

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Coronado Unified School District

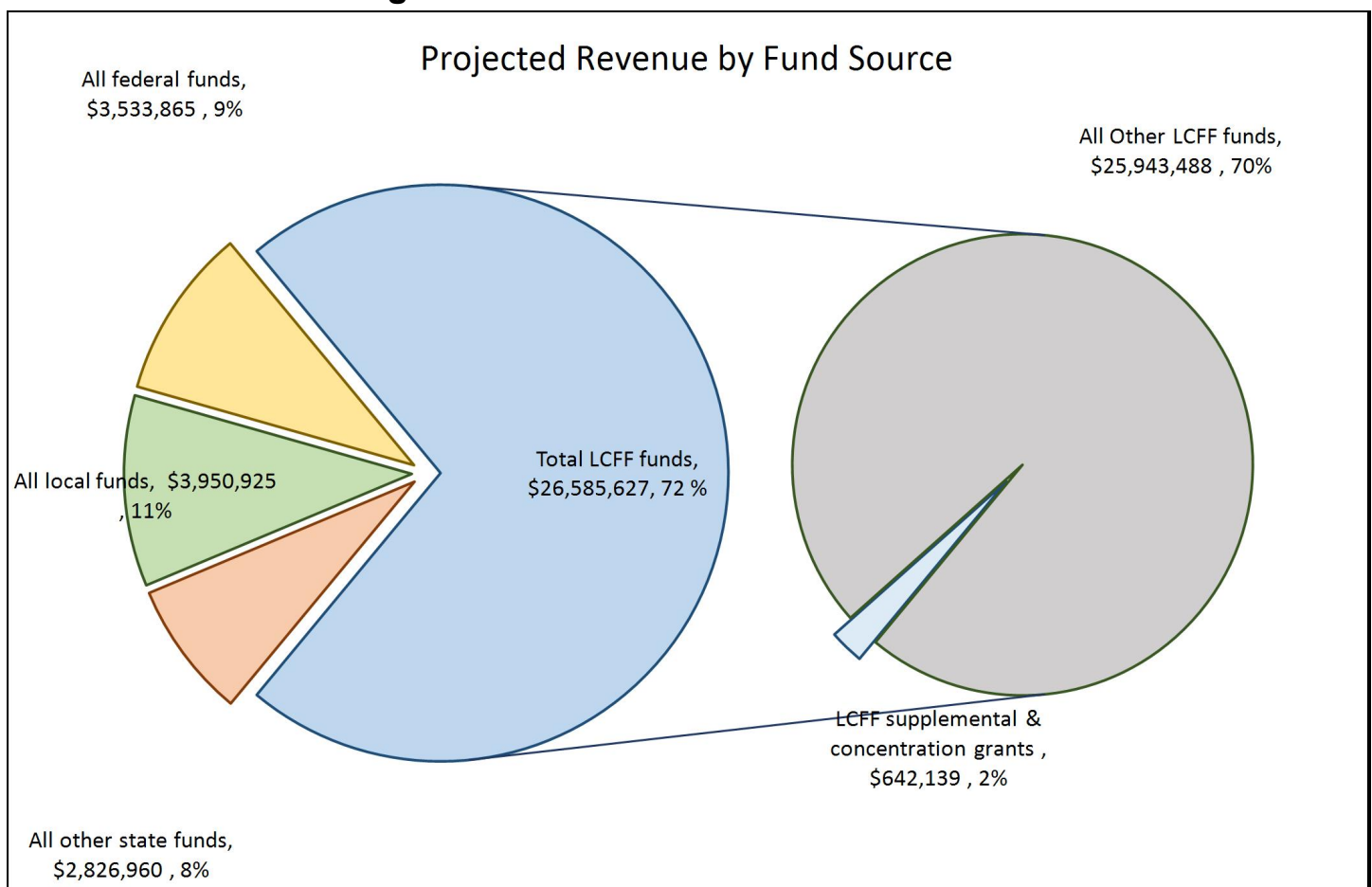
CDS Code: 37680310000000

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Karl Mueller, Superintendent

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2019-20 LCAP Year

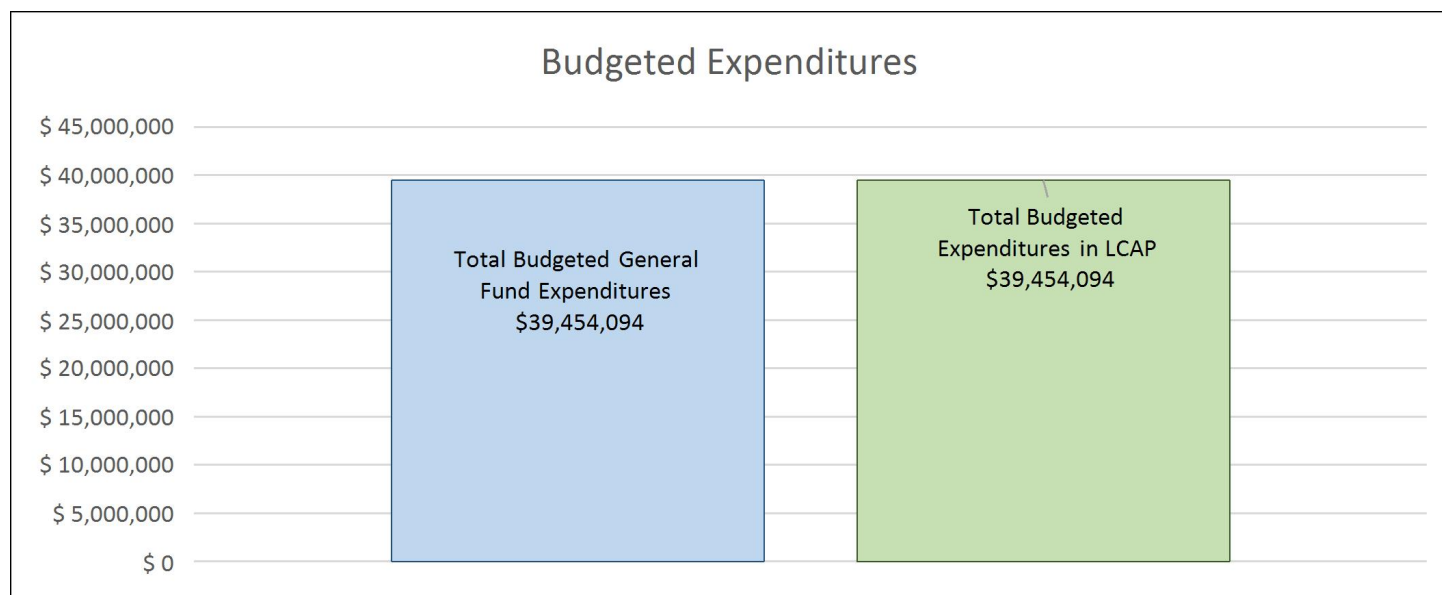


This chart shows the total general purpose revenue Coronado Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Coronado Unified School District is \$36,897,377, of which \$26,585,627 is Local Control Funding Formula (LCFF), \$2,826,960 is other state funds, \$3,950,925 is local funds, and \$3,533,865 is federal funds. Of the \$26,585,627 in LCFF Funds, \$642,139 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Coronado Unified School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Coronado Unified School District plans to spend \$39,454,094 for the 2019-20 school year. Of that amount, \$39,454,094 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

## Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Coronado Unified School District is projecting it will receive \$642,139 based on the enrollment of foster youth, English learner, and low-income students. Coronado Unified School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Coronado Unified School District plans to spend \$642,139 on actions to meet this requirement.

The additional improved services described in the LCAP include the following:

EL students and socio-economically disadvantaged students are not performing at or above standards in ELA and mathematics as evidenced by CUSD SBAC results. Goal 1/Action 2, Goal 1/Action 6 and Goal 3/Action 4 are principally directed at providing the following services to our unduplicated student populations (particularly EL students). These services will provide the necessary supports to improve academic achievement in ELA and mathematics. Achieve 3000 and instructional strategies (Goal 3, Action 4), such as daily number talks and high quality mathematics tasks, are research-based programs and strategies that have been shown to improve the academic achievement of unduplicated students. In addition to these research-based programs and strategies, CUSD is committed to providing in depth professional learning to all EL Resource Teachers and general education teachers related to designated ELD instruction and SDAIE methodologies. These instructional ELA/ELD frameworks and high impact

strategies (John Hattie) have been shown to increase the academic achievement of struggling students in many districts across the nation. Critical to this targeted, research-based professional development, will be an emphasis on continuous administrator data reviews to monitor the academic achievement of our unduplicated student populations. To ensure that all students are receiving equitable services, all teachers will continue to receive training on MTSS/SST/Restorative Practices as every school site. This will not only support the instruction occurring inside the classroom, but will also provide thorough and regular monitoring of our unduplicated students through the continued use of PEPs (personalized education plans) and data reviews. Supported by research, CUSD strongly believes that the combination of the services described above and below will positively impact the academic achievement of our unduplicated students and is the most effective use of our funding.

- English Language Resource Teachers 1.4 FTE to provide daily English Language Development instruction to English Learners. The addition of resource teachers will allow English Learners to receive additional instructional time

(incorporating designated ELD strategies), which has been shown to increase student achievement.

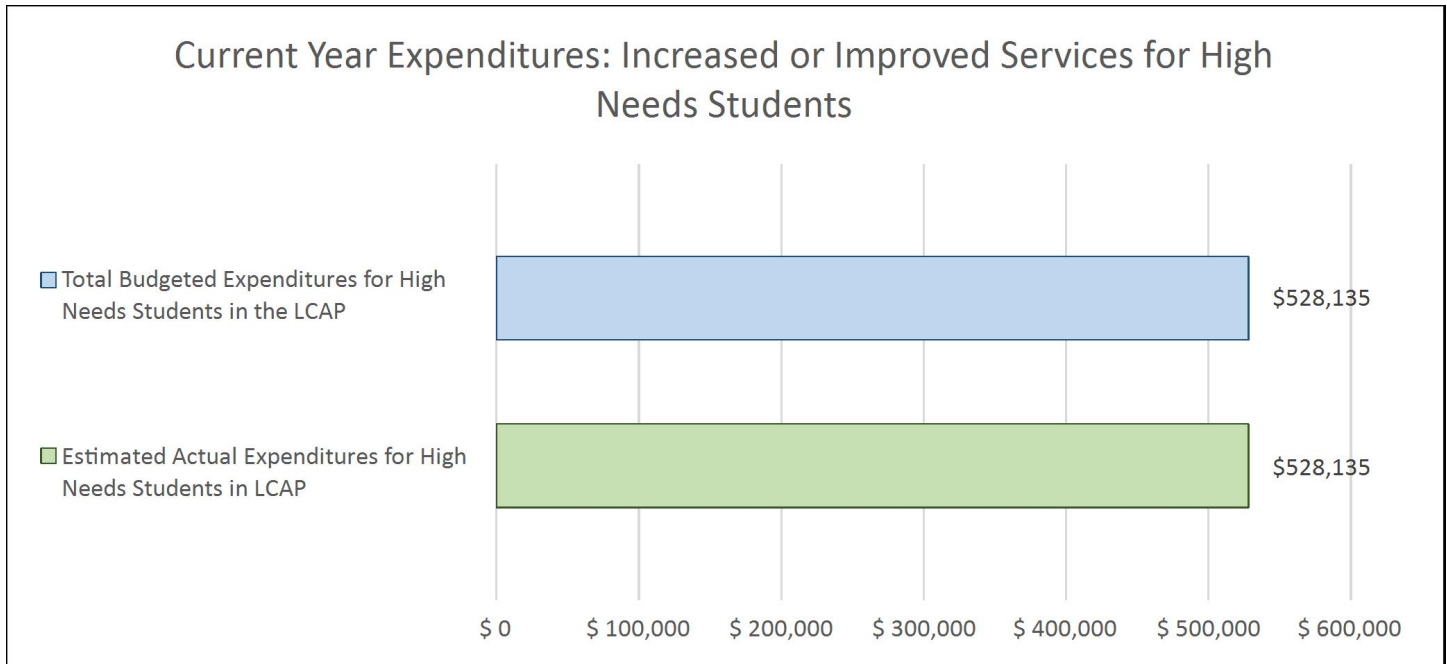
- Professional development on ELPAC data analysis and the integration of designated ELD into daily instruction for core subjects, MTSS, PBIS, collaborative conversations, close reading, reciprocal teaching, restorative practices and

PEPs will be provided to all teachers.

- 0.5 FTE Teacher on Special Assignment for English Language Development to support all schools, particularly identified students who are not meeting grade level standards in ELA and not meeting growth goals on the ELPAC.
- 0.5 FTE Teacher on Special Assignment for Mathematics to support all schools, particularly identified students who are not meeting grade level standards in mathematics.
- Academic Support and Enrichment and/or other District intervention services.
- Supplemental Instructional materials/curricula to support identified unduplicated students' needs.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Coronado Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Coronado Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Coronado Unified School District's LCAP budgeted \$528,135 for planned actions to increase or improve services for high needs students. Coronado Unified School District estimates that it will actually spend \$528,135 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of \$0 had the following impact on Coronado Unified School District's ability to increase or improve services for high needs students: The District projects spending the full allocation of LCFF Supplemental dollars to increase or improve services for high needs students.



# Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name

Coronado Unified School District

Contact Name and Title

Karl Mueller  
Superintendent

Email and Phone

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619 522-8900 ext 1025

## 2017-20 Plan Summary

### The Story

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

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

Our Vision:

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

#### Our Mission:

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

#### Our Board Goals:

1. **LEARNING:** Integrate personalized learning with assessment methods that will prepare all students for academic and vocational success.
2. **COMMUNICATION:** Communicate openly, freely, and accurately to engage and involve all shareholders.
3. **SUPPORT:** Maintain safe and supportive schools where students and staff thrive.

#### The Basics:

- Locally elected five-member Board of Education; superintendent employed by the Board
- Four schools: Coronado High School, Coronado Middle School, Silver Strand Elementary School, and Village Elementary School
- 380 employees: 178 certificated (teachers, counselors, speech therapists, etc.); 176 classified (instructional assistants, custodians, maintenance and grounds staff, etc.); 26 certificated and classified administrators (superintendent, assistant superintendent, principals, assistant principals, directors, mid-management)
- Enrollment: 3056 (CBEDS October 2018)

o Coronado High School: 1162 students

o Coronado Middle School: 729 students

o Village Elementary: 836 students

o Strand Elementary: 316 students

o Non-public schools: 13 students

- Demographics (2018-19):

o 14.8% inter district transfer students, including children of parents who work but don't live in Coronado; 13.7% students with Individual Education Plans (IEPs)

o 38.8% of students are connected to military (based on federal survey cards completed annually)

- Strand Elementary: 79%
- Village Elementary: 39%
- Coronado Middle School: 37%
- Coronado High School: 28%

o Total Unduplicated Count: 12.6% (n=386)

- English Learners 2.8% (85 students); Socioeconomically Disadvantaged Students 8.6% (264 students); Foster Youth and Homeless Students: ~.0003% (1 student)
- Achievement:

o Graduation rate: 96.4% (4-year cohort graduation rate for the class of 2016-17); 92.9% (4-year cohort graduation rate for the class of 2017-2018)

o UC A-G rate: 75.8% in 2016-17; 73.4% in 2017-2018

o Advanced Placement: 34.7% participation rate in 2016-17 with a pass rate of 81.1%; 34.8% participation rate in 2017-18 with a pass rate of 82.5%

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

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

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

o Many Advanced Placement courses

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

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

o Four Department of Defense Education Activity (DoDEA) grants; currently under operation are Project M3: Mathematics, Mindset and Mastery (1.25 million dollars through 2020); Project Arts for Learning (1.25 million dollars through 2021); and STEM Read-I (1.00 million dollars through 2023)

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

o NJROTC

o Athletics at Coronado Middle and High Schools

o Adult education classes

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

## LCAP Highlights



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

Key features in the 2018-19 LCAP are the following:

- Preparing students for college and career is a CUSD strength of our district due to the dedicated and professional certificated, classified, and administrative staff, as well as our caring, involved families and community. This plan outlines several key actions to maintain that focus and support content areas that are transitioning to new standards, frameworks, and assessments. College and career readiness is evidenced by many metrics including CHS graduation rate, UC A-G rate, Advanced Placement participation and achievement, and SBAC achievement scores. (Goal 1, Actions 1-5; Goal 3, Actions 3 and 4).
- Most Coronado students feel supported, connected to, and safe at school, as evidenced by results from the CA Healthy Kids Survey and the many social emotional supports and partnerships that are in place. (Goal 3, Actions 1, 3, 7)
- There is significant shareholder input into the 2018-19 LCAP, which was ongoing throughout the 2018-19 school year. (Goal 2, Action 1)

## Review of Performance

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

## Greatest Progress

The Coronado High School graduation rate maintained its status as being in the top percentage among unified school districts in San Diego County, at 92.9% (2017-18 data).

40 graduates received the distinction of the State Seal of Biliteracy in 2016 (Year 1); 23 graduates received this honor in 2017 (Year 2); 24 graduates received this honor in 2018 (Year 3); it is estimated that 36 graduates will receive this honor in 2019 (Year 4).

Students continue to take Career Technical Education (CTE) courses in 2017-18 (60%) due to new CTE course additions per Career Technical Education Incentive Grant (CTEIG).

In 2017-18, the AP achievement rates for students scoring a 3, 4, or 5 increased to 82.5% (increase of 1.4%). The percent of students enrolled in at least one AP course in 2017-18 was 34.8% (increase of 1.5%).

Per CA School Dashboard, spring 2018 data on student achievement in English Language Arts shows that CUSD status was maintained in the Very High range (blue), including Coronado Middle School and Silver Strand Elementary School. 2018 data on student achievement in mathematics was maintained in the High Status range (green) for CUSD, Coronado High School, Coronado Middle School, Village Elementary School and Silver Strand Elementary School.

CUSD was recently the recipient of a 2018 Department of Defense Education Activity (DoDEA) Grant for 1.00 million to support grade 3-5 literacy and grades 6-8 STEM activities through 2023 via Project STEM Read-I. CUSD was also the recipient of a 2016 DoDEA Grant for 1.25 million to support TK-12 arts integration through 2021 via Project Arts for Learning. Additionally, Project M3:



Mathematics, Mindset, and Mastery is also being implemented with evidence of growth in mathematics instruction and student achievement (through 2020).

Military-connected students remain CUSD's largest subgroup, crossing all other demographic subgroups (~39% in 2018-19). Spring 2018 SBAC data shows that military-connected students performed better in mathematics over non-military students by 3%. Military-connected students also showed academic gains of 1% in ELA on the spring 2018 SBAC.

The number of CUSD English Learners decreased from 90 in 2017-18 to 85 in 2018-19. Even though there was a slight decrease in the number of English Learners, CUSD continues to provide robust services to support our English Learners and Reclassified Fluent English Proficient students, including additional designated instructional time in English Language Development, improved instructional resources, and district oversight of all components of the EL program. According to the 2018 English Learner Progress Indicator, 56.4% of our English Learner population was well developed (level 4) and 28.2% scored in the moderately developed range (level 3).

Per spring 2019 P2 (April) data, the chronic absenteeism rate for CUSD and all school sites either increased or decreased compared to spring 2017 and spring 2018 P2. The chronic absenteeism rates for spring 2019 P2 are below:

- CUSD: 8.13% (7.05% in 2018; 16% in 2017)
- CHS: 14.73% (16.3% in 2018; 22% in 2017)
- CMS: 5.60% (4.9% in 2018; 9% in 2017)
- SSES: 3.24% (1.9% in 2018; 13% in 2017)
- VES: 3.15% (5.1% in 2018; 13% in 2017)

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

## **Greatest Needs**

There are no indicators where the all student groups were in the "red" or "orange" category per CA School Dashboard. Recent data shows that approximately 24% of CUSD students district-wide are under performing in English Language Arts and 33% in mathematics based on 2018 SBAC and MAP results. Demographic subgroups referenced below are subgroups of the total percent of under performing students. While we can celebrate the slight decrease in the percentage of students under performing in ELA and mathematics, this still remains an identified need.

Suspension Rates:

- Per CA School Dashboard 2017-18 data, the overall suspension rate for CUSD improved into the "orange" category, decreasing by 0.1% to 2.8%. Students with Disabilities (n=391) increased by 1.1%, African American students (n=50) increased significantly by 2.5% and Socioeconomically Disadvantaged students (n=362) increased by 1.4%.
- Per CA School Dashboard 2017-18 data, the suspension rate for Coronado High School was in the "orange" category, increasing by 3.1% to 5.4%.
- Per CA School Dashboard 2017-18 data, the suspension rate for Silver Strand Elementary School was in the "orange" category, increasing by 1.1% to 1.1%.

#### Academic Achievement:

- Reclassified Fluent English Proficient students (17.6%), Socioeconomically Disadvantaged Students (8.6%), English Learners (2.8%), Students with Disabilities (13.7%), and Hispanic/Latino students (20.1%) are not performing as high as White (61.4%) and Asian (1.6%) subgroups.
- Per the CA School Dashboard 2017-18 data, students who are Socioeconomically Disadvantaged (n=166), Students with Disabilities (n=210), and English Learners (n=39) are either not performing at mastery level in English language arts or mathematics or whose performance has declined:
- In spring 2018, the ELA performance of Students with Disabilities (n=210) was 16.8 points below level 3; performance levels were maintained by 2.3 points.
- In spring 2018, the ELA performance of Socioeconomically Disadvantaged Students (n=166) was 20.4 points above level 3; performance levels did increase by 32.5 points.
- In spring 2018, the ELA performance of English Learners (n=83) was 9.6 points below level 3; performance levels were maintained by -0.2 points.
- In spring 2018, the mathematics performance of Students with Disabilities (n=209) was 40 points below level 3; performance levels were maintained by -2.3 points.
- In spring 2018, the mathematics performance of Socioeconomically Disadvantaged Students (n=165) was 3.2 points above level 3; performance levels did increase by 19.3 points.
- In spring 2018, the mathematics performance of English Learners (n=82) was 21.9 points below level 3; performance levels declined by 4.5 points.
- Per the CA School Dashboard 2017-18 data on student achievement in English language arts and mathematics shows that Coronado High School achievement has declined.
- Coronado High School spring 2018 data shows that 66% of students are performing at or above standards in ELA (2017 = 77%).
- Coronado High School spring 2018 data shows that 56% of students are performing at or above standards in mathematics (2017 = 60%).

#### Graduation Rate:

- Per CA School Dashboard 2017-18 data, the graduation rate for all students decreased by 2.1%, reaching a "yellow" status of 92.9%. Additionally, the graduation rate for Socioeconomically Disadvantaged students decreased by 19.4%, reaching an "orange" status of 77.8%.

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

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

## Performance Gaps

Per CA School Dashboard, there is a performance gap in the area of chronic absenteeism for students within the two or more races subgroup and in the area of college/career readiness for students within the socioeconomically disadvantaged subgroup. Recent data shows that approximately 24% of CUSD students district-wide are under performing in English Language Arts and 33% in mathematics based on 2018 SBAC and MAP results. Demographic subgroups referenced below are subgroups of the total percent of under performing students. While we can celebrate the slight decrease in the percentage of students under performing in ELA and mathematics, this still remains an identified need. Students who are Socioeconomically Disadvantaged (n=166), Students with Disabilities (n=210), and English Learners (n=39) are either not performing at mastery level in English language arts or mathematics or whose performance has declined, per the CA School Dashboard 2018. In addition, each student group listed below was two performance levels (yellow or orange range) below the "all student" performance level (blue/green range) in one or more of the following indicators: English language arts, mathematics or graduation rate.

- In spring 2018, the ELA performance of Students with Disabilities (n=210) was 16.8 points below level 3; performance levels were maintained by 2.3 points.
- In spring 2018, the ELA performance of Socioeconomically Disadvantaged Students (n=166) was 20.4 points above level 3; performance levels did increase by 32.5 points.
- In spring 2018, the ELA performance of English Learners (n=83) was 9.6 points below level 3; performance levels were maintained by -0.2 points.
- In spring 2018, the mathematics performance of Students with Disabilities (n=209) was 40 points below level 3; performance levels were maintained by -2.3 points.
- In spring 2018, the mathematics performance of Socioeconomically Disadvantaged Students (n=165) was 3.2 points above level 3; performance levels did increase by 19.3 points.
- In spring 2018, the mathematics performance of English Learners (n=82) was 21.9 points below level 3; performance levels declined by 4.5 points.
- Coronado High School spring 2018 data shows that 66% of students are performing at or above standards in ELA (2017 = 77%).
- Coronado High School spring 2018 data shows that 56% of students are performing at or above standards in mathematics (2017 = 60%).
- The graduation rate (2018) for all students decreased by 2.1%, reaching a "yellow" status of 92.9%.
- The graduation rate (2018) for Socioeconomically Disadvantaged students decreased by 19.4%, reaching an "orange" status of 77.8%.

CUSD will address these performance gaps by ensuring timely data analysis, providing targeted interventions and supports, and monitoring student subgroup performance per all state indicators by site administration. We will also work more closely with identified and trained Teachers on Special Assignment in Mathematics/Science and ELA/ELD, Student Services Department leadership, and the MTSS Committee to further refine a structure for oversight of data/monitoring, professional learning, and communication. In addition, CUSD will address the suspension rates at the various school sites through a thorough review of current behavior policies and plans (through the MTSS Committee), and the incorporation of PBIS practices (Goal 3, Action 6). It is important to note that one significant variable affecting the increase in suspension rates is the small number of students in the represented subgroups. (Goal 1: Actions 1,2,3,4,6 and Goal 3: Actions 3 and 4)

## Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

### Schools Identified

Identify the schools within the LEA that have been identified for CSI.

This section is not applicable as we do not currently have any school sites that have been identified for CSI, TSI or ATSI.

### Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

This section is not applicable as we do not currently have any school sites that have been identified for CSI, TSI or ATSI.

### Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

This section is not applicable as we do not currently have any school sites that have been identified for CSI, TSI or ATSI.

# Annual Update

LCAP Year Reviewed: **2018-19**

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

## Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:     Governing Board Goal 1

## Annual Measurable Outcomes

Expected

### Metric/Indicator

1. Alignment to standards will be based on classroom observation, professional development, adopted instructional materials, and student achievement. (S)

**18-19**

See #4 and #5 below.

### Baseline

See # 4 below.

### Metric/Indicator

2. All students will have standards aligned instructional materials, as measure by annual inventory, Williams Sufficiency evaluation. Sufficiency will include device and internet access at home for digital instructional materials and learning management system access. (S)

Actual

100% of classrooms are implementing standards-based instruction as evidenced by classroom observations, participation in professional development and student achievement. See #4 and #5 below.

