds. • Educator Effectiveness Funds will be used to support transition to NGSS, continuing transition to CCSS, and other personalized professional learning needs in order to maintain a faculty of high quality teachers. • One-time Fund 40 dollars will be used to support transition to integrated mathematics in grades 6-12. 	ALL SCHOOLS	<p><u>dependent students</u> X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) <u>Military-dependent students</u></p>	<p><i>LCFF Base</i></p> <ul style="list-style-type: none"> • \$127,000 for District PD Day certificated and classified (August 22, 2016) <p><i>Title IIA</i></p> <ul style="list-style-type: none"> • Training, release days and paid after school professional development/meetings to support certificated standards-based instruction \$54,000 <p><i>DoDEA Project M3</i></p> <ul style="list-style-type: none"> • \$9,600 <p><i>Educator Effectiveness (total award listed; funding available is less any amount spent in 2015-16)Total: \$245, 511</i></p> <ul style="list-style-type: none"> • CHS: 54, 180 • CMS: 32,702 • VES: 44, 661 • SSES: 17, 299 • CUSD (for district-wide use): 96, 668 <p><i>Fund 40</i> \$135,750 (for PD, training, and support in 2016-17 and 2017-18)</p>
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LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. 100% of CUSD schools will receive an overall “fair” rating on Facilities Inspection Tool (FIT). 2. 100% of CUSD schools will update their safety plans annually, and ensure that all staff is appropriately trained. 3. 100% of CUSD elementary schools will participate in monthly safety drills; 100% of middle schools will participate in safety drills four times every school year, 100% of high schools will participated in safety drills at least twice every school year. 4. The 2017-18 P2 attendance rate will increase by 3% over 2015-16 rate of 93.74%. 5. The 2017-18 chronic absenteeism rate will decrease by 2% over 2015-16 rate of 13%. 6. The total number of suspensions will decrease by 2% over 2014-15 rate of 4% (83/2009) Elementary schools decrease their suspensions by 2% over baseline data from 2016-17. 7. The baseline expulsion rate of 0% will be maintained. 8. The 2016-17 dropout count for Coronado High School will be reduced by 25% over 2015-16 count of X. 9. The dropout rate for Coronado Middle School will be maintained at 0% (14-15 data). 10. Teachers and classified employees will report positive feedback to CUSD regarding professional development and training. 11. The percent of CUSD students with Personalized Education Plans (PEPs) in 2017-18 will be increased by 5% over 2015-16 rate 86% (to include more students in primary grades).
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>3a) Facilities: CUSD will continue to maintain safe and clean school facilities. Due to constrained finances, the District has chosen a strategy of “planned degradation” for our school facilities. All facilities will continue to be safe and clean. However, some maintenance will be deferred until absolutely necessary in order to stretch our available funds as far as possible. A result of this will be “good” ratings on the Facilities Inspection Tool (FIT) dropping to “fair” in many cases. There are no additional significant projects planned.</p>	ALL SCHOOLS	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) <u>Military-dependent students</u>	<p><i>Fund 40</i></p> <ul style="list-style-type: none"> Approximately \$450,000 for various facilities projects and upkeep.
<p>3b) Social-Emotional Support Social emotional support for students will be provided in a variety of ways in a continuum of services ranging from guidance counseling to clinical counseling. Clinical Counselors and Educational Related Mental Health (ERMHS) Counselors will be providing classroom/staff presentations, individual counseling, walk-in counseling, risk management services, parent consultation, and group counseling. They will be reviewing on-going 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 program. At the conclusion of the 2015-16 school year, a summative analysis of this data will be conducted to determine effectiveness of the programs provide guidance for programs in 2016-17. In addition, these counselors will take the lead in the collaboration with district academic counselors, CUSD School Liaison Officer for Navy Region Southwest, CUSD Military Life Consultants (MFLCs), as well as CUSD School Resource Officer from the Coronado Police Department in addressing the social emotional needs of our students.</p>	ALL SCHOOLS	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) <u>Military-dependent students</u>	<p><i>LCFF Base</i> Guidance Counseling \$272,000 (3 secondary positions) <i>City of Coronado Joint Powers Agreement (pending; will be addressed at First Interim)</i> Licensed Clinical Social Workers (Elementary 2.0 FTE, CMS .5 FTE, CHS 1.0 FTE) \$331,000 <i>Dept. of Defense (total costs are covered)</i> Military Family Life Counselors (all sites)</p>
<p>3c) Ethical Use/Provide Safe Internet:</p> <ul style="list-style-type: none"> CUSD students will participate in a digital citizenship course identified through SDCOE called Common Sense Education. K-5 students will receive instruction based on adopted K-5 Digital Proficiency and Citizenship Scope and Sequence. Implement year 1 of new 6-12 Digital Proficiency and Citizenship Scope and Sequence, developed in 2016-17. The Acceptable Use Policy will continue to be updated and re-signed by parents annually. 	ALL SCHOOLS	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) <u>Military-dependent students</u>	<p><i>Title IIA</i> \$3,000 for development of gr 6-12 Digital Proficiency and Citizenship Scope and Sequence project, as needed.</p>

<p>3d) Professional Development/Training: Provide professional development to support CA State Standards, new curriculum, intervention programs, and specific strategies for English Learners and all universal access differentiated instruction components, and other needed training as identified. CCSS/NGSS trainings will include paraprofessionals, when appropriate to content or service (see also Goal 1). CUSD will develop a professional development plan using available time and financial resources to support certificated and classified employees for 2017-18 with input from the CUSD Professional Development Committee (representative of all certificated staff) and classified department managers. Available time for professional development will include:</p> <ul style="list-style-type: none"> • August 2017 TBD District-wide Welcome Back 2017-18 and Professional Development Day (certificated and classified) • 3 “Late Start Thursdays” (TENTATIVE DATES: TBD for certificated and classified). • CUSD will continue to provide for certificated staff a Wednesday Calendar to support various professional development, staff meetings, department and grade level PLCs, articulation/collaboration meetings and alignment needs on these minimum day affecting all schools based on CUSD 2017-18 calendar. • Some release days and paid professional development/meetings to support certificated standards-based instruction will be available through use of federal Title IIA funds. • Educator Effectiveness Funds will be used to support transition to NGSS, continuing transition to CCSS, and other personalized professional learning needs in order to maintain a faculty of high quality teachers. • One-time Fund 40 dollars will be used to support transition to integrated mathematics in grades 6-12. This will be the last year of this funding. 	<p>ALL SCHOOLS</p>	<p><u>X</u> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify) <u>Military-dependent students</u></p>	<p><i>LCFF Base</i></p> <ul style="list-style-type: none"> • \$132,000 for District PD Day certificated and classified (August 22, 2016) <p><i>Title IIA</i></p> <ul style="list-style-type: none"> • Training, release days and paid after school professional development/meetings to support certificated standards-based instruction \$54,000 <p><i>DoDEA Project M3</i></p> <ul style="list-style-type: none"> • \$9,600 <p><i>Educator Effectiveness (total award listed; funding available is less any amount spent in 2016-17)Total: \$245, 511</i></p> <ul style="list-style-type: none"> • CHS: 54, 180 • CMS: 32,702 • VES: 44, 661 • SSES: 17, 299 • CUSD (for district-wide use): 96, 668 <p><i>Fund 40</i> \$135,750 (for PD, training, and support. Balanced to be determined on 2016-17 spending)</p>
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LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. 100% of CUSD schools will receive an overall “fair” rating on Facilities Inspection Tool (FIT). 2. 100% of CUSD schools will update their safety plans annually, and ensure that all staff is appropriately trained. 3. 100% of CUSD elementary schools will participate in monthly safety drills; 100% of middle schools will participate in safety drills four times every school year, 100% of high schools will participated in safety drills at least twice every school year. 4. The 2018-19 P2 attendance rate will increase by 4% over 2015-16 rate of 93.74%. 5. The 2018-19 chronic absenteeism rate will decrease by 3% over 2015-16 rate of 13%. 6. The total number of suspensions will decrease by 2% over 2014-15 rate of 4% (83/2009) Elementary schools decrease their suspensions by 3% over baseline data from 2016-17. 7. The baseline expulsion rate of 0% will be maintained. 8. The 2018-19 dropout count for Coronado High School will be reduced by 25% over 2017-18 count of X. 9. The dropout rate for Coronado Middle School will be maintained at 0%. 10. Teachers and classified employees will report positive feedback to CUSD regarding professional development and training. 11. The percent of CUSD students with Personalized Education Plans (PEPs) in 2018-19 will be increased by 5% over 2017-18 rate of X% (to include all students).
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3a) Facilities: CUSD will continue to maintain safe and clean school facilities. Due to constrained finances, the District has chosen a strategy of “planned degradation” for our school facilities. All facilities will continue to be safe and clean. However, some maintenance will be deferred until absolutely necessary in order to stretch our available funds as far as possible. A result of this will be “good” ratings on the Facilities Inspection Tool (FIT) dropping to “fair” in many cases. There are no additional significant projects planned.</p>	ALL SCHOOLS	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) <u>Military-dependent students</u>	Fund 40 • Approximately \$450,000 for various facilities projects and upkeep.
<p>3b) Social-Emotional Support Social emotional support for students will be provided in a variety of ways in a continuum of services ranging from guidance counseling to clinical counseling. Clinical Counselors and Educational Related Mental Health (ERMHS) Counselors will be providing classroom/staff presentations, individual counseling, walk-in counseling, risk management services, parent consultation, and group counseling. They will be reviewing on-going 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 program. At the conclusion of the 2015-16 school year, a summative analysis of this data will be conducted to determine effectiveness of the programs provide guidance for programs in 2016-17. In addition, these counselors will take the lead in the collaboration with district academic counselors, CUSD School Liaison Officer for Navy Region Southwest, CUSD Military Life Consultants (MFLCs), as well as CUSD School Resource Officer from the Coronado Police Department in addressing the social emotional needs of our students.</p>	ALL SCHOOLS	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) <u>Military-dependent students</u>	LCFF Base Guidance Counseling \$272,000 (3 secondary positions) City of Coronado Joint Powers Agreement (pending; will be addressed at First Interim) Licensed Clinical Social Workers (Elementary 2.0 FTE, CMS .5 FTE, CHS 1.0 FTE) \$331,000 Dept. of Defense (total costs are covered) Military Family Life Counselors (all sites)
<p>3c) Ethical Use/Provide Safe Internet:</p> <ul style="list-style-type: none"> • CUSD students will participate in a digital citizenship course identified through SDCOE called Common Sense Education. K-5 students will receive instruction based on adopted K-5 Digital Proficiency and Citizenship Scope and Sequence. Implement year 1 of new 6-12 Digital Proficiency and Citizenship Scope and Sequence, developed in 2016-17. • The Acceptable Use Policy will continue to be updated and re-signed by parents annually. 	ALL SCHOOLS	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) <u>Military-dependent students</u>	Title IIA \$3,000 for development of gr 6-12 Digital Proficiency and Citizenship Scope and Sequence project, as needed.
<p>3d) Professional Development/Training: Provide professional development to support CA State Standards, new curriculum, intervention programs, and specific strategies for English Learners and all universal access differentiated instruction components, and other needed training as identified. CCSS/NGSS trainings will include paraprofessionals, when appropriate to content or service (see also Goal 1). CUSD will develop a professional development plan using available time and financial resources to support certificated and classified employees for 2018-19 with input from the CUSD Professional Development Committee (representative of all certificated staff) and classified department managers. Available time for professional development will include:</p>	ALL SCHOOLS	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) <u>Military-dependent students</u>	LCFF Base • \$132,000 for District PD Day certificated and classified (August 22, 2016) Title IIA • Training, release days and paid after school professional development/meetings to support certificated standards-based instruction \$54,000 DoDEA Project M3

- August 2018 TBD District-wide Welcome Back 2018-19 and Professional Development Day (certificated and classified)
- 3 “Late Start Thursdays” (TENTATIVE DATES: TBD for certificated and classified).
- CUSD will continue to provide for certificated staff a Wednesday Calendar to support various professional development, staff meetings, department and grade level PLCs, articulation/collaboration meetings and alignment needs on these minimum day affecting all schools based on CUSD 2018-19 calendar.
- Some release days and paid professional development/meetings to support certificated standards-based instruction will be available through use of federal Title IIA funds.
- Educator Effectiveness Funds will be exhausted to support transition to NGSS, continuing transition to CCSS, and other personalized professional learning needs in order to maintain a faculty of high quality teachers. This is the final allowable year of these funds.

- \$9,600
- Educator Effectiveness (total award listed; funding available is less any amount spent in 2017-18)Total: \$245, 511*
- CHS: 54, 180
 - CMS: 32,702
 - VES: 44, 661
 - SSES: 17, 299
 - CUSD (for district-wide use): 96, 668

Section 2: Annual Update LCAP Year: *How did we do in 2015-16 (to date)?*

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 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 Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites 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?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

GOAL:	Goal 1: Integrate personalized learning with assessment methods that will prepare all students for academic and vocational success. (2014-15 LCAP Goals 1, 2, 3, 4)		Related State and/or Local Priorities: 1_x 2_x 3_x 4_x 5_x 6_x 7_x 8_x Local: CUSD 2015-16 Board Goal 1
Goal Applies to:	Schools: All CUSD Schools		
	Applicable Pupil Subgroups: Black/African American, Asian, Hispanic/Latino, White, Socioeconomically Disadvantaged, English Learners, Students with Disabilities		
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Students will receive instruction that is increasingly aligned to the Common Core State Standards and to the ELD standards. (Metric to be determined to include SBAC baseline data and teacher professional development.) 2. All students will have standards-aligned instructional materials, as measured by annual inventory/Sufficiency of Instructional Materials. 3. 100% of CUSD teachers will be highly qualified as evidenced by annual credential audit (maintain baseline). 4. Achievement in English Language Arts and mathematics for grades 3-8 and 11 will increase 3% over spring 2015 baseline, including for Students with Disabilities, English Learners/RFEP students, Low Income/Foster/Homeless Youth, and military-connected students. 5. Early Admission Program (EAP; now reported in all Grade 11 student CAASPP results) pass rate will increase by 2% over spring 2015 baseline. 6. Maintain 80% proficient or advanced on CST science for students in 	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Professional development is ongoing (see more information under the Support Goal); Classroom observations are based on CUSD's Essential Elements of Effective Instruction (2015-16 is Year 1) and CA Standards for the Teaching Profession. This was a highly effective tool in supporting instructional shifts and teacher professional learning. 2. All schools complied with Williams Settlement mandates. Comprehensive inventory of all CUSD instructional materials has been completed for K-8. Teachers are currently identifying instructional materials needs for 2016-17. Comprehensive inventory of all 9-12 instructional materials by course is pending. 3. 100% of CUSD teachers are highly qualified as evidenced by annual credential audit. This goal was met and the baseline maintained. 4. Academic achievement is BASELINE in ELA and math:

- grades 5, 8, and 10 during transition to NGSS.
7. 100% of English Learners will make annual progress towards becoming English proficient as measured by annual CELDT scores and AMAO reports.
 8. EL Reclassification rate will increase by 2% over 2015 baseline.
 9. Long-term English learner rate will be 0 students (maintain baseline).
 10. The 2013-14 baseline District UC/CSU (A-G) completion rate of 78.7% (CHS is 81.0) will be maintained.
 11. AP course participation rate will increase 1% over 2013-14 baseline of 48%.
 12. The 2013-14 baseline AP achievement rates of 74% of students scoring a 3, 4, or 5 and 18% of students scoring a 5 will be maintained.
 13. The percent of students (duplicated) participated in CTE courses will increase by 2% over the 2013-14 baseline rate.
 14. The baseline of 100% of students who receive a “C” or better in CTE courses will be maintained.
 15. 100% of students and teachers have access to multimedia computers and digital content connected to the network in all classrooms, school computer labs, and the library during the school day (maintain baseline).
 16. Students and teachers will be digitally literate (metrics to be determined).
 17. 50% of all teachers will have access to and receive training on academic data systems (baseline) in order to use data to make instructional decisions.
 18. 2014-15 cohort graduation rate will be maintained (2013-14 cohort graduation rate is 98.3%).
 19. District and site API scores will be maintained as measured by CDE criteria (pending).

English Language Arts (ELA)	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	Average
All Students	68%	72%	69%	78%	76%	77%	80%	74%
Students with Disabilities (does not include CAA field test data for identified students)	43%	48%	42%	50%	36%	14%	37%	40%
*English Learners (includes only students who are enrolled in CUSD more than one year)	33%	50%	0%	0%	100%	N/A	N/A	29%
Reclassified Fluent-English-Proficient	40%	57%	63%	75%	68%	39%	40%	56%
*Low Income	66%	38%	57%	100%	38%	43%	50%	54%
Military	72%	74%	75%	82%	73%	83%	84%	77%
Non-military	66%	69%	66%	75%	78%	74%	81%	74%
Mathematics	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	Average
All Students	70%	71%	56%	60%	64%	55%	49%	60%
Students with Disabilities (does not include CAA field test data for identified students)	47%	35%	45%	30%	27%	0%	17%	31%
*English Learners (includes all ELs, even those enrolled less than one year)	33%	50%	20%	20%	33%	N/A	N/A	32%
Reclassified Fluent-English-Proficient	50%	43%	54%	38%	48%	28%	20%	42%
*Low Income	78%	38%	29%	40%	50%	28%	25%	44%
Military	75%	70%	56%	66%	63%	62%	45%	63%
Non-military	67%	73%	57%	59%	65%	51%	51%	59%

5. Early Admission Program (EAP) 2015 baseline results are as follows: The percent of grade 11 students who are pre-qualified to not to need to take a remedial English course upon college admission at a CSU or CA Community College is 80%. The percent of grade 11 students who are pre-qualified to not to need to take a remedial mathematics course upon college admission at a CSU or CA Community College is 49%.

6. Science (CST 2015 Results):

Note: Some classes and grades have begun the transition to the Next Generation Science Standards (NGSS). For those classes there is a discrepancy between instruction and the assessment. A new science assessment aligned to the NGSS is anticipated in 2018-19. Until then students in grades 5, 8, and 10 will be assessed on CST per federal and state mandates.

California Standards Test in Science (CST)				
<i>Note: Some classes and grades have begun the transition to the Next Generation Science Standards (NGSS). For those classes there is a discrepancy between instruction and the assessment. A new science assessment aligned to the NGSS is anticipated in 2018-19. Until then students in grades 5, 8, and 10 will be assessed on CST per federal and state mandates.</i>				
	Grade 5	Grade 8	Grade 10	District Average
All Students	71%	82%	76%	76%
Students with Disabilities	68%	80%	73%	74%
*English Learners	25%	N/A	N/A	25%
Reclassified Fluent-English-Proficient	36%	44%	67%	46%
*Low Income	64%	63%	67%	65%
Military	86%	87%	85%	86%
Non-military	61%	79%	74%	72%

7. In 2014-15, all ELs met the target for annual progress in learning English. This goal was met. In 2014-15, the percent of ELs attaining the English proficient level was not met. This was due to new English Language Development instructional model a new reclassification criteria and process. 2015-16 data will be available later in 2016.

8. The rate at which English Learners became reclassified as Fluent English Proficient in Dec 2014 was 1.6% (number of RFEPs divided by number of ELs).

- Dec 2015 (RFEP/EL): 1.3% ; From Dec 2014-Dec 2015, there was a decrease of 30% in the rate at which English Learners are reclassified, meaning CUSD reclassified fewer students in 2015, due to several reasons:
 - new English Language Development instruction model
 - new reclassification criteria and process
 - There will be a new baseline established because of the changes to reclassification criteria.

9. CUSD had 0 Long-term EL students in 2014-15. This goal was met.

10. The 2014-15 District UC/CSU (A-G) completion rate is 73.2% (CHS 76%; Palm Academy 0%). This goal was not met and decreased by 5.5%.

11. 440 students of 1158 participated in AP assessments in 2014-15, equating to 38%. This goal was not met, however the rate was maintained.