Williams sufficiency was met at 100%, as measured by annual inventory, with all students having standards aligned instructional materials (including devices and internet access at home for digital instructional materials and the learning management system). Approximately 43 devices were loaned to students.

## Expected

### 18-19

Maintain baseline.

#### Baseline

2016-17: Williams Sufficiency was met at 100%. In 2016-17, CUSD implemented a revised process of ensuring access to device and internet at home. Approximately 43 devices were loaned to students and lowcost/no cost internet was provided to 1 family.

#### Metric/Indicator

3. 100% of CUSD teachers will be appropriately credentialed and assigned. (S)

### 18-19

Maintain baseline.

#### Baseline

100% of teachers in 2016-17 were appropriately credentialed and assigned per internal audit.

#### Metric/Indicator

4. Academic Achievement in ELA (S)

### 18-19

Overall Student Achievement in grades 3-8, 11, and all identified subgroups: SBAC ELA +2% over previous year's percent of students meeting/exceeding standards.

Student groups scoring below the All Student level will increase more than the All Student group to close the gap.

Additionally, this metric measures the implementation of the standards.

#### Baseline

Per Spring 2016 SBAC:

Overall Student Achievement in grades 3-8, 11: SBAC ELA 73% of students met or exceeded standards.

Subgroups, met/exceeded standards:

Socio-economically Disadvantaged: 58%

## Actual

100% of teachers in 2018-19 were appropriately credentialed and assigned per internal audit.

Overall, 76% of all students met or exceeded standards on the SBAC ELA in grades 3-8 and 11. This was neither an increase or decrease compared to the previous year. In addition, per spring 2018 SBAC ELA results, the following shows the percentage of students in each subgroup who met/exceeded standards:

- Socioeconomically Disadvantaged: 67% (increased by 10%)
- Students with Disabilities: 47% (increased by 9%)
- Two or More Races: 76% (decreased by 1%)
- EL: 29% (increased by 9%)
- RFEP: 69% (increased by 3%)
- Military-Connected: 77% (decreased by 2 %)
- Hispanic/Latino: 68% (decreased by 2%)



## Expected

Students with Disabilities: 32%  
Two or More Races: 69%  
EL: 8%  
RFEP: 69%  
Military: 74%

Other subgroups of need may be identified based on previous year's performance.

### Metric/Indicator

5. Academic Achievement in Math (S)

#### 18-19

Overall Student Achievement in grades 3-8, 11, and all identified subgroups: SBAC Math +2% over previous year's percent of students meeting/exceeding standards.

Student groups scoring below the All Student level will increase more than the All Student group to close the gap.

Additionally, this metric measures the implementation of the standards.

### Baseline

Per Spring 2016 SBAC:

Overall Student Achievement in grades 308, 11:  
SBAC Math 60% of students met or exceeded standards.

Subgroups, met/exceeded standards:

Socio-economically Disadvantaged: 51%  
Students with Disabilities: 29%  
Two or More Races: 71%  
EL: 52%  
RFEP: 53%  
Military: 68%

Other subgroups of need may be identified based on previous year's performance.

### Metric/Indicator

6. Academic Achievement in Science (S)

## Actual

Overall, 67% of all students met or exceeded standards on the SBAC Math in grades 3-8 and 11. This was an increase of 1%, thus not meeting our growth goal by only 1%. In addition, per spring 2018 SBAC math results, the following shows the percentage of students in each subgroup who met/exceeded standards:

- Socioeconomically Disadvantaged: 55% (increased by 10%)
- Students with Disabilities: 38% (increased by 4%)
- Two or More Races: 67% (increased by 1%)
- EL: 28% (increased by 1%)
- RFEP: 55% (decreased by 2%)
- Military-Connected: 70% (decreased by 2%)
- Hispanic/Latino: 54% (decreased by 3%)

Progress towards this indicator is pending based on results from this school year's spring 2019 CAST operational test for grades 5, 8, 11 and 12.



## Expected

### 18-19

Overall Student Achievement in grades 5,8, and one in high school (gr TBD):  
CAST Operational Test Student performance will be baseline.

### Baseline

N/A  
CAST Pilot Test

### Metric/Indicator

7. Discrete and integrated VAPA instruction (L; per CUSD Arts Empower Strategic Plan)

### 18-19

Discrete VAPA instruction:  
total secondary CUSD Discrete Arts Enrollment: 47%

Maintain 100% of students participating in integrated VAPA over baseline.

### Baseline

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

### Metric/Indicator

8. Preliminary Scholastic Aptitude Test (PSAT) (L)

### 18-19

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

### Baseline

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

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

## Actual

The percentage of students receiving Discrete VAPA instruction through enrollment in the secondary CUSD Discrete Arts program is 60% (639/1162). This increase in the percentage of students enrolled can be attributed to the inclusion of all arts courses offered at Coronado High School.

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

The percentage of students meeting benchmarks on the October 2018 PSAT administration are below.

English/Reading/Writing (ERW) and Math:

Gr. 9: 72% (decreased by 5%); 51% (decreased by 1%)

Gr. 10: 84% (remained the same); 66% (increased by 4%)

Gr. 11: 83% (decreased by 2%); 62% (increased by 4%)

## Expected

## Actual

### Metric/Indicator

9. Graduation Rate (S)

**18-19**

Maintain

### Baseline

97.6%

(4-year cohort graduation rate for the class of 2015-16)

The 4-year cohort graduation rate for the class of 2017-2018 was approximately 92.9%, a decrease of 2.1%. One contributing factor to this decrease was the change in the calculation of the 4-year cohort graduation rate.

### Metric/Indicator

10. UC A-G Rate (S)

**18-19**

Maintain

### Baseline

80% in 2015-16

The UC A-G rate in 2017-2018 was 73.4%, a decrease of 2.4%.

### Metric/Indicator

11. AP Participation and AP Pass Rates (S)

**18-19**

37% participation rate in with a pass rate of 75%

### Baseline

33.3% participation rate in 2015-16 with a pass rate of 73%

34.8% participation rate in 2017-18 with a pass rate of 82.5%. While there was only a 0.1% increase in the percentage of students participating in the AP program (missing our goal by 2.2%), the percentage of students passing AP examinations increased by 1.4%, exceeding our goal by 7.5%.

### Metric/Indicator

12. CTE Participation and Achievement (S)

**18-19**

Maintain

### Baseline

The percent of students (duplicated; 1016/1238) who participated in CTE courses in 2015-16 was 82%, an increase of 30% over the 2014-15 rate of 52% (631/1211).

The percent of students who received a "C" or better in capstone CTE courses was 99% (2/210)

The percent of students (unduplicated; 710/1162) who participated in CTE courses in 2017-18 was 61%. This is a decrease, however, we continue to use the unduplicated number of students enrolled versus the duplicated number, which could potentially result in a calculation over 100% due to the increase in the number and quantity of CTE courses that students are taking, The percent of students who received a "C" or better in capstone CTE courses was 97.5% (233/210).

### Metric/Indicator

Per spring 2018 SBAC:

Gr. 11 students who are considered Ready in ELA (Standard Exceeded): 32% (decreased 4%)

## Expected

13. Early Admission Program (EAP; based on SBAC scores for grade 11) (S)

### 18-19

Gr 11 The percents of Students who are considered Ready in ELA and math (Standard Exceeded) and those who are considered Conditionally Ready in ELA and Math will increase 2% over previous the year.

### Baseline

Per Spring 2016 SBAC:

Gr 11 Students who are considered Ready in ELA (Standard Exceeded): 35% (-8% over 2015); Students who are considered Conditionally Ready in ELA (Standard Met): 36% (-2% over 2015).

Gr 11 Students who are considered Ready in Math (Standard Exceeded): 27% (+7 over 2015); Students who are considered Conditionally Ready in Math (Standard Met): 28% (-2% over 2015)

### Metric/Indicator

14. Student and Teacher Digital Literacy (L)

### 18-19

100% of students will be exposed to digital literacy curriculum and digital opportunities on a weekly basis.

### Baseline

No metric to date.

### Metric/Indicator

15. Teacher PD on academic data systems (L)

### 18-19

100% CUSD teaching staff and administrators will be trained on MMARS and the CAASPP portal. Additional training will be based on need.

### Baseline

TOSAs and other teacher leaders were trained on MMARS. All staff received presentation on CAASPP data and portal.

### Metric/Indicator

16. CA Physical Fitness Test (PFT) (L)

### 18-19

% of students in the Healthy Fitness Zone (average of all 6 areas) will increase:

## Actual

Gr. 11 students who are considered Conditionally Ready in ELA (Standard Met): 34% (decreased 3%)

Gr. 11 students who are considered Ready in Math (Standard Exceeded): 29.5% (decreased 0.5%)

Gr. 11 students who are considered Conditionally Ready in Math (Standard Met): 26% (decreased 3%)

CUSD continues to work on developing metrics for student and teacher digital literacy, using the California digital literacy scope and sequence as a guideline to evaluate the current program and provide feedback relative to digital resources, assessments and professional development. It is important to note that during this process, students being exposed to digital literacy curriculum and digital opportunities on a weekly basis is 100%. This was determined through inventorying student daily schedules, classroom observations and monitoring teacher usage of devices in the classroom (CUSD is almost completely 1:1).

Teachers and administrators continue to receive training on our Student Information System (Edupoint-Synergy) and our Learning Management System (Power School) and other digital curriculum resources. We are currently researching the adoption of a new data analytics software that will enable us to visualize and cross-analyze state assessment data, local assessment data, student demographic data, chronic absenteeism, student course grades, and other data categories including in the state priorities and our school dashboard.

Per the 2017-2018 CA Physical Fitness Test (PFT), the % of students in the Healthy Fitness Zone (average of all 6 areas) was:

Gr. 5: 79% (decreased by 6% with Body Composition and Flexibility being the biggest areas of need)

## Expected

Gr 5: 90%  
Gr7: 89%  
Gr 9: 90%

### Baseline

2015-16; % of students in the Healthy Fitness Zone (average of all 6 areas):  
Gr 5: 87%  
Gr7: 83%  
Gr 9: 87%

### Metric/Indicator

17. PEPs (L)

### 18-19

95% of students will have a PEP.

PEP includes content area goals and ELD goals for English Learners (EL) and services for unduplicated students and students with exceptional needs.

### Baseline

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

### Metric/Indicator

18. Professional Development (L)

### 18-19

PD survey results will determine next steps relative to the structure of PD.  
100% of all grade level and departments will complete the PD and Learning Department surveys.

### Baseline

Teacher feedback has been via the CUSD Professional Development Committee.

## Actual

Gr. 7: 81% (decreased by 3% with Body Composition and Flexibility being the greatest areas of need)  
Gr. 9: 90% (decreased by 1% with Body Composition being the biggest area of need)

In 2017-18, approximately 90% of students had a type of Personalized Education Plan (PEP). CUSD continues to work on streamlining the PEP document and implementing the PEPs at every school site. Coronado Middle School implemented the My Learning Plan (MLP) for its second consecutive year. The MLP is a PEP that continues to engage students to discover their interests, passions, learning styles, academic goals, post-secondary goals and evidence of academic growth in each discipline. The MLP continues to receive positive feedback and will be implemented again next school year.

The Learning Department developed a new structure for the 2018-2019 school year that included 36 certificated staff members serving on the MTSS Committee and TOSAs representing the following disciplines: ELD/ELA/STEM Read-I Grant, Math/Science/Math and STEM-Read-I Grants, VAPA/Arts for Learning Grant, and Educational Technology. Professional learning opportunities were offered throughout the school year in a semester wheel format that was repeated twice, providing many opportunities for teachers and paraprofessionals to participate. This workshops provided through this wheel format included: Close Reading, Reciprocal Teaching, Collaborative Conversations, Number Talks, Mindfulness, Social/Emotional/Behavioral Supports, Educational Technology Support, and Team Time Support. In addition to these opportunities, teachers and administrators engaged in county workshops, school visits in various districts around San Diego and Orange Counties, and webinars. Feedback was gathered via surveys after each CUSD workshop and in May 2019. All district teachers have the opportunity to complete the May 2019 survey. These results will provide guidance and suggestions related to the CUSD Professional Learning Structure for 2019-2020 (Late Start Thursdays, Wednesday Professional Time, MTSS Committee work, and District-Facilitated Professional Learning).

## Expected

### Metric/Indicator

19. English Learners Annual progress on becoming English Proficient

#### 18-19

Increase +2% over baseline.

We will use MAP as our local measure of English learner progress.

Establish baseline for English Learner progress using ELPAC.

#### Baseline

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

### Metric/Indicator

20. EL Reclassification Rate

#### 18-19

Increase +1% over previous year.

#### Baseline

EL Reclassification rate for 2016-17 is 30%, a 20% increase as compared to the 2015-16 reclassification rate of 19%.

### Metric/Indicator

21. Long-term English Learner count

#### 18-19

Maintain

#### Baseline

In 2016-17, CUSD increased the number of long-term English learners from 0 to 2 (new enrollees since last year).

## Actual

ELPAC summative assessment data from spring 2018 shows that 56.4% of English learners are well developed, 28.2% are moderately developed, 12.8% are somewhat developed and 2.6% are in the beginning stage. CUSD has also use the following measures of formative assessments to monitor growth in between the annual ELPAC assessment: Achieve 3000, NWEA Map data, DRA2, and lexile.