			<p>12. The 2014-15 AP achievement rates is 72% for students scoring a 3, 4, or 5 and 13% for students scoring a 5. This goal was not met and decreased by 2% for students scoring a 3, 4, or 5, and by 5% for students scoring a 5.</p> <p>13. The 2014-15 participation rate for students participating in CTE courses is 631 (duplicated): Sports Med 72, Woodworking 106, Tech. Theater 27, Engineering 53, AP computer science 25, Dance 73, MTD – Professional Theater/Play Production 79, Electronic Music 17, Yearbook 17, Dig Arts – Multi Media Production 87, Visual Art 34, Graphic Design 16, Digital Photo 22, Broadcasting 3. This goal was not met, however, the CTE participation rate decreased by only 1%. This was due to a reduction of CTE course offerings related to CUSD budget cuts due to LCFF and a county/state reduction in CTE funds. With the increase of CTE funding through recent grants, we expect that for the future we will be able to meet the 2% goal.</p> <p>14. In 2014-15, 100% of students received a C or above in a capstone class. This goal was met.</p> <p>15. This goal continues to be evaluated. Progress on this goal includes the evaluation as a Future Ready School which shows evidence of a robust network 3248 student devices and 410 teacher/staff devices throughout the district.</p> <p>16. Progress on this goal include:</p> <ul style="list-style-type: none"> • Future Ready Schools analysis per Future Ready Gears and 2016-2019 Tech Plan • K-5 Digital Proficiency and Citizenship Matrix (Year 1) • Plans to write 6-12 matrix for future implementation • K-12 Student skills will determine needed professional learning for teachers <p>17. Progress on this goal include that all teachers received training on new CDE CAASPP portal; Identification of teacher data leaders is pending for training on Multiple Measures Assessment and Reporting System (MMARS) and roll out to all teachers per DODEA M3 grant.</p> <p>18. 2014-15 cohort graduation rate is pending (2013-14 cohort graduation rate was 97.9%).</p> <p>19. Annual Performance Index data in California has been suspended. The last 3-year average API for CUSD schools are as follows (there is no 3-year average API for the district as a whole): Coronado High School: 874; Coronado Middle School: 915; Village Elementary School: 910; Silver Strand Elementary School: 904</p>
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LCAP Year: 2015-16

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
<p>1a) All schools will provide standards-aligned core curriculum, assessment, and high quality instruction to prepare all students to graduate college and career ready.</p> <ul style="list-style-type: none"> • Alignment/Teacher Capacity: Students will receive instruction that is standards-based and 	<p>Purchase of standards-aligned curriculum: <i>General Fund set aside:</i> \$469,000 balance total funds for all textbooks and adoptions; this funding is not replaced each</p>	<p>1a) All schools will provide standards-aligned core curriculum, assessment, and high quality instruction to prepare all students to graduate college and career ready.</p> <ul style="list-style-type: none"> • Alignment/Teacher Capacity: Students received instruction that is standards-based and increasingly aligned to the Common Core State Standards (CCSS) and Next Generation Science 	<p>Purchase of standards-aligned instructional materials: <i>General Fund set aside:</i> \$130,000 was spent from this fund in 2015-16 for various textbooks. This funding is not replaced each year and must last for the foreseeable future. This fund may also be used to support digital textbook initiatives. Balance: \$364,560 <i>Lottery Funds (restricted):</i> \$106,350 was spent for consumables</p>

<p>increasingly aligned to the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). CUSD will build a professional development plan for 2015-16 with certificated (via CUSD PD Committee) and classified staff input (via CSEA Leadership Team).</p> <ul style="list-style-type: none"> • Staffing: 100% of CUSD teachers will be highly qualified teachers as evidenced by credential audit. • Achievement: <ul style="list-style-type: none"> - The achievement of students in grades 3-8 and 11 in English Language Arts and mathematics will improve 3% over spring 2015 baseline as measured by Smarter Balanced Assessments. - The achievement of English learners and reclassified fluent English proficient students in grades 3-8 and 11 in English Language Arts and mathematics will improve 3% over spring 2015 baseline as measured by Smarter Balanced Assessments. -The achievement of students with disabilities in grades 3-8 and 11 in English Language Arts and mathematics will improve 3% over spring 2015 baseline as measured by Smarter Balanced Assessments; The achievement of students with disabilities in grades 3-8 and 11 in English Language Arts and mathematics will be baseline as measured by California Alternate Assessment (spring 2016). -The achievement of low income, homeless, and foster youth in grades 3-8 and 11 in English Language Arts and mathematics will improve 3% over spring 2015 baseline as measured by Smarter Balanced Assessments. -The achievement of military dependent students in English Language Arts and mathematics will be equal to that of non-military dependent students as measured by Smarter Balanced Assessments. • Analyze Student Data to Improve Student Learning: Training for all teachers on the data portal Multiple Measures Assessment Reporting System (MMARS) will occur in 2015-16, which will include SBAC and MAP data. • Graduation Rates: Maintain graduation rate. 	<p>year and must last for the foreseeable future. This fund may also be used to support digital textbook initiatives.</p> <p><i>Lottery Funds (restricted and unrestricted):</i> \$280,000 for consumables and licenses</p> <p>Course Options: <i>LCFF Base</i></p> <ul style="list-style-type: none"> • Various electives in foreign language, arts, and engineering, Big History, etc. • CTE • Advanced Placement • Coronado School of the Arts • NJROTC <p>Professional Development: <i>LCFF Base</i></p> <ul style="list-style-type: none"> • \$123,000 for certificated and classified District PD Day (August 19, 2015) <p><i>Dept. of Defense Grant Project STEPS (final year)</i></p> <ul style="list-style-type: none"> • PEP/math related professional development and meetings \$4,000 <p><i>Title IIA</i></p> <ul style="list-style-type: none"> • CCSS trainings at SDCOE, leadership teams after hours PD, etc. \$48,000 <p>Assessment: <i>Dept. of Defense Grant Project STEPS (carryover year)</i></p> <ul style="list-style-type: none"> • Measures of Academic Progress (MAP for gr 3-8 in ELA/math; gr 9 math) and MAP for Primary Grades (MPG gr K-2) pending new 	<p>Standards (NGSS). CUSD built a professional development plan for 2015-16 with input from CUSD PD Committee and administration. A significant effort to ensure personalized professional learning plans for teachers was made. Additional funding for professional development was provided by the CDE as Educator Effectiveness Funds. Some classified training was provided based on feedback from department managers and administrators. See more information in Goal 3.</p> <ul style="list-style-type: none"> • Staffing: 100% of CUSD teachers were highly qualified teachers as evidenced by credential audit. • Achievement: See charts above for achievement on Spring 2015 CAASPP assessments, which are baseline. Spring 2016 results will be available in summer 2016, at which time CUSD will determine if growth goal was met. • Analyze Student Data to Improve Student Learning: Training for teachers on the data portal Multiple Measures Assessment Reporting System (MMARS) occurred for a few teacher-leaders. This goal will be continued in 2016-17. • Graduation Rates: The graduation rate for the 2014-15 cohort is pending. • Course Options: CUSD maintained current number of electives, Career Technical Education courses, and intervention sections and supports using all available resources to ensure that students' individual needs are met including but not limited to DoDEA Project STEPS carryover funds, federal Title I and Title III, and LCFF Base and Supplemental funds. Coronado High School incorporated Palm Academy and the former Coronado Pathways Charter School services for identified students into CHS, as well as establish new online course options for students. • Instructional Materials: An Instructional Materials Guidance document was provided to all certificated staff and administration in November 2015 based on updated Education Code, Williams Law, Board Policies and philosophies, CUSD instructional materials budgets, new adoption timelines for CCSS ELA/ELD and NGSS, and ensuring that teachers' expertise and consultation is a significant part of the process. A comprehensive K-8 inventory has been completed and at this writing, is being verified by certificated staff in order to identify needs/gaps, and budget appropriately. An inventory of grades 9-12 courses will be conducted in 2016-17. The Governing Board approved of the adoption of <i>College Preparatory Mathematics</i> (CPM) and integrated courses at their May 2016 	<p>and licenses. This fund is renewed each year from the CDE (amount pending/circa \$115,000).</p> <p><i>Fund 40:</i> In March 2016, the CUSD Governing Board approved using \$300,000 to support curricula, professional development, and support for all secondary mathematics courses for the 2016-17 and 2017-18 school years.</p> <p>Course Options: <i>LCFF Base</i></p> <ul style="list-style-type: none"> • Various electives in foreign language, arts, and engineering, Big History, etc. • CTE • Advanced Placement • Coronado School of the Arts • NJROTC <p>Professional Development: <i>LCFF Base</i></p> <ul style="list-style-type: none"> • \$123,000 for certificated and classified District PD Day (August 19, 2015) <p><i>Dept. of Defense Grant Project STEPS (final year)</i></p> <ul style="list-style-type: none"> • PEP/math related professional development and meetings \$20,000 <p><i>Title IIA</i></p> <ul style="list-style-type: none"> • CCSS trainings at SDCOE, leadership teams after hours PD, etc. \$53,600 <p><i>Educator Effectiveness</i></p> <ul style="list-style-type: none"> • Coronado Unified School District was apportioned \$245,511 in one-time, new state funds for Educator Effectiveness. Funds were generated by the number of certificated staff in the district and equates to \$967.52 per Full Time Equivalent (FTE) staff. These funds must be spent before June 30, 2018 according to Board-approved spending plans for each site and CUSD. <p>Assessment: <i>Dept. of Defense Grant Project STEPS (carryover year)</i></p> <ul style="list-style-type: none"> • Measures of Academic Progress (MAP for gr 3-8 in ELA/math; gr 9 math) and MAP for Primary Grades (pilot of some licenses for gr K-2) \$27,400 • Multiple Measures Assessment Reporting System (MMARS)
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<ul style="list-style-type: none"> • Course Options: CUSD will strive to maintain current number of electives, Career Technical Education courses, and intervention sections and supports using all available resources to ensure that students' individual needs are met including but not limited to DoDEA Project STEPS carryover funds, federal Title I and Title III, and LCFF Base and Supplemental funds. Coronado High School will incorporate Palm Academy services for identified students into CHS, as well as establish new online course options for students. Details for this plan are under development. • Instructional Materials: Purchases of instructional materials will follow new guidelines for the 2015-16 school year (pending) based on Education Code, Williams Law, Board Policies and philosophies, CUSD instructional materials budgets, new adoption timelines for CCSS ELA/ELD and NGSS, quality of adoption materials, and ensuring that teachers' expertise and consultation is a significant part of the process. New guidelines for Instructional Materials Review panels for elementary and secondary levels are planned for fall 2015. Resources for instructional materials will no longer include CCSS Implementation Funds, which will be exhausted June 30, 2015. CUSD will have only general fund set-aside dollars for instructional materials (~\$469,000) for the foreseeable future and Lottery funds (\$280,000) used for consumables and licenses for all preschool through grade 12 instruction. 	<p>DoDEA application \$27,400</p> <ul style="list-style-type: none"> • Multiple Measures Assessment Reporting System (MMARS) \$8,000 <p><i>Pupil Testing:</i></p> <ul style="list-style-type: none"> • K-5 Developmental Reading Assessment (DRA) Online Management System and DRA K-5 paper assessments \$9,000 	<p>meeting (pending).</p>	<p>\$8,000</p> <p><i>Pupil Testing:</i></p> <ul style="list-style-type: none"> • K-5 Developmental Reading Assessment (DRA) Online Management System and DRA K-5 paper assessments \$9,000
<p>Scope of Service:</p>	<p>Districtwide</p>	<p>Scope of Service:</p>	<p>Districtwide</p>
<p><input checked="" type="checkbox"/> ALL Schools/All Students including subgroups</p>		<p><input checked="" type="checkbox"/> ALL Schools/All Students including subgroups</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

<p>1b) All schools will ensure access to and proficiency of 21st century learning tools, resources, and skills for all staff and students. (Aligns with CUSD Technology Plan and new Future Ready Schools Plan).</p> <ul style="list-style-type: none"> • Proficiency of Staff/Professional Development: 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. • Proficiency of Students/Technology and Information Literacy: A Digital Literacy Scope and Sequence will be implemented for grades K-5 (Year 1). A Digital Literacy Scope and Sequence will be created for grades 6-12. 	<p>Cost of network maintenance and upgrades: <i>Fund 40 \$255,000</i></p> <p>Devices replacements (computer, projectors, etc.): <i>Fund 40 \$750,500</i></p> <p>Instructional Resources <i>Instructional Materials Gen Fund set aside (also see Goal 1)</i></p> <ul style="list-style-type: none"> • Digital Textbooks (\$6,000 for annual revision of CMS/CHS science digital textbooks) • Digital Content Portal and contract for mandated district certificated librarian (TK-12) \$18,000 • <i>Edutyping</i> keyboarding curriculum (K-6) \$4300 <p><i>Lottery Technology Fund</i> Haiku LMS, Google, and web access \$32,000</p> <p>Professional Development: <i>LCFF Base</i></p> <ul style="list-style-type: none"> • \$123,000 for certificated and classified District PD Day (August 19, 2015) <p><i>Title IIA</i></p> <ul style="list-style-type: none"> • CCSS trainings at SDCOE, local/CUSD leadership teams after hours PD \$48,000 <p><i>Google (in-kind donation)</i></p> <ul style="list-style-type: none"> • 20 free seats for CUSD staff for hosting Google Conference (October 2015 dates pending) 	<p>1b) All schools will ensure access to and proficiency of 21st century learning tools, resources, and skills for all staff and students. (Aligns with CUSD Technology Plan and new Future Ready Schools Plan).</p> <ul style="list-style-type: none"> • Proficiency of Staff/Professional Development: All student groups received instruction from teachers with an increased capacity for 21st century best practices for instruction. Haiku and Google licenses are provided to all certificated staff. Usage: CUSD hosted the Google Apps for Education conference for the second year with approximately 30 CUSD teachers participating. Certificated staff from most schools attended the annual CUE conference. • Proficiency of Students/Technology and Information Literacy: A Digital Literacy Scope and Sequence was implemented for grades K-5 (Year 1). A Digital Literacy Scope and Sequence will be created for grades 6-12 in 2016-17. Use of this tool is proving effective in ensuring digital proficiency for elementary students and teacher professional learning. 	<p>Cost of network maintenance and upgrades: <i>Fund 40 \$255,000</i></p> <p>Devices replacements (computer, projectors, etc.): <i>Fund 40 \$750,500</i> <i>DoDEA Project STEPS (final year carryover) \$200,000</i></p> <p>Instructional Resources <i>Instructional Materials Gen Fund set aside (also see Goal 1)</i></p> <ul style="list-style-type: none"> • Curriculum Projects, including Open Educational Resources/Digital Textbooks \$10,000 • Digital Content Portal and contract for mandated district certificated librarian (TK-12) \$18,000 • <i>Edutyping</i> keyboarding curriculum (K-6) \$4300 <p><i>Lottery Technology Fund</i> Haiku LMS, Google, and web access \$32,000</p> <p>Professional Development: <i>LCFF Base</i></p> <ul style="list-style-type: none"> • \$123,000 for certificated and classified District PD Day (August 19, 2015) <p><i>Title IIA</i></p> <ul style="list-style-type: none"> • CCSS trainings at SDCOE, local/CUSD leadership teams after hours PD \$48,000 <p><i>Google (in-kind donation)</i></p> <ul style="list-style-type: none"> • Approximately 30 free seats for CUSD staff for hosting Google Conference (October 2015).
<p>Scope of Service:</p>	<p>Districtwide</p>	<p>Scope of Service:</p>	<p>Districtwide</p>
<p>_X_ ALL Schools/All Students including subgroups</p>		<p>_X_ ALL Schools/All Students including subgroups</p>	

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
<p>1c) All schools will provide academic learning supports including differentiated instruction for all students in order to decrease achievement gaps and engage students, with a focus on accelerating learning.</p> <ul style="list-style-type: none"> Response to Intervention and support services: All sites will provide Academic Support for identified students in English language arts and mathematics. Sites will use a new MTSS Framework in the 2015-16 school year (Board notification May 21, 2015) to determine appropriate implementation for Year 1 related to site strategic plans, which will include professional development for certificated and classified staff. Students in grades 2-9 are assessed using Measures of Academic Progress (gr 9 math only). CUSD will consider a pilot of MAP for Primary Grades in 2015-16 (if awarded a new DoDEA grant or if approved by CUSD Governing Board). MAP and other data will be used to set goals via personalized education plans to engage students in their learning. Compass Learning personalized tutorials (linked to MAP data) will be available for all students in grades 2-8; 1 hour/week attendance is encouraged. Low Income/Homeless/Foster Youth Interventions: All sites will provide Academic Support for identified Low Income/Homeless/Foster Youth students in English language arts and mathematics. See above. Students with Disabilities: For Students with Disabilities, MAP (RIT) scores and new CAASPP 	<p>District-wide Intervention: <i>Targeted Instructional Improvement Block Grant (TIIG) to support below proficient students, including support for low income/homeless/foster youth:</i> \$161,259 for District-wide intervention (apportioned to sites based on % of total district enrollment) -CHS: \$62,425 (38.7%) -CMS: \$38,857 (24.1%) -VES: \$43,299 (26.9%) -SSES: \$16,678 (10.3%)</p> <p><i>LCFF Supplemental to support personalized learning for below proficient students, including support for low income/homeless/foster youth/:</i></p> <ul style="list-style-type: none"> \$80,000 for District-wide intervention (apportioned to sites based on % of total district enrollment): -CHS: \$30,960 (38.7%) -CMS: \$19,280 (24.1%) -VES: \$21,520 (26.9%) -SSES: \$ 8,240 (10.3%) \$80,000 to support integration of Palm Academy and CHS for personalized interventions via online learning for 2015-16 (Year 1) 	<p>1c) All schools will provide academic learning supports including differentiated instruction for all students in order to decrease achievement gaps and engage students, with a focus on accelerating learning.</p> <ul style="list-style-type: none"> Response to Intervention and support services: All sites provided academic support for identified students in English language arts and mathematics. Sites used a new MTSS Framework in the 2015-16 school year (Board notification May 21, 2015). Students in grades 2-12 were assessed using Measures of Academic Progress (CHS math only in Alg 1 and Geometry). CUSD initiated a trial of MAP for Primary Grades (MPG) for some students in in grades K-2 in 2015-16. MAP and other data was used to set goals via personalized education plans to engage students in their learning. Compass Learning personalized tutorials (linked to MAP data) were available for all students in grades 2-8; 1 hour/week attendance was encouraged; teachers received further training on Compass Learning. A math learning lab was begun at Village Elementary and shows promise of being an effective intervention strategy for students needing support. Low Income/Homeless/Foster Youth Interventions: All sites provided Academic Support for identified Low Income/Homeless/Foster Youth students in English language arts and mathematics. See above. Students with Disabilities: For Students with Disabilities, MAP (RIT) scores and new CAASPP proficiency baselines (TBD) provided present levels of performance to determine progress on IEP goals and gauge proficiency. Military Dependent Academic Needs: Identified military dependent students who are below proficient in mathematics participated in Academic Support and Enrichment services (elementary) and math support sections (secondary) in order to improve proficiency in math due to frequent relocations, 	<p>District-wide Intervention: <i>Targeted Instructional Improvement Block Grant (TIIG) to support below proficient students, including support for low income/homeless/foster youth:</i> \$161,259 for District-wide intervention (apportioned to sites based on % of total district enrollment) -CHS: \$62,425 (38.7%) -CMS: \$38,857 (24.1%) -VES: \$43,299 (26.9%) -SSES: \$16,678 (10.3%)</p> <p><i>LCFF Supplemental to support personalized learning for below proficient students, including support for low income/homeless/foster youth/:</i></p> <ul style="list-style-type: none"> \$80,000 for District-wide intervention (apportioned to sites based on % of total district enrollment): -CHS: \$30,960 (38.7%) -CMS: \$19,280 (24.1%) -VES: \$21,520 (26.9%) -SSES: \$ 8,240 (10.3%) \$80,000 to support integration of Palm Academy and CHS for personalized interventions via online learning for 2015-16 (Year 1) <p><i>Dept. of Defense Grant Project STEPS (carryover year \$219,987)</i></p> <ul style="list-style-type: none"> 1 section each math support for CMS/CHS; 4 .51 FTE Academic Support and Enrichment Teachers at VES and SSES \$170,487 Measures of Academic Progress (MAP for gr 3-8 in ELA/math; gr 9 math) and MAP for Primary Grades (MPG gr K-2) pending new DoDEA application \$27,400 Compass Learning licenses (gr 3-8) \$27,000 <p>LCFF Base/SpED contribution:</p> <ul style="list-style-type: none"> 33 sections Literacy, math, and study skills for CHS 28 sections Literacy, math, and study skills for CMS <p><i>Title I</i></p>