Local measures (MAP ELA data) show that EL students are making progress towards English proficiency, with an average of 6.5 point increase in RIT scores from winter 2017-18 to winter 2018-19.

The EL reclassification rate for 2018-19 is 17%, a 3% increase compared to the 2017-2018 reclassification rate of 14%. This increase can be attributed to the inclusion of June 2018 reclassifications.

In 2018-19, CUSD increased the number of long-term English learners from 9 to 10. We have established new baseline data as a result of the transition to the ELPAC. We expect to reclassify more students when we have the ELPAC and SBAC results for 2018-19.

## Actions / Services

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

### Action 1

| Planned<br>Actions/Services             | Actual<br>Actions/Services   | Budgeted<br>Expenditures                   | Estimated Actual<br>Expenditures           |
|---|--|--|--|
| Continue as in 17-18, with emphasis on: | A. CUSD continues to make progress in our transition to NGSS and the HSS Frameworks. The | Objects 1xxx - 5xxx<br>Salaries, Benefits, | Objects 1xxx - 5xxx<br>Salaries, Benefits, |

A. Transitions to NGSS and new HSS Framework, continue arts integration and STEAM integration. Administer Field Test of California Science Test (CAST) for grades 5, 8, and once in high school (TBD).

B. Implement new HSS instructional materials per CA 2018 HSS adoption and CUSD adoption process recommendations (Year 1). Consider new instructional materials for Science per 2018 State Board of Education adoption. Implement new ELA instructional materials.

E. Improve performance in English language arts for grades TK-12 by:

- i. providing professional development aligned to the CA ELA/ELD Framework for all teachers and paraprofessionals
- ii. ensuring that literacy strategies are integrated with instruction for all core content areas and electives and ensuring Instruction in grades 6-12 is aligned to the CA ELA standards for History Social Science, Science, and Technical Subjects.
- iii. implement adopted ELA curriculum.

I. Implement necessary changes to health instruction based on 17-18 evaluation.

middle school science team and TOSA attended the NGSS Materials fair at SDCOE and have chosen two resources to pilot during the 2019-2020 school year. The middle school also completed its first year of implementation of new HSS curriculum for all grade levels. We have had the HSS county representative meet with our high school HSS team this school year to continue to guide the team in their transition to the new HSS framework. CUSD also continued to implement the Arts for Learning grant program, which provided consistent opportunities for all students in discrete and integrated arts instruction. CUSD elementary schools and the middle school began investigating and developing plans for transitioning current computer lab programs into STEM programs and maker spaces.

B. The middle school also completed its first year of implementation of new ELA and HSS curriculum for all grade levels (6-8). We have had the HSS county representative meet with our high school HSS team this school year to continue to guide the team in their transition to the new HSS framework. Elementary representatives have also reviewed ELA materials and will chose two programs to pilot in the 2019-2020 school year. The middle school science team and TOSA attended the NGSS

Books/Supplies, and Services  
LCFF Base and other State and Federal Funding Sources LCFF - \$24,222,557, State (Lottery) - \$1,200,000, Federal (Impact Aid) - \$1,500,000

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LCFF Base and other State and Federal Funding Sources LCFF - \$24,222,557, State (Lottery) - \$1,200,000, Federal (Impact Aid) - \$1,500,000

Materials fair at SDCOE and have chosen two resources to pilot during the 2019-2020 school year.

E. CUSD has maintained achievement levels in ELA based on 2018 SBAC scores, with 76% of all students meeting or exceeding standards.

i. In October 2018, all teachers received professional learning aligned to the CA ELD Framework.

ii. During the 2018-19 school year, numerous professional learning opportunities were provided focusing on literacy strategies and college-career readiness in all content areas.

iii. The new adopted ELA curriculum (Amplify) at the middle school was implemented.

I. Science and Health instructors in grades 7-12 reviewed the 2016 CA Healthy Youth Act (CHYA) and evaluated and compared our current Sexual Health curriculum to our current Board policy and the Act. In May 2019, the CUSD Board approved the adoption of the CA Healthy Youth Act, which will ensure that the Sexual Health curriculum in grades 7-12 is now fully aligned to the Framework, Board Policy and the CHYA.

Elementary health educators continue to ensure that the SPARK curriculum is aligned to the latest updates in the CA Health Framework that will be approved in 2019.



## Action 2

| Planned<br>Actions/Services   | Actual<br>Actions/Services   | Budgeted<br>Expenditures  | Estimated Actual<br>Expenditures  |
|---|--|---|---|
| <p>Continue as in 17-18, with emphasis on:</p> <ul style="list-style-type: none"> <li>i. ensuring school administration annually identifies students in these subgroups, reviews data, and offers available supports and places students appropriately.</li> <li>ii. assigning CUSD ELA/ELD Teacher on Special Assignment and ELD Teacher (EL subgroup), Special Education case carriers (students with disabilities subgroup), and site staff (administrators, teachers and/or counselors) to serve as case carriers for these students and other unduplicated student subgroups.</li> <li>iii. Developing a Personalized Education Plan (PEP) with the involvement of the student, parents and teacher(s) for each student in these subgroups.</li> </ul> | <p>Overall, 76% of all students met or exceeded standards on the SBAC ELA in grades 3-8 and 11. This was neither an increase or decrease compared to the previous year. In addition, per spring 2018 SBAC ELA results, the following shows the percentage of students in each subgroup who met/exceeded standards:</p> <ul style="list-style-type: none"> <li>• Socioeconomically Disadvantaged: 67% (increased by 10%)</li> <li>• Students with Disabilities: 47% (increased by 9%)</li> <li>• Two or More Races: 76% (decreased by 1%)</li> <li>• EL: 29% (increased by 9%)</li> <li>• RFEP: 69% (increased by 3%)</li> <li>• Military-Connected: 77% (decreased by 2 %)</li> <li>• Hispanic/Latino: 68% (decreased by 2%)</li> </ul> <p>i. School administration continues to annually identify students who are struggling and students in targeted subgroups, through reviewing multiple data sources and offering available supports and placement into appropriate courses.</p> | <p>Objects: 1xxx - 3xxx<br/>Salaries and Benefits<br/>LCFF Supplement \$145,000</p> | <p>Objects: 1xxx - 3xxx<br/>Salaries and Benefits<br/>LCFF Supplemental \$145,000</p> |

ii. CUSD ELD teachers (EL subgroup), Special Education case carriers (students with disabilities subgroup), and site staff (administrators, teachers and/or counselors) continue to serve as case carriers for students in these subgroups and other unduplicated student groups. The Departments of Learning and Student Services provide support to the administrators and teachers. Additionally, every teacher participated in integrated ELD standards training at the beginning of the school year.

iii. CUSD continues to work with administrators, teachers and parents to ensure the development/completion of a Personalized Education Plan (PEP) document for each student in the subgroups described above.

### Action 3

| Planned<br>Actions/Services  | Actual<br>Actions/Services   | Budgeted<br>Expenditures   | Estimated Actual<br>Expenditures   |
|--|--|--|--|
| Continue as in 17-18, with emphasis on improving performance in mathematics for identified students, including students with disabilities, socio-economically disadvantaged students and English Learners by:<br>i. ensuring school administration annually identifies students in this subgroup, reviews data, and offers | Overall, 67% of all students met or exceeded standards on the SBAC Math in grades 3-8 and 11. This was an increase of 1%, thus not meeting our growth goal by only 1%. In addition, per spring 2018 SBAC math results, the following shows the percentage of students in each subgroup who met/exceeded standards: | Objects: 1xxx - 3xxx<br>Salaries and Benefits<br>LCFF Base and other State and Federal Funding Sources LCFF Base \$50,000 & Federal (DoDEA) \$50,000 | Objects: 1xxx - 3xxx<br>Salaries and Benefits<br>LCFF Base and other State and Federal Funding Sources LCFF Base \$50,000 & Federal (DoDEA) \$50,000 |

available supports and/or places students appropriately.

ii. CUSD Mathematics Teacher on Special Assignment and Special Education case carriers (students with disabilities subgroup) will serve as case carrier for these students; a Personalized Education Plan (PEP) will be developed with the involvement of the student and parents

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

- Socioeconomically Disadvantaged: 55% (increased

by 10%)

- Students with Disabilities: 38% (increased by 4%)
- Two or More Races: 67% (increased by 1%)
- EL: 28% (increased by 1%)
- RFEP: 55% (decreased by 2%)
- Military-Connected: 70% (decreased by 2%)
- Hispanic/Latino: 54% (decreased by 3%)

CUSD has continued to focus on improving performance in mathematics for identified students, including student with disabilities, socio-economically disadvantaged students and English learners by:

i. ensuring school administration annually identifies students in this subgroup, reviews data, and offers available supports and/or places students appropriately.

ii. CUSD Mathematics Teacher on Special Assignment and Special Education case carriers (students with disabilities subgroup) will serve as case carrier for these students; a Personalized Education Plan (PEP) will be developed with the involvement of students and parents.

iii. Continue to provide professional development focused on high quality mathematics tasks, number talks, common assessments and new curriculum adoptions.

## Action 4

| Planned<br>Actions/Services  | Actual<br>Actions/Services  | Budgeted<br>Expenditures  | Estimated Actual<br>Expenditures  |
|--|---|---|---|
| <p>Continue as in previous year with a special emphasis on the following:</p> <p>A. CUSD will provide a system of ongoing feedback to and for all CUSD students on their strengths and needs to support students' advocacy for their own learning which will include:</p> <ul style="list-style-type: none"> <li>a. time for goal setting and reflection with teachers</li> <li>b. documentation of interests, strengths, and needs in electronic portfolio</li> <li>c. "Voice and choice" via projects, assessments, and assignments</li> </ul> <p>B. The CUSD Personalized Learning Committee will develop criteria for Personalized Education Plans for all levels/grades, collaborate on best practices, as well as investigation of warehousing PEPs via electronic portfolios.</p> | <p>All schools in CUSD are continuing to provide opportunities to personalize learning for students.</p> <p>A. Individual school sites are utilizing conferences, counselors and designated periods to provide individual feedback to students related to their strengths and needs.</p> <ul style="list-style-type: none"> <li>a. Structured time to facilitate conversations with each individual student continues to be an area of growth.</li> <li>b. The current PEP document used for the DoDEA M3 grant, the My Learning Plan (MLP) at the middle school, 504 plans, IEPs, Naviance, e-Portfolio and Thrively are currently serving as the various resources for documenting individual student PEPs. Our next step continue to be focused on streamlining these documents and and expand the utilization of the e-Portfolio district wide.</li> <li>c. Teachers for grades TK-12 are incorporating more "voice and choice" on a daily basis.</li> </ul> <p>B. Refer to A.b. above.</p> | <p>Included in Goal #1, Action #1 LCFF Base and other State and Federal Funding Sources</p> | <p>Included in Goal #1, Action #1 LCFF Base and other State and Federal Funding Sources</p> |

## Action 5

| Planned<br>Actions/Services  | Actual<br>Actions/Services  | Budgeted<br>Expenditures  | Estimated Actual<br>Expenditures  |
|--|---|---|---|
| Continue as in previous year with emphasis on the following:<br>B. A Digital Literacy Scope and Sequence for grades 6-12 will be created to parallel the TK-5 Digital Literacy Scope and Sequence.<br>C. All student groups will receive instruction from teachers with an increased capacity for 21st century best practices for instruction.<br>D. Effectiveness of digital learning resources will be evaluated annually. | Students in grades TK-12 have continued to have access to 21st century learning tools and resources. This year, an emphasis was put on the following:<br>B. CUSD is working on a plan to collaborate with middle school and high school teachers to create a Digital Literacy Scope and Sequence for grades 6-12.<br>C. Teachers are continuing to engage in professional development related to 21st century learning tools.<br>D. CUSD is evaluating our current digital learning resources as a means to create more efficiency across our system and ensure that the tools we are using are aligned to the Digital Literacy Scope and Sequence. Additionally, we are working together with site administrators to provide teachers with training relative to these resources. | Included in Goal #1, Action #1<br>LCFF Base and other State and Federal Funding Sources | Included in Goal #1, Action #1<br>LCFF Base and other State and Federal Funding Sources |

## Action 6

| Planned<br>Actions/Services  | Actual<br>Actions/Services   | Budgeted<br>Expenditures  | Estimated Actual<br>Expenditures  |
|--|--|---|---|
| Continue as in previous year with emphasis on areas identified by Learning Department Leadership Team and Student Services, as well as surveys, observations, and evaluations. Special emphasis will be placed on the following: | CUSD has continued to offer a wide variety of professional development opportunities for all certificated and classified staff to participate in. Professional learning this year has built on the foundations from last year, | Objects: 1xxx-3xxx and 5xxx<br>Salaries, Benefits, and Services<br>LCFF Base and Supplemental<br>LCFF Base \$270,000 & LCFF Supplemental \$55,000 | Objects: 1xxx-3xxx and 5xxx<br>Salaries, Benefits, and Services<br>LCFF Base and Supplemental<br>LCFF Base \$270,000 & LCFF Supplemental \$55,000 |

B. CUSD will provide trainings for all teachers and staff on meaningful strategies to support English Learners.

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

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

H. Explore a system for tracking PD.

I. Provide training for all teachers on integrated and designated ELD strategies, MTSS, Beyond SST and Shape.

focusing on literacy strategies (close reading, reciprocal teaching and collaborative conversations), ELD Framework (including integrated and designated ELD strategies), CCR standards, educational technology, mathematics, intervention programs, special education, paraprofessionals, co-teaching, PBIS, MTSS, restorative practices and Sanford Harmony. Special attention was placed on the following:

B. CUSD provided training for all TK-12 teachers relative to the ELD framework and integrated ELD, as well as ELPAC data.

C. Paraprofessionals were provided training during a late start Thursday focused on teaching and learning strategies for students with disabilities. Paraprofessionals have also been included in training when the content was relevant to their specific job responsibilities and the work that they do to support students.

D. Classified professional learning was provided throughout the school year through "job-a-like" meetings.

E. Certificated professional development was coordinated by the Learning Department and Student Services. Grade level and departments completed a professional learning survey in May 2018, which provided direction relative to the structure professional learning opportunities for 2018-19. Professional learning

was provided through a "voice and choice" format, provided a wheel of opportunities for teachers to register for, including the following topics: close reading, reciprocal teaching, collaborative conversations, team time, educational technology, social/emotional/behavioral supports, mindfulness and number talks. Additionally, teachers participated in workshops through the SDCOE.

H. The Learning Department is still working on an internal system to track who participates in professional learning.

I. Teachers received training related to integrated and designated ELD strategies, MTSS, and Beyond SST.

## Action 7

| Planned<br>Actions/Services   | Actual<br>Actions/Services  | Budgeted<br>Expenditures   | Estimated Actual<br>Expenditures                                   |
|---|---|--|--|
| Continue as in 17-18 with emphasis on the following:<br>C. Common criteria for assessing and grading will be used by all teachers within a grade. All teachers will understand the continuum of expectations from grade to grade (vertical alignment). Resources will be developed to support alignment and implementation.<br>F. Developing a parent-friendly guide to accompany the elementary report card. | C. CUSD is in transition relative to math and ELA curriculum. Once these curricula have been adopted, we will work with elementary teachers to create a common criteria for assessing and grading student work in the core content areas. The goal of this work will be to create vertical alignment relative to the teaching and learning continuum.<br>F. CUSD created a parent guide that accompanies the new Synergy report card. | Objects: 1xxx - 3xxx<br>Salaries and Benefits<br>LCFF Base \$5,000 | Objects: 1xxx - 3xxx<br>Salaries and Benefits<br>LCFF Base \$5,000 |



## Analysis

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

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

Integrating personalized learning with assessment methods to prepare all students for academic and vocational success continues to be an important part of our instructional strategy to help all students, especially our unduplicated students and struggling student groups. Our work has progressed, as anticipated, in pace with our goals and actions. We have increased the percentage of students who have a Personalized Education Plan (PEP), including 100% of unduplicated students, students with special needs and students performing below grade level in mathematics and English language arts. One of our challenges has been finding time within the school day to review and update individual PEPs on a consistent basis. In addition to the PEP, CUSD has made progress in aligning instruction and materials to the frameworks for ELA, math, HSS and NGSS. CUSD provided ongoing professional development on literacy strategies, MTSS, PBIS, restorative practices, social/emotional/behavioral strategies, mindfulness, educational technology and the ELD framework. CUSD has also continued to provide a broad course of study via core and elective course options in STEAM (Science, Technology, Engineering, Arts, and Mathematics), foreign language and CTE. Intervention services via elementary Academic Support and Enrichment (ASE) opportunities and secondary intervention courses, with accompanying data systems, were provided for most identified students. Lastly, with a focus MTSS, CUSD developed a MTSS Committee comprised of teachers, administrators, TOSAs, counselors, and special educators to begin to develop a CUSD MTSS framework for each school site and for CUSD. This committee met monthly and became the trainers for site-specific work relative to MTSS.

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

Overall, based on academic achievement data, the progress most of our student groups have made in closing the achievement gap, and the progress we have made in implementing Personalized Education Plans (PEP) district-wide (increased by 2% to 90%), the actions and services have been effective in moving CUSD toward it's goal of integrating personalized learning and improving the academic success of all of our students. However, there is still work to do in ensuring all student groups are meeting or exceeding the outcomes and that all students have a standardized PEP to prepare them for post-secondary success. CUSD students received instruction better aligned to the adopted CA content area Standards and Frameworks than in previous years in core areas (see 18-19 Goal 1, Metrics 4 and 5). The broad course of study with 21st century resources and instruction that CUSD offered contributed significantly to student readiness for college and career (see 18-19 Goal 1, Metrics 7, 14-16). CUSD also continued to broaden our use of data analysis and protocols for placement into intervention courses and services. This is something that we are looking forward to continuing to strength for next school year and beyond. Personalized learning efforts and mindsets were maintained (see 18-19 Goal 1, Metric 17). Furthermore, monitoring English Learners and Reclassified Fluent English Proficient students improved (see 18-19 Goal 1, Metrics 4, 5 and 19-21). Lastly, the professional development that was facilitated this school year was directly aligned to our LCAP goals and teacher survey results show that the topics were relevant, voice/choice was offered related to the topics and there was time to apply the strategies immediately into their classrooms (see 18-19 Goal 1, Metric 18).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences to report at this time.

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

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

# Annual Update

## LCAP Year Reviewed: 2018-19

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

### Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:     Governing Board Goal 2

### Annual Measurable Outcomes

#### Expected

**Metric/Indicator**

1. Parent Survey Data Participation Counts

**18-19**

Increase participation on all CUSD parent surveys by 50 responses.

**Baseline**

2016-17:

Fall (Communication): 373

Winter (Learning): 279

Spring (Support PENDING):

**Metric/Indicator**

2. Haiku/Powerschool usage data

**18-19**

Maintain student use; increase consistent teacher use based on previous year's inventory by 900 hours; increase parent use by 600 hours.

**Baseline**

2016-17 (as of April 27, 2016):

#### Actual

The 2018-19 parent survey participation counts decreased in comparison to the 2017-18 parent survey counts.

Fall (Learning): 243

Winter (Support): 324

Spring (Communication): 237

2018-19 (as of April 29, 2019) Haiku/Powerschool usage data decreased:

- There were ~722, 080 visits by students totaling ~57,653 hours. The top student uses include inbox,

calendar, Dropbox, assessments, first pages, announcements, and discussions.

- There were ~27,000 visits by teachers totaling ~5,000 hours.

## Expected

- There were ~874,000 visits by students totaling ~83,000 hours. The top student uses include inbox, calendar, Dropbox, assessments, first pages, announcements, and discussions.
- There were ~38,000 visits by teachers totaling ~7,800 hours.
- There were ~60,000 visits by parents totaling ~3,000 hours

### Metric/Indicator

3.Elementary parent teacher conference data

#### 18-19

Increase parent conference participation:

VES: 99%

SSES: 98%

#### Baseline

Fall 2016: 98% of Village Elementary parents participated in annual parent teacher conferencing and 96% at Silver Strand Elementary.

### Metric/Indicator

4.Required parent school participation

#### 18-19

Maintain and restructure ELAC to be a D/ELAC due to the small size of EL population and District.

40 families attended the first combined D/ELAC meeting in the fall 2017 (increase of 5 families).

Maintain current attendance at fall and spring D/ELAC combined meetings.

#### Baseline

2016-17:

- All schools have a compliant, functioning School Site Council.
- All schools have a robust Parent Teacher Organization.
- All schools with an EL count over 21 have an English Learner Advisory (VES and SSES).
- CUSD has a District English Learner Advisory Committee (DELAC).
- CUSD has a Special Education Parent Advisory Committee (SEPAC).

## Actual

- There were ~44,900 visits by parents totaling ~2,106 hours.

Fall 2018 annual parent-teacher conference participation rates did not meet our target goals:

Village Elementary School: 98.5% (increased by 0.7%)

Silver Strand Elementary School: 97.5% (increased by 1.5%)

During the 2018-2019 school year:

- All schools have a compliant, functioning School Site Council.
- All schools have a robust Parent Teacher Organization.
- All schools with an EL county over 21 have an English Learner Advisory Committee (VES and CMS) and met

this year as a combined group with the District English Learner Advisory Committee (DELAC) as a result of the small size of the EL population and District EL families from all school sites were invited to attend these combined meetings.

- CUSD has a Special Education Parent Advisory Committee (SEPAC)
- CUSD has a Parent Leadership Committee which represents parents from each site.

## Expected

- CUSD has a Parent Leadership Committee which represents parents from each site

### Metric/Indicator

#### 5. Parent Trainings

##### 18-19

Face to Face:

Maintain and reflect parent needs

Playposit software was discontinued.

### Baseline

2016-17:

Face to Face Trainings:

28+ trainings were provided to CUSD parents on a variety of topics: Back to School; reading, mathematics, and academic interventions; English learners; social emotional support, social media, bullying, positive discipline, suicide awareness; college and career, and parenting.

Virtual Trainings (Playposit): none

### Metric/Indicator

#### 6. Staff Surveys and Department Metrics

##### 18-19

Facilitate staff Late Start Surveys, PD Surveys and Grade Level/Department Goals Survey. Increase participation on all surveys to 100%. Survey data will be used to guide the development of the PD plan and structure for the school year.

### Baseline

none

## Actual

During the 2018-19 school year, 30+ face to face parent trainings were provided on a variety of topics: Back to School, reading, mathematics, science, academic interventions, English learners, social emotional support, social media, bullying, school safety, positive discipline, suicide and drug awareness, college and career, parenting, school safety, LCAP, and the CA School Dashboard. CUSD has continued to explore other ways to provide families with virtual opportunities.

During the 2018-19 school year, a variety of staff surveys were used to provide important feedback related to professional development, late start Thursdays, and district efficiencies. Below is a summer of the topics and percentages of teachers who participated in the surveys.

- Professional Learning Survey: 100% of grade levels and departments
- CUSD Efficiencies Survey: 13% of certificated and classified staff

## Actions / Services

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

### Action 1

Planned

Actual

Budgeted

Estimated Actual

| Actions/Services   | Actions/Services   | Expenditures   | Expenditures   |
|--|--|--|--|
| <p>Continue as in 17-18 with emphasis on:</p> <p>A. Continue to research and evaluate single sign-on for communication, participation and engagement, based on previous year's efforts, with a focus on district adopted resources.</p> <p>B. CUSD will increase consistent usage of learning management system (Power School) for all grades based on inventory.</p> <p>C-F. Maintain and explore possibilities for providing virtual parent trainings (Playposit is discontinued).</p> | <p>Shareholder participation, communication, and engagement continue to be a priority to support all students.</p> <p>A. CUSD is making some progress towards providing a single sign on for some of our software programs, through the implementation of Clever. We are still researching other ways to provide a single sign on portal that would integrate all or most of our systems.</p> <p>B. CUSD continues to collect and analyze teacher usage data related to Haiku/Powerschool. Teacher usage of Haiku at Coronado High School continues to increase as a result of a dedicated teacher and TRT efforts.</p> <p>C-F. CUSD continues to explore more efficient ways of communicating to parents and providing virtual learning opportunities for parents and shareholders.</p> | <p>Objects: 5xxx<br/>Services<br/>LCFF Base \$30,000</p> | <p>Objects: 5xxx<br/>Services<br/>LCFF Base \$30,000</p> |

## Action 2

| Planned<br>Actions/Services   | Actual<br>Actions/Services  | Budgeted<br>Expenditures  | Estimated Actual<br>Expenditures  |
|---|---|---|---|
| <p>Continue as in 17-18 with emphasis on:</p> <p>A. Evaluate support to school sites under the supervision of the CUSD Director of Learning.</p> <p>B. Evaluate accountability structure for classified departments aligned with uniform standards of services to support CUSD school site (M&amp;O, Technology, Business</p> | <p>CUSD continues to strive to provide timely and efficient service to CUSD school sites. Specific efforts this school year include:</p> <p>A. Increased support to school sites via:</p> <p>a. teachers on special assignment to support math/science, ELA/ELD, arts integration, technology</p> | <p>Objects: 1xxx - 3xxx<br/>Salaries and Benefits<br/>LCFF Base \$1,477,508</p> | <p>Objects: 1xxx - 3xxx<br/>Salaries and Benefits<br/>LCFF Base \$1,477,508</p> |

Services, Child Nutrition, etc.). Communicate structures to all CUSD staff.  
C-D. Maintain  
E. Evaluate communication from sites to District Office, and from District Office to sites.

integration, and personalized learning.  
b. MTSS committee participants from each school site  
B. Continuing to refine accountability structure for classified departments aligned with uniform standards of services to support CUSD school sites (M & O, Technology, Business Services, Child Nutrition, etc.). This new design and flow charts have been well received by school sites. Additionally, job-a-like meetings are being held on a regular basis.  
C-D. The Superintendent continues to conduct monthly meetings with leadership of Association of Coronado Teachers (ACT) and California School Employees Association (CSEA).  
E. School site communications to the District continue to be timely and collaborative.

### Action 3

| Planned<br>Actions/Services | Actual<br>Actions/Services   | Budgeted<br>Expenditures                                 | Estimated Actual<br>Expenditures                         |
|-----------------------------|--|--|--|
| Maintain                    | <p>CUSD and individual school sites continue to use a variety of methods to provide information to the CUSD community.</p> <p>A. CUSD webpage, Facebook, Twitter, and the local newspaper are up to date and provide frequent communication related to CUSD news/updates, events and school site events. Additionally, CUSD partnered with a Communications Liaison to</p> | <p>Objects: 5xxx<br/>Services<br/>LCFF Base \$40,000</p> | <p>Objects: 5xxx<br/>Services<br/>LCFF Base \$40,000</p> |



support developing an updated and refined CUSD Communications plan and handbook, that outlines policy and procedures for both external and internal use. This plan will be implemented in the 2019-20 school year (pending Board adoption).  
 B. This year, each school site principal streamlines weekly newsletter communications and have used the platform S'more. It has been well received by the parent community. In addition, school sites update their websites on a regular basis.  
 C. Please refer to A. above.