<p>proficiency baselines (TBD) will provide present levels of performance to determine progress on IEP goals and gauge proficiency.</p> <ul style="list-style-type: none"> Military Dependent Academic Needs: Identified military dependent students who are below proficient in mathematics will participate in Academic Support and Enrichment services (elementary) and math support sections (secondary) in order to improve proficiency in math due to frequent relocations resulting in gaps in their learning (per DoDEA Grant Project STEPS 15-16 is carryover Year 4 and the final year of this grant). Military dependent achievement data will be disaggregated from non-military dependent students in order to ensure military-students' academic needs are being met. 	<p><i>Dept. of Defense Grant Project STEPS (carryover year \$219,987)</i></p> <ul style="list-style-type: none"> 1 section each math support for CMS/CHS; 4 .51 FTE Academic Support and Enrichment Teachers at VES and SSES \$170,487 Measures of Academic Progress (MAP for gr 3-8 in ELA/math; gr 9 math) and MAP for Primary Grades (MPG gr K-2) pending new DoDEA application \$27,400 Compass Learning licenses (gr 3-8) \$27,000 <p>LCFF Base/SpED contribution:</p> <ul style="list-style-type: none"> 33 sections Literacy, math, and study skills for CHS 28 sections Literacy, math, and study skills for CMS <p><i>Title I</i> Silver Strand Elementary reading specialist and some Academic Support and Enrichment Teachers \$172,000</p> <p>Professional Development: <i>Title IIA</i> \$3,200) for Rtl/PEP committee release time and after school meetings</p> <p>Assessment: <i>Dept. of Defense Grant Project STEPS (carryover year)</i></p> <ul style="list-style-type: none"> Measures of Academic Progress (MAP for gr 3-8 in ELA/math; gr 9 math) and MAP for Primary Grades 	<p>resulting in gaps in their learning (funded by final year of DoDEA Grant Project STEPS and 2015 DoDEA grant Project Math, Mindset, and Mastery). Military dependent achievement data was disaggregated from non-military dependent students. 2016 military and non-military CAASPP data will be available summer 2016.</p>	<p>Silver Strand Elementary reading specialist and some Academic Support and Enrichment Teachers \$172,000</p> <p>Professional Development: DoDEA and Title IIA funding provided funding for various trainings related to content and instructional strategies to support students. Crisis Prevention and Intervention (CPI) training was provided by CUSD trainers to approximately X# of certificated and classified staff.</p> <p>Assessment: <i>Dept. of Defense Grant Project STEPS (carryover year)</i></p> <ul style="list-style-type: none"> Measures of Academic Progress (MAP for gr 3-8 in ELA/math; gr 9 math) and MAP for Primary Grades (MPG gr K-2) pending new DoDEA application \$27,400 <p>Multiple Measures Assessment Reporting System (MMARS) \$8,000</p>
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		(MPG gr K-2) pending new DoDEA application \$27,400 Multiple Measures Assessment Reporting System (MMARS) \$8,000		
Scope of Service:	Districtwide		Scope of Service:	Districtwide
_X_ALL Schools/All Students including subgroups			_X_ALL Schools/All Students including subgroups	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <u>_XOther Subgroups:(Specify) _Military-dependent; students not meeting standards</u>			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <u>_XOther Subgroups:(Specify) _Military-dependent; students not meeting standards</u>	
<p>1d) English Learners and Reclassified Fluent English Proficient Students will improve reading, writing, speaking, and listening skills in English in order to be college and career ready (Per Title III Improvement Plan):</p> <ul style="list-style-type: none"> Following initial and annual fall CELDT assessment, students will receive designated ELD instruction based on new California ELD standards based and CCSS no fewer than 150 minutes/week with a highly qualified certificated teacher. Each site will designate an EL Resource Teacher (EL RT) as a case carrier for EL/RFEP students at that site. EL Resource Teachers will work with administration, teachers, parents, and students to create a personalized learning plan for each EL/RFEP student. EL RTs will help to ensure appropriate ELD/SDAIE instruction for students and parent involvement, monitor data, and provide professional development support. EL RTs will assist in ELAC and DELAC. CUSD EL Committee, ELAC, and DELAC will revise reclassification criteria based on new SBAC baseline data in fall 2015. CUSD will hold reclassification celebrations for school site involving students and parents 		<p>EL/RFEP: <i>LCFF Supplemental and Title III (Immigrant)</i></p> <p>EL Resource Teachers (1.2 FTE) \$96,000</p> <p><i>Title IIA</i> EL/RFEP-related Professional Development \$5,000</p>	<p>1d) English Learners and Reclassified Fluent English Proficient Students will improve reading, writing, speaking, and listening skills in English in order to be college and career ready (Per Title III Improvement Plan):</p> <ul style="list-style-type: none"> Following initial and annual fall CELDT assessment, students received designated ELD instruction based on California ELD standards and CCSS no fewer than 150 minutes/week with a highly qualified certificated teacher at all schools. Each site has an EL Resource Teacher (EL RT) as a case carrier for EL/RFEP students at that site. EL Resource Teachers worked with administration, teachers, parents, and students ensure growth towards English proficiency and most EL students created personalized learning plan with their EL RT. EL RTs also helped to ensure appropriate learning scaffolds in the classroom, and provided some professional development support for general education peers. EL RTs ensured parent involvement, monitored data, and assisted in ELAC as appropriate to site. Having a dedicated EL RT for each site has improved services to students, teachers, and parents. CUSD reviewed and communicated reclassification criteria based on new SBAC baseline data in fall 2015 (update from CDE is pending). CUSD held reclassification celebrations for school site involving students and parents at both elementary sites. Coronado High School issued the CA Seal of Biliteracy for 	<p>EL/RFEP: <i>LCFF Supplemental</i> EL Resource Teachers (1.43 FTE) \$122,000</p> <p><i>Title IIA</i> EL/RFEP-related Professional Development \$1,000</p> <p><i>Title III (Immigrant) \$9,600</i> ELD instructional materials</p>

<p>annually.</p> <ul style="list-style-type: none"> • Coronado High School/Palm Academy and CUSD EL committee issue the CA Seal of Biliteracy for graduating seniors who meet the criteria. • All CUSD administrators and teachers will receive professional development training on new CA ELD standards and ELA/ELD framework and research-based best practices such as SDAIE or Project GLAD by December 2015 per federal Title III Improvement Plan. • District and site administration will use multiple means of communication such as direct phone calls, email, district website blog posting, Twitter, Haiku LMS, and other means to increase DELAC parent and community participation. • Site administration and site support staff such as registrar and other site administrative staff will be retrained as necessary or when there is a staff turnover on EL/RFEP status for local student information system, annual notification requirements, student permanent record documents, and CALPADS data requirements. <p>Oversight of District data and systems will be conducted by District Bilingual Director (Sr. Director of Learning and Instruction). Site administrators, registrars, and site administrative support will be retrained on Home Language Survey process. These staff members will work with site EL RTs to determine CELDT testing eligibility and appropriate placement for students needing these services.</p>		<p>graduating seniors who met this criteria for the first time at graduation (pending June 2016).</p> <ul style="list-style-type: none"> • Site administrators and teachers continued to use new CA ELD standards and ELA/ELD framework. Professional learning related to English learners is ongoing for all schools and is a part of each site's strategic plan. • Village site administration increased ELAC parent participation using multiple means of communication. • Site administration and support staff such as registrar and other site administrative staff are planning a new EL handbook on EL/RFEP status for Synergy, annual notification requirements, student permanent record documents, and CALPADS data requirements. • <i>Achieve 3000</i> was purchased for secondary ELD and CMS literacy support (pilot year; 100 licenses). • Oversight of District data and systems was conducted by District Bilingual Director (Sr. Director of Learning). CUSD is currently reviewing the Home Language Survey process as part of registration. 																									
<table border="1"> <tr> <td>Scope of Service:</td> <td>Districtwide</td> </tr> <tr> <td colspan="2"><input checked="" type="checkbox"/> ALL Schools/All Students including subgroups</td> </tr> <tr> <td colspan="2">OR:</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> Other Subgroups:(Specify)_____</td> </tr> </table>	Scope of Service:	Districtwide	<input checked="" type="checkbox"/> ALL Schools/All Students including subgroups		OR:		<input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners		<input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient		<input type="checkbox"/> Other Subgroups:(Specify)_____			<table border="1"> <tr> <td>Scope of Service:</td> <td>Districtwide</td> </tr> <tr> <td colspan="2"><input checked="" type="checkbox"/> ALL Schools/All Students including subgroups</td> </tr> <tr> <td colspan="2">OR:</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> Other Subgroups:(Specify)_____</td> </tr> </table>	Scope of Service:	Districtwide	<input checked="" type="checkbox"/> ALL Schools/All Students including subgroups		OR:		<input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners		<input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient		<input type="checkbox"/> Other Subgroups:(Specify)_____		
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<p>1e) All students will be engaged learners and take responsibility for their learning.</p>	<p>Assessment and Instructional Materials:</p>	<p>1e) All students will be engaged learners and take responsibility for their learning.</p>	<p>Assessment and Instructional Materials:</p>																								