## Analysis

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

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

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

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

Overall, based on feedback via shareholder surveys, CUSD has made progress in providing consistent communication to school sites and the community. There is still work to be done to further streamline our information systems via single sign-ons and the structure and content of communications that are being sent by each individual school site (See 18-19 Goal 2, Action 1). S'more has facilitated progress in this area, as well as the new proposed Communications plan. In addition, continued effort will be made to streamline expectations related to individual teacher Haiku/Powerschool pages (See Goal 2, Metric 2). Strong parent feedback continued to echo that CUSD provides too many methods of communication (although we have made progress) and that they would like a more streamline approach to virtual communication and access/portals. The new Communications plan and S'More has also helped in this area. Over 600 parent survey responses were received per the fall, winter and spring parent surveys (See 18-19 Goal 2, Metric 1).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None at this time.

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

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

# Annual Update

## LCAP Year Reviewed: 2018-19

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

### Goal 3

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:     Governing Board Goal 3

### Annual Measurable Outcomes

Expected

#### Metric/Indicator

1.Williams Facilities Inspection Tool (FIT)

#### 18-19

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

#### Baseline

2015-16:

100% of CUSD schools received an overall "good" rating on Facilities Inspection Tool (FIT)

#### Metric/Indicator

2.Required Safety Drills:

Elementary: monthly

CMS: 4 times a year

CHS: 2 times a year

#### 18-19

Maintain

Actual

2017-18:

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

During the 2018-19 school year, all schools held the required safety drills, thus maintaining our goal. The required number of drills held at each school site are as follows:  
SSES: monthly  
VES: monthly  
CMS: 4 times a year  
CHS: 2 times a year

## Expected

### Baseline

2016-17:

All schools held required safety drills.

### Metric/Indicator

3.CA Healthy Kids Survey

(State required, locally reported; administered every 2 years)

### 18-19

CHKS: improve +2% over 2017 baseline.

Use results from CUSD student surveys related to safety and learning, to inform action steps related to student safety and social/emotional supports. Increase student participation rate on surveys by 2% over the 2018 survey results.

### Baseline

Spring 2017:

Participation Rate:

Gr. 5: 54%

Gr. 7: 90%

Gr. 11: 78%

School Connectedness:

Gr. 5: 62%

Gr. 7: 73%

Gr. 11: 66%

Caring Adult Relationships

Gr. 5: 64%

Gr. 7: 46%

Gr. 11: 44%

Feel Safe at School

Gr. 5: 87%

Gr. 7: 79%

Gr. 11: 87%

### Metric/Indicator

## Actual

Results from the Spring 2019 administration of the CHKS are as follows:

Participation Rate:

Gr. 5: 62%

Gr. 7: 94%

Gr. 9: 91%

Gr. 11: 91%

School Connectedness:

Gr. 5: 76%

Gr. 7: 74%

Gr. 9: 72%

Gr. 11: 69%

Caring Adult Relationships:

Gr. 5: 75%

Gr. 7: 72%

Gr. 9: 68%

Gr. 11: 73%

Feel Safe at School:

Gr. 5: 87%

Gr. 7: 75%

Gr. 9: 78%

Gr. 11: 81%

During the 2018-19 school year, the number of existing academic intervention sections and services for general education , and the % FTE dedicated to intervention support are:

## Expected

4.Number of Existing Academic Intervention Sections and Services for General Education; % FTE dedicated to Intervention

### 18-19

Continue to evaluate expense and effectiveness of academic interventions. Evaluation will inform restructuring intervention sections and services based on individual student need.

### Baseline

CHS (Credit Recovery, Math Support, Palm):

12 sections

CMS (Math Support 6, Literacy Lab 6, Academic Lab 7/8): 3 sections

SSES: 3.4% FTE for ASE

VES: 2.14% FTE for ASE

### Metric/Indicator

5.P2 Attendance Rate  
(annually in April)

### 18-19

Increase .5% over previous year.

### Baseline

The 2016-17 P2 attendance rate is 95.51%, an increase of 68% over 2015-16 P2

### Metric/Indicator

6.Chronic Absenteeism Rate

### 18-19

Decrease chronic absenteeism overall and at each site by 2% over previous year.

### Baseline

As of spring 2017 P2 (April), the chronic absenteeism rate for CUSD is 16%, an increase of 3% over spring 2016 P2.

CHS: 22% (+9.6%)

CMS: 9% (-5.2%)

SSES: 13% (-2.2%)

VES: 13% (+1)

### Metric/Indicator

7.Suspensions and Expulsions

## Actual

CHS: 21 sections (credit recovery, math support, palm, ELL)

CMS: 3 sections (math support, literacy lab, academic lab)

SSES: 2.0757% FTE for ASE

VES: 2.3145% FTE for ASE

The 2018-19 P2 attendance rate is 96.8%, a increase of 0.6% over 2017-18 P2, thus meeting our goal.

As of 2019 P2 (April), the chronic absenteeism rate for CUSD is 8.12%, an increase of 1.07% over spring 2018 P2. The chronic absenteeism rate for each individual school site is as follows:

CHS: 14.73% (decrease of 1.57%)

CMS: 5.60% (increase of 0.7%)

SSES: 3.23% (increase of 1.33%)

VES: 3.15% (decrease of 1.95%)

CUSD did not meet our goal to decrease chronic absenteeism overall and at each site by 2%. However, two school sites did have a slight decrease in their site chronic absenteeism rate.

During the 2017-18 school year, 2.8% of CUSD students were suspended and

## Expected

### 18-19

Decrease suspensions at all schools by .5%

### Baseline

2015-16: 2.5% of students were suspended; there were no expulsions.

### Metric/Indicator

8.Dropout Counts

### 18-19

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

### Baseline

2015-16: CHS was 5; CMS was 4.

### Metric/Indicator

9.%FTE and Type of Counseling Services

### 18-19

Maintain

### Baseline

2016-17:

Guidance Counselors: 1.0 @

CMS; 3.8 @ CHS

Clinical Counselors: 3.5

Educationally Related Mental Health (ERMHs)

Professionals: 1.25

Military Family Life

Counselors: 3.0

## Actual

there were no expulsions. This is an increase of 1.8% (suspension rate), thus not meeting our goal.

During the 2017-18 school year, the dropout counts for CHS was 17 students and the dropout counts for CMS was 0 students, thus not meeting our goal of reducing the dropout counts at each secondary school by 25%.

During the 2018-19 school year, the % FTE for counseling services is as follows:

Guidance Counselors: 1.0 at CMS; 3.0 at CHS

Clinical Counselors: 3.5

Educationally Related Mental Health (ERMHs) Professionals: 1.58

Military Family Life Counselors: 4.0

## Actions / Services

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

### Action 1

#### Planned Actions/Services

Continue as in 17-18, with emphasis on the following:  
B. Maintenance response time baseline data from School Dude will be evaluated and will include

#### Actual Actions/Services

CUSD continues to strive to provide safe and clean facilities for students and staff.  
A. The CASLE committee met in the fall of 2018 to develop a

#### Budgeted Expenditures

Objects: 2xxx - 5xxx  
Salaries, Benefits,  
Books/Supplies, and Services  
LCFF Base \$3,600,000

#### Estimated Actual Expenditures

Objects: 2xxx - 5xxx  
Salaries, Benefits,  
Books/Supplies, and Services  
LCFF Base \$3,600,000

an email response to the originator and the person impacted.

current, comprehensive list of needs often referred to as "heat maps".  
B. The maintenance response time from School Dude is currently within 24 hours and will continued to be monitored.

## Action 2

| Planned<br>Actions/Services   | Actual<br>Actions/Services   | Budgeted<br>Expenditures   | Estimated Actual<br>Expenditures   |
|---|--|--|--|
| Continue as in 17-18 with emphasis on the following:<br>A. Update site and CUSD safety plans as needed based on community involvement/feedback and aligned to the SDCOE template. Staff will be trained according to updated plans and will also participate in Run-Hide-Fight training (trainer of trainers model through SDCOE).<br>B. The newly established District Safety Committee and sub-committees will continue to meet and work towards established committee goals. | Each school site has an updated, Bard approved safety plan that is compliant with the adopted CA template and requirements.<br>A. All school safety plans were reviewed and revised as needed to continue to align to the CUSD safety plan and state protocols. The continued development of the plans included feedback from school and community shareholders, as well as the Coronado Police and Fire Departments, and Naval Base Coronado. In addition, all staff engaged in another round of Run-Hide-Fight training and site specific safety training in August 2018.<br>B. The District safety committee continues to work with sites to monitor safety drills and make improvements where necessary. | Objects: 1xxx - 4xxx<br>Salaries, Benefits, and<br>Books/Supplies<br>LCFF Base \$6,000 | Objects: 1xxx - 4xxx<br>Salaries, Benefits, and<br>Books/Supplies<br>LCFF Base \$6,000 |

## Action 3

| Planned<br>Actions/Services | Actual<br>Actions/Services | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|-----------------------------|----------------------------|--------------------------|----------------------------------|
|-----------------------------|----------------------------|--------------------------|----------------------------------|



Continue as in 17-18; Key actions will be based on evaluation of MTSS for each site and district-wide. Use of LCFF Supplemental Funds will support unduplicated populations and their needs. Special attention will be given to the following key actions:

A. Ensure each site maintains a system for multi-tiered supports based on CUSD Multitiered System of Supports (MTSS) Framework.

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

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

CUSD continues to use current achievement data to guide decisions and provide intervention services and enrichment experiences that support the needs of all students, especially in ELA and mathematics, and particularly for identified unduplicated pupils.

Special attention was given to the following key actions:

A. Through a newly established MTSS Committee, CUSD continues to provide training and guidance to sites to develop and maintain a system that is aligned with the CUSD MTSS Framework.

F. CUSD expanded the use of the Beyond SST program, training key individuals at each school site and developing expectations for the school year related to use of the SST and Beyond program.

H. All teachers have received access and training related to CAASPP, NWEA MAP, SEIS, Beyond SST, Power School, Discovery Education, Edgenuity (Pathblazer and My Path), and other various data/educational resources.

Progress towards the remaining actions within this goal are below:

B. CUSD to use multiple measures (MAP data, CAASPP data, reading inventories, Achieve 3000 data and classroom assessments) to assess the success of site intervention services and enrichment

Objects: 1xxx - 5xxx  
Salaries, Benefits,  
Books/Supplies, and Services  
LCFF Base and other State and  
Federal Funding Sources LCFF  
Supplemental \$84,298 LCFF  
Base \$177,000

Objects: 1xxx - 5xxx  
Salaries, Benefits,  
Books/Supplies, and Services  
LCFF Base and other State and  
Federal Funding Sources LCFF  
Supplemental \$84,298 LCFF  
Base \$177,000

opportunities. Adjustments in curriculum, instructional strategies and professional development are practices that are supporting the improvement of our CUSD MTSS/PBIS/SST plans and procedures.

C. CUSD is currently streamlining accelerated experiences related to STEAM in order to create TK-12 pathways in STEM and VAPA.

This work included visiting schools throughout the county to gather ideas related to STEM spaces, equipment and curriculum.

D. CUSD continues to use district interim/benchmark assessments in ELA and math (NWEA MAP and a TK-5 CUSD Math Benchmark Assessment that is facilitated 3 times a year). All interim assessments are used formatively to adjust curriculum, instruction and inform student academic growth.

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

G. CUSD continues to allocate and monitor funds associated with DoDEA grants, LCFF Supplemental funds, TIIG, Special Education and ESSA funds to ensure that the actions associated with these funds are targeted and

meeting the need of specific identified students.

## Action 4

| Planned<br>Actions/Services   | Actual<br>Actions/Services  | Budgeted<br>Expenditures  | Estimated Actual<br>Expenditures  |
|---|---|---|---|
| <p>Continue as in 17-18 and implement Year 1 of English Language Proficiency Assessments of California (ELPAC) to replace CELDT; key actions will be based on the needs of EL/RFEP populations. Emphasis will be placed on the following:</p> <p>B. Provide professional learning for all teachers on Achieve 3000, integrated ELD/Specially Designed Academic Instruction in English (SDAIE) and/or Guided Language Acquisition Design (GLAD) strategies.</p> <p>C. Monitor academic progress in ELA and math for all English Learners and Reclassified Fluent English Proficient students.</p> <p>F. Provide professional learning for all teachers on adopted CA ELA/ELD Framework</p> | <p>CUSD continues to support the goal of improving reading, writing, speaking and listening skills in English for all English Learners (EL) and Reclassified Fluent English Proficient (RFEP) students. In addition to continuing to meet all actions for this goal, special emphasis was placed on the following:</p> <p>B. CUSD provided professional learning related to the ELD Framework, ELPAC assessments and ELPAC data to all ELD teachers at every school site. Teachers also received information related to ELD/SDAIE instructional strategies, integrated ELD strategies and designated ELD strategies.</p> <p>C. CUSD continues to use a variety of assessments to monitor progress in ELA and math for all EL and RFEP students. These assessments include: NWEA/MAP, CAASPP, ELPAC, PSAT and classroom assessments. Additionally, a new reclassification criteria was Board approved in the Fall 2018.</p> <p>F. In October 2018, all teachers at every school stie were provided with professional learning related to the CA ELD/ELA Framework,</p> | <p>Objects: 1xxx - 3xxx and 5xxx<br/>Salaries, Benefits, and Services<br/>LCFF Supplemental \$243,837</p> | <p>Objects: 1xxx - 3xxx and 5xxx<br/>Salaries, Benefits, and Services<br/>LCFF Supplemental \$243,837</p> |

ELPAC and integrated ELD strategies.