<ul style="list-style-type: none"> 86% of CUSD students will have personalized education plans, including 100% of EL/RFEP students, below proficient or credit deficient military-connected students, students with disabilities (IEP), and other identified below proficient students (aligns with DoDEA grant and Title III Improvement Plan). This is a 3% increase over 2014-15. <p>The CUSD Response to Intervention Committee will review PEP definitions and practices to increase all CUSD students' ability to be engaged their learning, and make recommendations to CUSD regarding PEP to support achievement of all students.</p>	<ul style="list-style-type: none"> Measures of Academic Progress (MAP for gr 3-8 in ELA/math; gr 9 math) and MAP for Primary Grades (MPG gr K-2) pending new DoDEA application \$27,400 Compass Learning licenses (gr 2-8) \$27,000 <p>Professional Development for Climate/Engagement: <i>Dept. of Defense Grant Project STEPS</i> (final year) RTI Committee/PEP meetings \$4,000</p>	<ul style="list-style-type: none"> 86% of CUSD students have personalized education plans, including 100% of EL/RFEP students, below proficient or credit deficient military-connected students, students with disabilities (IEP), and other identified below proficient students (aligns with DoDEA grants and Title III Improvement Plan). The CUSD did not accomplish a comprehensive review of PEP in the 2015-16 school year, but plans to do so in 2016-17. 	<p><i>Dept. of Defense Grant Project STEPS</i> (final year)</p> <ul style="list-style-type: none"> Measures of Academic Progress (MAP for gr 3-8 in ELA/math; gr 9 math) and trial of MAP for Primary Grades (in grades K-2) pending new DoDEA application \$23,000 Compass Learning licenses (gr 2-8) \$27,000
<p>Scope of Service: Districtwide</p>		<p>Scope of Service: Districtwide</p>	
<p><input checked="" type="checkbox"/> ALL Schools/All Students including subgroups</p>		<p><input checked="" type="checkbox"/> ALL Schools/All Students including subgroups</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>Goal 1: What changes in action, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>1a) Implement Year 1 of integrated mathematics at Coronado High School, and new mathematics curricula (<i>College Preparatory Mathematics</i>) for grades 6-12. Continue with district-wide and personalized professional learning. Implement MAP for Primary Grades as a formative assessment for kindergarten – grade 2. Implement transition plan to Next Generation Science Standards in grades 9-12 (2016-17 will be the planning year with Year 1 of implementation in 2017-18; change science graduation requirement from two to three year. Write K-5 NGSS transition plan and continue to support transition first in grades 4 and 5. Strengthen co-teaching model throughout CUSD. Develop more integrated VAPA/content area lessons and build more discrete arts opportunities in grades TK-5. Better evaluate and communicate student achievement growth using MAP and other formative data. Provide and increase various parent education opportunities for core content areas, in particular mathematics. Continue to develop blended learning opportunities for all schools, in particular Coronado High School.</p> <p>1b) A Digital Literacy Scope and Sequence will be created for grades 6-12 in 2016-17. Implement Year 1 of the new CUSD Technology Plan (Board approval by June 2016). Continue with professional development related to technology best practices.</p> <p>1c) Implement Year 1 of MAP for Primary Grades for students in kindergarten and grade 1. Fully implement year 2 of DoDEA Project M3 grant, to support K-12 achievement in math.</p> <p>1d) 2015-16 staffing for English Learners at Village Elementary is not sufficient to meet required ELD instructional minutes. Staffing will increase from .46 to 1.0 FTE for 2016-17. Budget \$70,000 for VES EL Resource Teacher from LCFF Supplemental. Market State Seal of Biliteracy earlier in the school year to all CHS students and families. Ensure reclassification celebration occurs at Coronado Middle School. Continue with K-12 ELD professional development. Budget \$4,000 for this purpose from Title IIA. The VES ELAC model will serve as a basis to increase district-wide DELAC participation in 2016-17. Consider broader use of Achieve 3000 as a supplement for literacy instruction across CUSD. Budget from Restricted Lottery Funds TBD. Create EL Handbook for CUSD registrar and District Office use. Evaluate immigrant student needs to determine services.</p> <p>1e) The CUSD did not accomplish a comprehensive review of PEP in the 2015-16 school year, but plans to do so in 2016-17. A PEP study committee will be established, with after-hours remuneration for certificated staff.</p>		

GOAL:	Goal 2: Communicate openly, freely, and accurately to engage and involve all shareholders.		Related State and/or Local Priorities: 1__ 2__ 3__ 4_x 5_x 6_x 7_x 8_x
Goal Applies to:	Schools:	All CUSD Schools	
	Applicable Pupil Subgroups:	<u>All Subgroups:</u> Black/African American, Asian, Hispanic/Latino, White, Socioeconomically Disadvantaged, English Learners, Students with Disabilities	
	<ol style="list-style-type: none"> Annual surveys will demonstrate an increase in self-reported positive school interactions. Survey results are pending. Participation on CUSD Survey to students, teachers, and parents survey will increase over 2014-15 participation: Students 90% (88% in 2014-15), Teachers 50% (33% in 2014-15), Families 35%, (8% in 2014-15) Required Parent Participation: School and District administrators will monitor SSC, ELAC, and DELAC to ensure 100% compliance with state and federal laws and local needs. District and site strategic planning committees will include parents who represent CUSD student demographics, including military parents, parents of students with disabilities, and parents of English Learner/Reclassified Fluent English Proficient students. 100% of elementary parents will participate in annual parent-teacher conferencing (face-to-face or digital methods); baseline data for secondary parent conferencing will be collected in 2015-16. DELAC parent participation will increase over 2014-15 attendance. The number of parent training opportunities for Common Core State Standards, Smarter Balanced, Next Generation Science Standards, and other topics will increase over 2014-15. Parent participation rates will also increase over 2014-15 levels. 	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> In June 2015, CUSD Governing Board suspended the annual survey for further study of how parents and students provide feedback to schools and teachers. CUSD PD Committee initiated a survey of how teachers both receive and use parent and student feedback. Results were reported to Governing Board in June 2016; the Governing Board will continue to discuss and seek the most effective methods for surveying CUSD shareholders. Required Parent Participation: All schools have a School Site Council, which meet regularly and approve of site strategic plans. Village Elementary School English Learner Advisory Committee (ELAC) meets regularly and has increased parent participation. Personally communicating with EL parents has proven to be the most effective in increasing ELAC participation. PTO leadership also meets regularly, functioning as parent advisory committee. All District and site strategic planning committees included parents who represent CUSD student demographics, including military parents, parents of students with disabilities, and parents of English Learner/Reclassified Fluent English Proficient students. This is a long-standing, very effective practice, and part of the CUSD culture. Nearly 100% of elementary parents participated in annual parent-teacher conferencing (face-to-face or digital methods); baseline data for secondary parent conferencing will be collected in 2016-17. Village is the district school with the largest EL population. This year the VES ELA also functioned as a DELAC, as parents on this committee also have children in other CUSD schools. CUSD strives to encourage DELAC parent participation, and ELAC members have offered to be highly involved in growing DELAC participation. Parent trainings were provided this year, especially on the topic of new state testing results at all schools, and social emotional topics provided by Coronado SAFE. Parent feedback included a desire for both face to face and virtual training related to content and learning. Parent participation at SAFE trainings was robust and very effective.
LCAP Year: 2015-16			
Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	
2a) Various methods of communication will be used in order to engage and support shareholders. <ul style="list-style-type: none"> Implement communication methods such as websites, email blasts (<i>Constant Contact</i>), mass communication via 	Virtual Communication: <i>Lottery Technology Fund</i>	2a) Various methods of communication were used in order to engage and support shareholders, including: <u>Haiku (2015-16 as of 4/26/16):</u> -all CUSD students/parents have accounts	Virtual Communication: <i>Lottery Technology Fund</i> Haiku LMS, Google, and web access \$32,000

<p>text/emails (<i>EduLink</i> replacing <i>SchoolConnects</i>), Haiku, Google, the weekly CUSD Communique', Twitter, Facebook, etc.</p> <ul style="list-style-type: none"> Inform shareholders of communication methods and how to view or create these methods via training 	<p>Haiku LMS, Google, and web access \$32,000</p>	<p>Students: There were 2, 711 unique users for a total of 511,861 visits. Of the total activity/hits by role, students represented approximately 79%. Teachers: There were 208 unique users for a total of 21,585 visits. Of the total activity/hits by role, teachers represented approximately 15%. Parents: There were 1,262 unique users for a total of 32,405 visits. Of the total activity/hits by role, parents represented approximately 6%.</p> <p><u>Communique:</u> -5,100 people weekly on average receive it -34% unique open (2% above industry average) -10% click rate (1% above industry average)</p> <ul style="list-style-type: none"> CUSD and site websites Eagle and eCoronado Synergy Parent View Twitter In Touch (automatic message to parent email/text/phone) Facebook for CUSD and sites Face to face for all CUSD schools: <p>School Site Registrars, School Site Councils, Parent Teacher Organizations (PTO), PTO Leadership Meetings, English Learners Advisory Committee, Local Military Planning Council, coffees with site administration, Military Spouse Coffees, Special Education Parent Advisory Committee (reinstated in 2015-16), CoSA Foundation, Coronado Schools Foundation, Islander Sports Foundation, and Coronado SAFE. CUSD Strategic Planning feedback from parents included that a District success is that there are a variety of effective communication media; some parents felt this should be consolidated.</p>	
<p>Scope of Service:</p>	<p>Districtwide</p>	<p>Scope of Service:</p>	<p>Districtwide</p>
<p>_X_ALL</p>		<p>_X_ALL</p>	
<p>OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____</p>		<p>OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____</p>	
<p>2b) Shareholder participation, communication, and engagement will continue to be a priority in order to support all students.</p> <ul style="list-style-type: none"> Ensure that District and site strategic planning committees will include parents who represent varied student needs, including military parents, parents of students with disabilities, and parents of English Learner/Reclassified Fluent 	<p>Survey: <i>LCFF Base</i> Panorama Education \$6,500 <i>Title IIA</i></p>	<p>2b) Shareholder participation, communication, and engagement will continue to be a priority in order to support all students.</p> <ul style="list-style-type: none"> CUSD and school sites met 100% of required parent participation School Site Councils, English Learner Advisory Committee, and Parent Advisory Committees. In June 2015, CUSD Governing Board suspended the annual survey for 	<p>Survey: <i>LCFF Base</i> None <i>Title IIA</i> After school staff pay for parent trainings</p>

<p>English Proficient students.</p> <ul style="list-style-type: none"> Annual surveys will demonstrate an increase in self-reported positive school interactions. Increase student, teacher, and family participation on CUSD Survey (see outcomes above). Maintain 100% of elementary parent participation in fall conferences and promote secondary parent conferencing/communication. Provide a series of CCSS and NGSS trainings for parents, including improvements to resources for parents via district websites 	<p>After school staff pay for parent trainings \$3,000</p>		<p>further study of how parents and students provide feedback to schools and teachers. CUSD PD Committee initiated a survey of how teachers both receive and use parent and student feedback. Results are pending and will be reported to Governing Board in June 2016.</p> <ul style="list-style-type: none"> Nearly 100% of elementary parents participated in fall conferences and promote secondary parent conferencing/communication. The percentage of CUSD elementary parent attendance at conferences is historically high. Parent trainings were provided this year, especially on the topic of new state testing results, at all schools, and social emotional topics provided by Coronado SAFE. Parent feedback included a desire for both face to face and virtual training related to content and learning. Parent participation at SAFE trainings was robust. 	<p>None</p>	
<p>Scope of Service:</p>	<p>Districtwide</p>		<p>Scope of Service:</p>	<p>Districtwide</p>	
<p><input checked="" type="checkbox"/>_X_ALL</p>			<p><input checked="" type="checkbox"/>_X_ALL</p>		
<p>OR: ___Low Income pupils <input checked="" type="checkbox"/>_X_English Learners ___Foster Youth <input checked="" type="checkbox"/>_X_Redesignated fluent English proficient ___Other Subgroups:(Specify)_____</p>			<p>OR: ___Low Income pupils <input checked="" type="checkbox"/>_X_English Learners ___Foster Youth <input checked="" type="checkbox"/>_X_Redesignated fluent English proficient ___Other Subgroups:(Specify)_____</p>		
<p>2c) Required Parent Participation:</p> <ul style="list-style-type: none"> School Compliance Officers will monitor SSC, ELAC, and DELAC to ensure 100% compliance with state and federal laws and local committees. DELAC parent participation will increase over 2015-16 participation. 	<p>Required Parent Participation: <i>LCFF Supplemental</i> ELAC/DELAC (after school staff time) \$2,000</p>		<p>2c) Required Parent Participation:</p> <ul style="list-style-type: none"> Required Parent Participation: All schools have a School Site Council, which meet regularly and approve of site strategic plans. Village Elementary School English Learner Advisory Committee meets regularly and has increase parent participation. As the district school with the largest EL population, it also functions as a DELAC, as parents on this committee also have children in other CUSD schools. CUSD strives to encourage ELAC/DELAC parent participation. PTO leadership also meets regularly, functioning as parent advisory committee. 	<p>Required Parent Participation: <i>LCFF Supplemental</i> ELAC/DELAC (conducted during school hours) None</p>	
<p>Scope of Service:</p>	<p>Districtwide</p>		<p>Scope of Service:</p>	<p>Districtwide</p>	
<p><input checked="" type="checkbox"/>_X_ALL</p>			<p><input checked="" type="checkbox"/>_X_ALL</p>		
<p>OR: ___Low Income pupils <input checked="" type="checkbox"/>_X_English Learners ___Foster Youth <input checked="" type="checkbox"/>_X_Redesignated fluent English proficient ___Other Subgroups:(Specify)_____</p>			<p>OR: ___Low Income pupils <input checked="" type="checkbox"/>_X_English Learners ___Foster Youth <input checked="" type="checkbox"/>_X_Redesignated fluent English proficient ___Other Subgroups:(Specify)_____</p>		
<p>2d) Assess the communication methods using multiple measures</p> <ul style="list-style-type: none"> Use annual strategic planning sessions, surveys, and forums to assess communication effectiveness. 	<p><i>General Fund</i> Survey Monkey account: \$300.00</p>		<p>2d) Assess the communication methods using multiple measures</p> <ul style="list-style-type: none"> CUSD assessed the communication goal during the Strategic Planning annual meeting, surveys, and forums to assess communication effectiveness. See here for more information. Feedback from parents/community shows that 	<p><i>General Fund</i> Survey Monkey account: \$300.00</p>	

		<p>the various methods of communication are highly valued and at the same time are sometimes overwhelming. Each shareholder has a preference as to how he/she prefers to receive information.</p> <ul style="list-style-type: none"> • Surveys: see 2b above. 	
Scope of Service:	Districtwide	Scope of Service:	Districtwide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Goal 2: What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	2a) Increase the use of Haiku with parents and teachers and expand its use for site and district-level interactive communication. 2b) Investigate parent survey options based on Governing Board direction and especially at opportunities when parents are already present such as Back to School Night. 2c) Ensure continued parent participation in general as well as for required committees. 2d) Key actions pending PD Committee survey and Board direction.		
GOAL:	Goal 3: Maintain safe and supportive schools where students and staff thrive.		Related State and/or Local Priorities: 1__x__ 2__x__ 3__ 4__x__ 5__x__ 6__ 7__x__ 8__x__
Goal Applies to:	Schools:	All CUSD Schools	
	Applicable Pupil Subgroups:	All Subgroups: Black/African American, Asian, Hispanic/Latino, White, Socioeconomically Disadvantaged, English Learners, Students with Disabilities	
Expected Annual Measurable Outcomes:	1. 100% of CUSD schools will receive an overall “good” rating on Facilities Inspection Tool (FIT). 2. 100% of CUSD schools will update their safety plans annually, and ensure that all staff is appropriately trained. 3. 100% of CUSD schools will participate in monthly safety drills. 4. The 2015-16 P2 attendance rate will increase by 1% over 2014-15 of 96.28%. 5. The 2015-16 chronic absenteeism rate will decrease by 1% over 2014-15 rate of 14.75%. 6. The total number of K-12 suspensions in 2015-16 will decrease by 2% over 2014-15 (8.6%). 7. The baseline expulsion rate of 0% will be maintained in 2015-16. 8. The 2015-16 dropout count for Coronado High School will be reduced by 2% over baseline data from 2014-15 of 4 students. 9. The dropout rate for Coronado Middle School will be		1. 100% of CUSD schools received an overall “good” rating on Facilities Inspection Tool (FIT). 2. 100% of CUSD schools updated their safety plans annually, and ensured that all staff was appropriately trained. 3. 100% of CUSD schools participated in monthly safety drills. 4. The 2015-16 P2 attendance rate for 2015-16 is 93.74%, a decrease of 2.45% over 2014-15 of 96.28%. 5. The 2015-16 chronic absenteeism rate decreased by 1.75% over 2014-15 rate of 14.75%. 6. The total number of K-12 suspensions in 2014-15 was 83, the same as the 2013-14 -rate of 4% (83/2039) 7. In 2015-16, the Expulsion Rate was 0%. 8. The 2014-15 dropout count for Coronado High School was 4, a decrease of 10 students from the 2013-14 count of 14. 9. The 2014-15 dropout count for Coronado Middle School was 0, , the same as it was in 2013-14. 10. PD Committee evaluated 2015-16 PD Plan. 11. The percent of CUSD students with Personalized Education Plans (PEPs) in 2015-16 was 86%, maintained from 2014-15.

	reduced to 0%, from 4 student drop-outs in 2014-15. 10. Teachers and classified employees will report positive feedback to CUSD regarding professional development and training. 11. The percent of CUSD students with Personalized Education Plans (PEPs) in 2015-16 will be 86%, an increase of 3% over 2014-15.		
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LCAP Year: 2015-16

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
a) Facilities: CUSD will continue to secure the perimeter of each school with gating/fencing/locking systems; badging and personal identification systems and sign-in registration at every school site. All systems will be tied in with Coronado Police and Fire Departments and Naval Base Coronado security.	<i>Fund 40</i> <ul style="list-style-type: none"> • Fencing project for summer 2015 \$ 29,199.03 • Awning project for summer 2015 \$45,000.00 	a) Facilities: The fencing project was completed in 2015-16. There was no awning project.	<i>Fund 40</i> Fencing Project: \$54,000
Scope of Service: Districtwide _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of Service: Districtwide _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3b) Heat Days: CUSD will add additional instructional minutes to each school site's bell schedule for the 2015-16 school year in order to allow for potential early release of students and staff due to extreme heat conditions.	None	3b) Heat Days: CUSD added additional instructional minutes to each school site's bell schedule for the 2015-16 school year in order to allow for potential early release of students and staff due to extreme heat conditions. There were 3 heat days in 2015-16; annual instructional minutes audit shows that all grades received appropriate instructional minutes in 2015-16.	None
Scope of Service: Districtwide _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of Service: Districtwide _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

<p>3c) Social-Emotional Support Social emotional support for students will be provided in a variety of ways in a continuum of services ranging from guidance counseling to clinical counseling. Clinical Counselors and Educational Related Mental Health (ERMHS) Counselors will be providing classroom/staff presentations, individual counseling, walk-in counseling, risk management services, parent consultation, and group counseling. They will be reviewing on-going 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 program. At the conclusion of the 2015-16 school year, a summative analysis of this data will be conducted to determine effectiveness of the programs provide guidance for programs in 2016-17. In addition, these counselors will take the lead in the collaboration with district academic counselors, CUSD School Liaison Officer for Navy Region Southwest, CUSD Military Life Consultants (MFLCs), as well as CUSD School Resource Officer from the Coronado Police Department in addressing the social emotional needs of our students.</p>	<p><i>LCFF Base Guidance Counseling \$272,000 (3 secondary positions)</i> <i>City of Coronado Joint Powers Agreement (pending; will be addressed at First Interim)</i> Licensed Clinical Social Workers (Elementary 2.0 FTE, CMS .5 FTE, CHS 1.0 FTE) \$331,000 <i>Dept. of Defense (total costs are covered)</i> Military Family Life Counselors (all sites)</p>	<p>Social emotional support for students was provided in a variety of ways in a continuum of highly effective services ranging from guidance counseling to clinical counseling. Clinical Counselors and Educational Related Mental Health (ERMHS) Counselors provided classroom/staff presentations, individual counseling, walk-in counseling, risk management services, parent consultation, and group counseling. They reviewed on-going data collected 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 program. At the conclusion of the 2015-16 school year, a summative analysis of this data will be conducted to determine effectiveness of the programs provide guidance for programs in 2016-17. In addition, these counselors will take the lead in the collaboration with district academic counselors, CUSD School Liaison Officer for Navy Region Southwest, CUSD Military Life Consultants (MFLCs), as well as CUSD School Resource Officer from the Coronado Police Department in addressing the social emotional needs of our students.</p>	
<p>Scope of Service:</p>	<p>Districtwide</p>	<p>Scope of Service:</p>	<p>Districtwide</p>
<p><u> </u> X <u> </u> ALL</p>		<p><u> </u> X <u> </u> ALL</p>	
<p>OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____</p>		<p>OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____</p>	
<p>3d) Ethical Use/Provide Safe Internet:</p> <ul style="list-style-type: none"> CUSD students will participate in a digital citizenship course identified through SDCOE called Common Sense Education. A roll-out plan will be determined for the 15-16 school year, with input from teachers, technology resource teachers, and district administrators. The Acceptable Use Policy will continue to be updated and re-signed by parents annually. 	<p><i>Lottery Instructional Materials (if any cost--TBD)</i> <i>Common Sense Education(SDCOE recommended)</i></p>	<p>3d) Ethical Use/Provide Safe Internet:</p> <ul style="list-style-type: none"> Digital citizenship instruction occurred in grades K-5 using CUSD’s Digital Proficiency Scope and Sequence. This new plan incorporates lessons from Common Sense Education. Students in grade 6 “wheel” elective, also received instruction in digital citizenship. The Acceptable Use Policy was updated and was re-signed by parents (annually). 	<p><i>Instructional Materials</i></p> <ul style="list-style-type: none"> \$2,000 for TRT remuneration (curators/authors of this project)