## Action 5

| Planned<br>Actions/Services   | Actual<br>Actions/Services  | Budgeted<br>Expenditures   | Estimated Actual<br>Expenditures                                     |
|---|---|--|--|
| Continue as in 17-18, with emphasis on the following:<br>A. Ensure all site attendance is accurately reported daily into Synergy.<br>B. Ensure all site attendance clerks and identified site administrators notify parents on a weekly basis of absences, including providing official CUSD absence threshold letters to parents on a timely basis.<br>C. Ensure all sites promote and/or incentivize positive attendance.<br>D. Ensure all sites hold appropriate SART and SARB meetings for students whose attendance reaches appropriate thresholds.<br>E. Provide reports to the Governing Board on district attendance each semester<br>F. Provide teacher training on voluntary use of Synergy's attendance application. | CUSD continues to focus attention and efforts on student attendance.<br>A. Regular meetings have been held with all attendance clerks and other attendance support staff to review attendance protocols, best practices and report, Each school site continues to work closely with the teaching staff to take accurate, timely attendance on a daily basis.<br>B. Site attendance clerks continue to work closely with site administrators to review daily attendance reports and send out CUSD absence threshold letters to parents.<br>C. CUSD and all school sites have been sending out attendance messages on a regular basis, emphasizing the importance of coming to school.<br>D. All school sites continue to hold required meetings with parents of students that are exceeding specific attendance thresholds (SST, SART and SARB).<br>E. The Assistant Superintendent of Business Services continues to provide a monthly report to the CUSD Governing Board related to district and site attendance rates and ADA. This process continues to provide focused support to | Objects: 2xxx - 3xxx<br>Salaries and Benefits<br>LCFF Base \$950,000 | Objects: 2xxx - 3xxx<br>Salaries and Benefits<br>LCFF Base \$950,000 |

maintain and improve student attendance.  
F. Teachers were provided the opportunity to engage in training specific to Synergy's attendance application.

## Action 6

| Planned<br>Actions/Services  | Actual<br>Actions/Services  | Budgeted<br>Expenditures                                | Estimated Actual<br>Expenditures                        |
|--|---|---|---|
| <p>Continue as in 17-18, with emphasis on the following:</p> <p>A. Secondary schools will continue to provide behavior intervention supports.</p> <p>B. Baseline for elementary grades. Implement Positive Behavior Intervention System (PBIS), a data entry system (Shape) for coding and tracking a hierarchy of interventions as it relates to infractions and number of infractions, and which connects to Synergy. Continue with pilot and train appropriate staff</p> <p>C. Continue to develop a plan for full implementation</p> <p>D. Provide follow-up training for all school registrars (at all 4 sites) related to coding and tracking of student suspensions in Synergy.</p> | <p>CUSD continues to focus on decreasing the suspension rate at all school sites, especially for students with disabilities, African American students and Socioeconomically Disadvantaged students, as these student groups are in the "orange" category per the 2017-18 CA School Dashboard.</p> <p>A. School sites continue to provide behavior intervention supports and also educate students and parents about behavior expectations. VES and SSES are implementing a new SEL (Social Emotion Learning) curriculum that is aligned with PBIS and Restorative Practices. Additionally, CMS and CHS continue to hold parent workshops related to social/emotional supports.</p> <p>B-C. The PBIS data entry system is still in, SHAPE, is still in pilot mode. As we move into year 2 with our CUSD MTSS committee, we will be evaluating what our next steps are with this system, as well as with revising discipline action guides, providing more</p> | <p>Object: 5xxx<br/>Services<br/>LCFF Base \$20,000</p> | <p>Object: 5xxx<br/>Services<br/>LCFF Base \$20,000</p> |

opportunities for staff to engage in restorative practices training and continue to develop and refine our CUSD MTSS framework.  
D. CUSD continues to work with all school registrars related to specific questions about the coding and tracking of student discipline in Synergy.

## Action 7

| Planned<br>Actions/Services   | Actual<br>Actions/Services   | Budgeted<br>Expenditures   | Estimated Actual<br>Expenditures                                     |
|---|--|--|--|
| Continue as in 17-18 with emphasis on the following:<br>Provide clear communication related to the structure of the continuum of services, ranging from community partnerships, guidance counseling, clinical counseling and ERMHS.<br>A. Clinical Counselors and Educational Related Mental Health (ERMHS) Counselors will provide classroom/staff presentations, individual counseling, walk-in counseling, risk management services, parent consultation, and group counseling. They will review ongoing data collection from these programs to provide formative analysis of student social emotional needs across the district. Due to this analysis, data driven decisions will be made ensuring the appropriateness of support. A Risk Management Team (RMT) for each site will be identified at the beginning of each school year, and a continuum of | CUSD continues to provide appropriate social/emotional supports for students and staff in a variety of ways.<br>A. Clinical Counselors and Educational Related Mental Health (ERMHS) Counselors provided classroom/staff presentations, individual counseling, walk-in counseling, risk management services, parent consultation, district-wide professional learning, and group counseling. They reviewed ongoing data collection from these programs to provide formative analysis of student social emotional needs across the district. As a result of this analysis, data driven decisions have been made ensuring the appropriateness of supports. A Risk Management Team (RMT) for each site continues to work at each site informing a continuum of services and supports that can be implemented. The RMT has followed the continuum of | Objects: 1xxx - 3xxx<br>Salaries and Benefits<br>LCFF Base \$740,000 | Objects: 1xxx - 3xxx<br>Salaries and Benefits<br>LCFF Base \$740,000 |

counseling services and supports will be followed for each site. The RMT will follow the continuum of counseling services to provide student support.

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

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

D. Continued training and support related to character and support programs for all students will be provided to staff, including the 8 Keys of Excellence, Sanford Harmony, Circle of Education and Character Counts.

counseling services to provide student support.

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

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

D. Continued training and support related to character and support programs for all students was provided, including restorative practices and Sanford Harmony.



# Analysis

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

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

Maintaining safe and supportive schools where students and staff thrive continues to be an important part of the work that we do on a daily basis. This work is supported through our efforts to have clean, well-maintained facilities that welcome our students on a daily basis. The CASLE committee continues to meet, collect data and provide reports/recommendations to the district and Governing Board. In addition, every school site has social, emotional and behavioral supports that meet the needs of each individual student. School safety is ensured through comprehensive site safety plans, staff and student training, and the safety committee. Site and CUSD safety plans were reviewed and revised as needed. Staff engaged in another round of Run-Hide-Fight training, as well as site specific safety training. Lastly, feedback related to professional learning increased and reported favorable scores related to professional learning topics, scheduling/format, and teachers having continued voice/choice with professional learning.

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

Overall, based on the student data the CA School Dashboard, CUSD is making progress relative to improving the safety of our schools and supporting student learning through an emphasis on attendance and social/emotional/behavioral support (See 18-19 Goal 3, Metrics 2 and 3). CUSD provided a wide variety of social/emotional supports at all levels for CUSD students. The focus on student attendance has directly impacted the maintenance of our chronic absenteeism rate district-wide and at each school site (See 18-19 Goal 3, Metric 6). Administrators and related staff continued a concerted effort to ensure attendance procedures are followed and parents are appropriately notified in a timely manner. Certificated staff feedback on professional development activities was maintained (See 18-19 Goal 1, Metric 18). The approximate percent of students with Personalized Education Plans slightly increased, with a committee continuing to develop strategies, protocols and documents to support efforts in reaching our goal of 100%, including streamlining the actual PEP document and having the document electronically stored (See 18-19 Goal 1, Metric 17). Lastly, grades 6-12 will continue to work on developing a coordinated plan for ensuring digital proficiency and citizenship.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None at this time.

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

CASLE recommendations will impact future actions for classroom climate (Goal 3, Action 1). Attendance procedures, notifications, training, and incentives will continue to be a priority for all schools (Goal 3, Action 5). Professional development will continue to be coordinated by the Learning and Student Services Departments with the continued addition of District TOSAs for various content areas and certificated leaders representing various grade levels and departments. Professional learning will continue to be a focus for

all staff, with an emphasis on updates to CA adopted content standards and frameworks, instructional materials, assessments, literacy, MTSS, college/career readiness, social emotional learning and restorative practices (Goal 3, Actions 3,6, and 7).

# Stakeholder Engagement

LCAP Year: **2019-20**

## Involvement Process for LCAP and Annual Update

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

- CUSD shareholders include:

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

- 2019-20 Strategic LCAP Planning events and dates were held on (shareholder groups were represented at all district and site LCAP meetings):

District Strategic LCAP Annual Meeting February 7, 2019.

- All CUSD schools held regular School Site Council meetings.

Each School Site Council was involved in the site School Plan for Student Achievement process. All SPSAs are aligned to the three Governing Board and LCAP goals: Learning, Communication and Support.

- Parent Surveys on LCAP/CUSD Board Goals:

3 parent surveys were issued to gather feedback on LCAP Goal 1 Learning (fall 2018), Goal 3 Support (winter 2019) and Goal 2 Communication (spring 2019)

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

October 18, 2018 (CAASPP Performance); November 15, 2018 (LCFF CA School Dashboard); January 17, 2019 (CA School Dashboard and LCAP Learning Survey); February 7, 2019 (LCAP); March 7, 2019 (Budget); April 18, 2019 (Budget); May 17, 2019 (LCAP); June 6, 2019 (LCAP, LCAP ESSA Federal Addendum, LCAP Budget Overview for Parents); June 20, 2019 (LCAP, LCAP ESSA Federal Addendum, LCAP Budget Overview for Parents); Every Board Meeting (Attendance Dashboard)

- LCAP meetings with the following shareholder groups was held on May 17, 2019.

Association of Coronado Teachers (ACT)

California School Employees Association (CSEA)

CUSD Administrative Staff and Site Administration

Coronado Schools Foundation

Parent Leadership Committee

D/ELAC

Parent Teacher Organization (PTO) Representatives

Military Family Life Council

- General Community Feedback:

The LCAP draft #1 was posted on the CUSD website on May 13, 2019, providing an opportunity for the community to provide feedback. No responses were received. Draft #2 was posted on May 29, 2019. Public hearing took place on June 6, 2019 and June 20, 2019 during the regularly scheduled CUSD Governing Board meetings.

-LCAP meetings with ACT and CSEA representation was held on May 24, 2019. Questions were answered related to each goal area and action items. No significant revisions were made based upon these meetings.

# Impact on LCAP and Annual Update

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

- 2019-20 District Strategic LCAP Annual Meeting:

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

- All CUSD schools:

Each school site's School Plan for Student Achievement is aligned to the state SPSA template and the three Governing Board and LCAP Goals. This ensures strong alignment between the district and all school sites creating a significantly improved understanding of and use of the LCAP. Each school site held regular School Site Council meetings that included the SPSA, and had a site staff leadership team that was involved in their SPSA update process. Input from site annual SPSA meetings, School Site Council Meetings, and staff meetings were highly considered in creating each site's updated plan (Goal 2, Action 2).

- Parent Surveys on LCAP/CUSD Board Goals:

3 district-wide parent surveys were issued to gather feedback on LCAP Goal 1 Learning (fall 2018), Goal 3 Support (winter 2019) and Goal 2 Communication (spring 2019). Results are incorporated into the "Identified Needs" section before each goal, which directly relate to both metrics and key actions in these areas.

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

- LCAP meeting with shareholder groups was held on May 17, 2019.

Shareholders provided feedback on key actions and metrics.

-Meeting with Association of Coronado Teachers (ACT) and California School Employees Association (CSEA) Representation was held on May 24, 2019.

- General Community Feedback:

The LCAP draft was posted on the CUSD website on May 13, 2019, providing an opportunity for the community to provide feedback. Public hearing took place on June 6, 2019 and June 20, 2019 during the regularly scheduled CUSD Governing Board meetings.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

## Goal 1

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

### State and/or Local Priorities addressed by this goal:

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

Local Priorities:     Governing Board Goal 1

### Identified Need:

- Students must take an active role in their education.
- Per CA School Dashboard and other CUSD data, recent data shows that approximately 24% of CUSD students district-wide are under performing in English Language Arts and 33% in mathematics based on 2018 SBAC and MAP results. Reclassified Fluent English Proficient students (17.6%), Socioeconomically Disadvantaged Students (8.6%), English Learners (2.8%), Students with Disabilities (13.7%), and Hispanic/Latino students (20.1%) are not performing as high as White (61.4%) and Asian (1.6%) subgroups.
- Per the CA School Dashboard 2017-18 data, students who are Socioeconomically Disadvantaged (n=166), Students with Disabilities (n=210), and English Learners (n=39) are either not performing at mastery level in English language arts or mathematics or whose performance has declined:
- In spring 2018, the ELA performance of Students with Disabilities (n=210) was 16.8 points below level 3; performance levels were maintained by 2.3 points.
- In spring 2018, the ELA performance of Socioeconomically Disadvantaged Students (n=166) was 20.4 points above level 3; performance levels did increase by 32.5 points.