Scope of Service:	Districtwide		Scope of Service:	Districtwide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
<p>3e) Professional Development/Training: Provide professional development to support Common Core standards, new curriculum, intervention programs, and specific strategies for English Learners and all universal access differentiated instruction components, and other needed training as identified. CCSS trainings will include paraprofessionals, when appropriate to content or service (see also Goal 1). CUSD will develop a professional development plan using available time and financial resources to support certificated and classified employees for 2015-16 with input from the CUSD Professional Development Committee (representative of all certificated staff) for the 2015-16 school year. The venue for garnering input from classified staff is to be determined, but completed before the start of the 2015-16 school year.</p> <p>Available time for professional development will include:</p> <ul style="list-style-type: none"> • August 19, 2015 District-wide Welcome Back 2015-16 and Professional Development Day (certificated and classified) • 3 “Late Start Thursdays” (September 17, 2015; December 3, 2015; March 3, 2016) (certificated and classified). • Wednesday minimum days to include equivalent time for grade level/department meetings, staff meetings, articulation meetings, and professional development as determined by each school site (certificated) • Some release days and paid after school professional development/meetings to support certificated standards-based instruction will be available through use of federal Title IIA funds. (This plan is pending.) <p>CUSD will continue to provide a Wednesday Calendar to support various articulation meetings and alignment needs on these minimum day afternoons affecting Village/Strand Elementary Schools, Coronado Middle School, district-wide special education articulation, and other groups/schools as needed (calendar is pending).</p>		<p><i>LCFF Base</i></p> <ul style="list-style-type: none"> • \$130,000 for District PD Day certificated and classified (August 19, 2015) <p><i>Title IIA</i></p> <ul style="list-style-type: none"> • Some release days and paid after school professional development/meetings to support certificated standards-based instruction \$48,000 	<p>3e) Professional Development/Training: Various professional development opportunities were provided to support CA standards, new curriculum, intervention programs, and specific strategies for English Learners, universal access, differentiated instruction and other needed training as identified. Trainings did include paraprofessionals, as appropriate to content or service, especially in the area of Crisis Prevention and Intervention (see also Goal 1). CUSD developed a professional development plan to support certificated employees for 2015-16 with input from the CUSD Professional Development Committee (representative of all certificated staff) for the 2015-16 school year. Classified staff needs were determined by district department managers, and trainings provided accordingly.</p> <p>2015-16 professional development included:</p> <ul style="list-style-type: none"> • August 19, 2015 District-wide Welcome Back 2015-16 and Professional Development Day (certificated and classified) • 3 “Late Start Thursdays” (September 17, 2015; December 3, 2015; March 3, 2016) (certificated and for some classified). • Wednesday minimum days included equivalent time for grade level/department meetings, staff meetings, articulation meetings, and professional development as determined by each school site (certificated). <p>Release days and paid after school professional development/meetings to support certificated standards-based instruction were available through use of federal Title IIA funds, DoDEA, and DoDEA Project STEPS. Using these various funds, the CUSD Learning Department paid for the cost of substitutes and registration fees for various professional development trainings (many offered by SDCOE), conferences, and other opportunities. In 2015-16, 127 certificated staff members participated (duplicated data). These include:</p> <ul style="list-style-type: none"> -CHS: 15 -CMS: 21 -VES: 44 -SSES: 32 	<p><i>LCFF Base</i></p> <ul style="list-style-type: none"> • \$130,000 for District PD Day certificated and classified (August 19, 2015) <p><i>Title IIA</i></p> <ul style="list-style-type: none"> • Release days and paid after school professional development/meetings to support certificated standards-based instruction \$53,580 <p><i>DoDEA Project STEPS</i></p> <ul style="list-style-type: none"> • \$15,000 	

Scope of Service:	Districtwide	Scope of Service:	Districtwide
<input checked="" type="checkbox"/> _X_ALL		<input checked="" type="checkbox"/> _X_ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
Goal 3: What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>3a) School site safety plans will be on an updated template from the CDE. CUSD will continue to maintain safe and clean school facilities. There are no additional significant projects planned. Due to constrained finances, the District has chosen a strategy of “planned degradation” for our school facilities. All facilities will continue to be safe and clean. However, some maintenance will be deferred until absolutely necessary in order to stretch our available funds as far as possible. A result of this will be “good” ratings on the Facilities Inspection Tool (FIT) dropping to “fair” in many cases.</p> <p>3c) TBD</p> <p>3d) Gr 6-12 Digital Proficiency and Citizenship Scope and Sequence will be developed by a committee of teachers and administrators in the 2016-17 school year.</p> <p>3e) CUSD will continue to provide a Wednesday Calendar to support various articulation meetings and alignment needs on these minimum day afternoons affecting Village/Strand Elementary Schools, Coronado Middle School, district-wide special education articulation, and other groups/schools as needed based on CUSD 2016-17 calendar. Educator Effectiveness Funds will be used to support transition to NGSS, continuing transition to CCSS, and other professional development needs. One-time Fund 40 dollars will be used to support transition to integrated mathematics in grades 6-12.</p>		

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality 2016-17

A. In the box below, 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 pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$379,832.00 LCFF Supplemental Only; CUSD does not qualify for Concentration Grant Funds
<p>2016-17 LCFF Supplemental Expenditures includes:</p> <ul style="list-style-type: none"> Low Income, Homeless, and Foster Youth - \$203,532.00 for intervention services to support these populations. <p>This is specific funding to academically support low income and homeless/foster youth is provided to each school site based on enrollment of these student populations. Services included Academic Support, before and after-school tutoring, and secondary intervention sections. These supplemental funds and other District funds such as TIIG funds, Department of Defense grants, and Coronado Schools Foundation funding, etc. are used to meet the needs of below proficient students in English language arts (ELA) and mathematics, which include low income students to a large degree. At the secondary level, this funding provides intervention sections at Coronado High School, Palm Academy for Learning (alternative high school within Coronado High School), and Coronado Middle School in ELA and math. At the elementary level, this funding provides before/after school learning in CUSD elementary schools, and supports the funding of Academic Support and Enrichment teachers at both elementary sites. All CUSD sites implement a Multi-tiered System of Supports (MTSS) based on a Governing Board approved framework (May 2015) modified from <i>Report of California’s Statewide Task Force on Special Education (2015) One System: Reforming Education to Serve All Students</i>. CUSD MTSS Framework serves as the guidance document to ensure that each school site employs data and resources to provide appropriate services for students to close achievement gaps for low income, homeless/foster youth, and all identified students. Quantitative achievement data for these identified students per SBAC 2015 show that low income student performance is 20% lower than all students in English language arts (54% to 74%) and 16% lower than all students in mathematics (44% to 60%).</p>	

• **English Learners/RFEP students** (LCFF requirement and per federal Title III Improvement Plan) - **\$176,300 (for staffing)**

Per federal Title III accountability, we are in Year 2 of Title III Program Improvement for AMAO 3 relating to the lack of achievement of RFEP students. LCFF supplemental funds in 2015-16 were used to support all English Learners (EL) and Reclassified Fluent English Proficient (RFEP) students in CUSD, a population that has tripled over the last three years District to now approximately 11%. Per the 2015-16 Title III Improvement Plan requirements and the increase in funding per LCFF supplemental dollars, services to all EL/RFEP are greatly improved. This is measured in several qualitative ways. There were improvements to the instructional delivery models and schedules for ELD instruction. All students now receive the required 150 minutes of ELD instruction per week in both integrated and designated supports led by EL resource teachers and general classroom teachers. These EL resource teachers are case carriers for each EL/RFEP student, creating personalized education plans whereby goals are set with these students, working closely with general education teachers, administrators, office staff, and families to ensure students' needs are met. Awareness by staff at all sites of the needs of EL/RFEP students have increased due to ongoing professional development and the EL resource teachers' direct interaction with general education teachers and administrators. EL/RFEP data is regularly shared and analyzed by site staff and administration. Parents are included in conferencing and consulted in reclassification. Reclassification is now celebrated at each site at least once during the school year, and the CUSD Governing Board approved the award of the Seal of Biliteracy for the 2016-17 school year and beyond. Without the LCFF supplemental funds and Title III funds used for professional development, targeted support of student and teacher needs by the EL resource teachers would not be possible. Previous to 2014-15, CUSD employed one ELD teacher to serve the entire district and site awareness of EL/RFEP students and their needs were minimal at best across the district. Professional development for all staff is ongoing; the retraining of all certificated employees on EL/RFEP issues and reminding teachers of their responsibilities per CLAD certification began in earnest in 2014-15 and will continue. Professional development includes the new CA ELA/ELD framework for all teachers which help to ensure awareness among staff of EL/RFEP needs and use of appropriate instructional strategies such as SDAIE/GLAD in classrooms across the district. Training will continue until all certificated staff are retrained. Quantitative achievement data for EL per SBAC ELA and math show that EL student performance is 45% lower than all students in English language arts (29% to 74%) and 28% lower than all students in mathematics (32% to 60%). Quantitative achievement data for RFEP per SBAC ELA and math show that RFEP student performance is 18% lower than all students in English language arts (56% to 74%) and 18% lower than all students in mathematics (42% to 60%). CUSD piloted the use of web-based, personalized literacy curriculum, *Achieve 3000*, to support English learners and students who are below proficient readers at the secondary level in 2015-16 using LCFF supplemental dollars. This curriculum will be adopted for secondary ELD. Elementary ELD instructional materials are under review with an adoption pending.

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

1.63	%	(MPP for 2015-16 was 1.58%.) LCFF Supplemental Funds allocated to CUSD will be used to increase or improve services for unduplicated groups. The total amount of LCFF Supplemental funds for 2016-17 is \$379,832.00 for supporting English learners, RFEP students, and low income, homeless, and foster youth. As explained in section A above, supporting the needs of EL/RFEP and all below proficient students, which include low income students (and homeless and foster youth, if enrolled) are the primary populations to target to close achievement gaps in the District, identified through District strategic planning and Federal Title III accountability (we are in Year 2 of Title III Program Improvement for AMAO 3 relating to achievement of RFEP students). Our military population is our largest demographic population, though not recognized by the CDE as a subgroup at present; EL/RFEP and low income students are a part of the military demographic. CUSD receives minimal supplemental income from Federal Impact Aid and Department of Defense Education Activity grants to support military-dependent students' academic needs. However, the LCFF base funding does not provide for the robust system of interventions needed in CUSD schools. The LCAP supplemental dollars are much-valued resource to support the District's vision of personalized learning for all and a strong multi-tiered system of supports for identified students, now a consistent resource of funding to increase services, and the quality of services by training staff.
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NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, 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 California Code of Regulations, title 5, 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).