- In spring 2018, the ELA performance of English Learners (n=83) was 9.6 points below level 3; performance levels were maintained by -0.2 points.
- In spring 2018, the mathematics performance of Students with Disabilities (n=209) was 40 points below level 3; performance levels were maintained by -2.3 points.
- In spring 2018, the mathematics performance of Socioeconomically Disadvantaged Students (n=165) was 3.2 points above level 3; performance levels did increase by 19.3 points.
- In spring 2018, the mathematics performance of English Learners (n=82) was 21.9 points below level 3; performance levels declined by 4.5 points.
- Per the CA School Dashboard 2017-18 data on student achievement in English language arts and mathematics shows that Coronado High School achievement has declined.
- Coronado High School spring 2018 data shows that 66% of students are performing at or above standards in ELA (2017 = 77%).
- Coronado High School spring 2018 data shows that 56% of students are performing at or above standards in mathematics (2017 = 60%).
- CUSD has determined the need for professional development for CUSD teachers related to literacy, MTSS, restorative practices, ELD/ELA Framework and recently adopted (standards aligned) instructional materials.
- Technology skills are vital for success in the global economy. Teachers and students must be skilled users of technology.
- There continues to be a 38.8% (2018-19 data) military population throughout CUSD, which is the largest local subgroup. Transitioning students require significant academic, social, and emotional support. (CAASPP, CELDT, MAP, past CAHSEE data, DoDEA evaluations, PSAT and other local data).

## Expected Annual Measurable Outcomes

| Metrics/Indicators  | Baseline  | 2017-18              | 2018-19              | 2019-20              |
|---|---|----------------------|----------------------|----------------------|
| 1. Alignment to standards will be based on classroom observation, professional development, adopted instructional materials, and student achievement. (S) | See # 4 below.  | See #4 and #5 below. | See #4 and #5 below. | See #4 and #5 below. |
| 2. All students will have standards aligned instructional materials, as measure by annual   | 2016-17: Williams Sufficiency was met at 100%. In 2016-17, CUSD implemented a | Maintain baseline.   | Maintain baseline.   | Maintain baseline.   |

| Metrics/Indicators   | Baseline  | 2017-18   | 2018-19  | 2019-20  |
|--|---|---|--|--|
| inventory, Williams Sufficiency evaluation. Sufficiency will include device and internet access at home for digital instructional materials and learning management system access. (S) | revised process of ensuring access to device and internet at home. Approximately 43 devices were loaned to students and lowcost/no cost internet was provided to 1 family.  |   |  |  |
| 3. 100% of CUSD teachers will be appropriately credentialed and assigned. (S)  | 100% of teachers in 2016-17 were appropriately credentialed and assigned per internal audit.  | Maintain baseline. External audit is planned.   | Maintain baseline.   | Maintain baseline.   |
| 4.Academic Achievement in ELA (S)  | <p>Per Spring 2016 SBAC:</p> <p>Overall Student Achievement in grades 3-8, 11: SBAC ELA 73% of students met or exceeded standards.</p> <p>Subgroups, met/exceeded standards:</p> <p>Socio-economically Disadvantaged: 58%<br/>Students with Disabilities: 32%<br/>Two or More Races: 69%<br/>EL: 8%<br/>RFEP: 69%</p> | Overall Student Achievement in grades 3-8, 11, and all identified subgroups: SBAC ELA +2% over previous year's percent of students meeting/exceeding standards. | <p>Overall Student Achievement in grades 3-8, 11, and all identified subgroups: SBAC ELA +2% over previous year's percent of students meeting/exceeding standards.</p> <p>Student groups scoring below the All Student level will increase more than the All Student group to close the gap.</p> <p>Additionally, this metric measures the</p> | <p>Overall Student Achievement in grades 3-8, 11, and all identified subgroups: SBAC ELA +2% over previous year's percent of students meeting/exceeding standards.</p> <p>Student groups scoring below the All Student level will increase more than the All Student group to close the gap.</p> <p>Additionally, this metric measures the</p> |

| Metrics/Indicators                  | Baseline   | 2017-18   | 2018-19  | 2019-20  |
|-------------------------------------|--|---|--|--|
|                                     | <p>Military: 74%</p> <p>Other subgroups of need may be identified based on previous year's performance.</p>  |   | implementation of the standards.   | implementation of the standards.   |
| 5. Academic Achievement in Math (S) | <p>Per Spring 2016 SBAC:</p> <p>Overall Student Achievement in grades 3-8, 11: SBAC Math 60% of students met or exceeded standards.</p> <p>Subgroups, met/exceeded standards:</p> <p>Socio-economically Disadvantaged: 51%<br/>Students with Disabilities: 29%<br/>Two or More Races: 71%<br/>EL: 52%<br/>RFEP: 53%<br/>Military: 68%</p> <p>Other subgroups of need may be identified based on previous year's performance.</p> | <p>Overall Student Achievement in grades 3-8, 11, and all identified subgroups: SBAC Math +2% over previous year's percent of students meeting/exceeding standards.</p> | <p>Overall Student Achievement in grades 3-8, 11, and all identified subgroups: SBAC Math +2% over previous year's percent of students meeting/exceeding standards.</p> <p>Student groups scoring below the All Student level will increase more than the All Student group to close the gap.</p> <p>Additionally, this metric measures the implementation of the standards.</p> | <p>Overall Student Achievement in grades 3-8, 11, and all identified subgroups: SBAC Math +2% over previous year's percent of students meeting/exceeding standards.</p> <p>Student groups scoring below the All Student level will increase more than the All Student group to close the gap.</p> <p>Additionally, this metric measures the implementation of the standards.</p> |

| Metrics/Indicators  | Baseline   | 2017-18  | 2018-19   | 2019-20   |
|---|--|--|---|---|
| 6. Academic Achievement in Science (S)  | N/A<br>CAST Pilot Test   | N/A<br>CAST Pilot Test   | Overall Student Achievement in grades 5,8, and one in high school (gr TBD):<br>CAST Operational Test<br>Student performance will be baseline.                     | Overall Student Achievement in grades 5,8, and one in high school (gr TBD):<br>CAST student performance will be 2% above baseline.  |
| 7. Discrete and integrated VAPA instruction (L; per CUSD Arts Empower Strategic Plan) | Discrete VAPA instruction:<br>total secondary CUSD Discrete Arts Enrollment: 43% of students are enrolled in the arts (baseline - 866/school enrollment 1,992)<br>Integrated VAPA: units of instruction were piloted in grades 4 and 5 in 2015-16.                           | Discrete VAPA instruction:<br>total secondary CUSD Discrete Arts Enrollment: 45%<br><br>% of students participating in integrated VAPA instruction will be baseline. | Discrete VAPA instruction:<br>total secondary CUSD Discrete Arts Enrollment: 47%<br><br>Maintain 100% of students participating in integrated VAPA over baseline. | Discrete VAPA instruction:<br>total secondary CUSD Discrete Arts Enrollment: 51%<br><br>Maintain 100% of students participating in integrated VAPA instruction over baseline. |
| 8. Preliminary Scholastic Aptitude Test (PSAT) (L)                                    | October 2016 % of students meeting benchmarks (baseline; first year of all students being tested with 100% participation in gr 9 and 11; 99% participation in gr 10):<br><br>English/Reading/Writing (EWR) and Math:<br>Gr 9: 65%; 45%<br>Gr 10: 85%; 63%<br>Gr 11: 84%; 63% | ERW and Math:<br>+2% over previous year for each grade.  | ERW and Math:<br>+2% over previous year for each grade.   | ERW and Math:<br>+2% over previous year for each grade.   |

| Metrics/Indicators   | Baseline   | 2017-18   | 2018-19   | 2019-20   |
|--|--|---|---|---|
| 9. Graduation Rate (S)   | 97.6%<br>(4-year cohort graduation rate for the class of 2015-16)  | Maintain  | Maintain  | Maintain  |
| 10. UC A-G Rate (S)  | 80% in 2015-16   | Maintain  | Maintain  | Maintain  |
| 11. AP Participation and AP Pass Rates (S)                               | 33.3% participation rate in 2015-16 with a pass rate of 73%  | 36% participation rate in with a pass rate of 74%   | 37% participation rate in with a pass rate of 75%   | 38% participation rate in with a pass rate of 76%   |
| 12. CTE Participation and Achievement (S)                                | <p>The percent of students (duplicated; 1016/1238) who participated in CTE courses in 2015-16 was 82%, an increase of 30% over the 2014-15 rate of 52% (631/1211).</p> <p>The percent of students who received a “C” or better in capstone CTE courses was 99% (2/210)</p> | Maintain  | Maintain  | Maintain  |
| 13. Early Admission Program (EAP; based on SBAC scores for grade 11) (S) | <p>Per Spring 2016 SBAC:</p> <p>Gr 11 Students who are considered Ready in ELA (Standard Exceeded): 35% (-8% over 2015); Students who are considered Conditionally Ready in</p>  | Gr 11 The percents of Students who are considered Ready in ELA and math (Standard Exceeded) and those who are considered Conditionally Ready in ELA and Math will increase 2% over previous the year. | Gr 11 The percents of Students who are considered Ready in ELA and math (Standard Exceeded) and those who are considered Conditionally Ready in ELA and Math will increase 2% over previous the year. | Gr 11 The percents of Students who are considered Ready in ELA and math (Standard Exceeded) and those who are considered Conditionally Ready in ELA and Math will increase 2% over previous the year. |

| Metrics/Indicators                           | Baseline   | 2017-18  | 2018-19  | 2019-20  |
|--|--|--|--|--|
|  | <p>ELA (Standard Met): 36% (-2% over 2015).</p> <p>Gr 11 Students who are considered Ready in Math (Standard Exceeded): 27% (+7 over 2015);</p> <p>Students who are considered Conditionally Ready in Math (Standard Met): 28% (-2% over 2015)</p> |  |  |  |
| 14. Student and Teacher Digital Literacy (L) | No metric to date.   | Metric to be developed.  | 100% of students will be exposed to digital literacy curriculum and digital opportunities on a weekly basis.                               | Maintain.  |
| 15. Teacher PD on academic data systems (L)  | TOSAs and other teacher leaders were trained on MMARS. All staff received presentation on CAASPP data and portal.  | Grade level and department teacher data leaders will be trained.   | 100% CUSD teaching staff and administrators will be trained on MMARS and the CAASPP portal. Additional training will be based on need.     | Additional training will be based on need.   |
| 16. CA Physical Fitness Test (PFT) (L)       | <p>2015-16; % of students in the Healthy Fitness Zone (average of all 6 areas):</p> <p>Gr 5: 87%</p> <p>Gr7: 83%</p> <p>Gr 9: 87%</p>  | <p>% of students in the Healthy Fitness Zone (average of all 6 areas) will increase:</p> <p>Gr 5: 89%</p> <p>Gr7: 87%</p> <p>Gr 9: 89%</p> | <p>% of students in the Healthy Fitness Zone (average of all 6 areas) will increase:</p> <p>Gr 5: 90%</p> <p>Gr7: 89%</p> <p>Gr 9: 90%</p> | <p>% of students in the Healthy Fitness Zone (average of all 6 areas) will increase:</p> <p>Gr 5: 91%</p> <p>Gr7: 90%</p> <p>Gr 9: 91%</p> |

| Metrics/Indicators  | Baseline   | 2017-18   | 2018-19   | 2019-20  |
|---|--|---|---|--|
| 17. PEPs (L)  | 86% of students in 2015-16 had a type of PEP.  | 90% of students will have a PEP.  | 95% of students will have a PEP.<br><br>PEP includes content area goals and ELD goals for English Learners (EL) and services for unduplicated students and students with exceptional needs. | 100% of students will have a PEP.<br><br>PEP includes content area goals and ELD goals for English Learners (EL) and services for unduplicated students and students with exceptional needs. |
| 18. Professional Development (L)                                    | Teacher feedback has been via the CUSD Professional Development Committee.   | Baseline:<br>New Learning Department structure with teacher leaders will determine measuring effective PD.      | PD survey results will determine next steps relative to the structure of PD.<br>100% of all grade level and departments will complete the PD and Learning Department surveys.               | TBD based on previous year's efforts and the change in the PD structure.   |
| 19. English Learners Annual progress on becoming English Proficient | In 2016-17, 80% of English Learners made annual progress of at least one level on CELDT level towards becoming English proficient. | Baseline year for ELPAC summative assessment.<br><br>Establish baseline for English Learner progress using MAP. | Increase +2% over baseline.<br><br>We will use MAP as our local measure of English learner progress.<br><br>Establish baseline for English Learner progress using ELPAC.                    | Increase +2% over baseline.<br><br>We will use ELPAC as our measure for English Learner progress.  |
| 20. EL Reclassification Rate  | EL Reclassification rate for 2016-17 is 30%, a 20% increase as   | Increase +2% over previous year.  | Increase +1% over previous year.  | Increase +1% over previous year.   |



| Metrics/Indicators                  | Baseline   | 2017-18                               | 2018-19  | 2019-20  |
|-------------------------------------|--|---------------------------------------|----------|----------|
|                                     | compared to the 2015-16 reclassification rate of 19%.  |                                       |          |          |
| 21. Long-term English Learner count | In 2016-17, CUSD increased the number of long-term English learners from 0 to 2 (new enrollees since last year). | Decrease the long-term EL count to 1. | Maintain | Maintain |

## Planned Actions / Services

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

### Action 1

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

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

#### Location(s):

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

All Schools

OR

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

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

#### Scope of Services:

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

[Add Scope of Services selection here]

#### Location(s):

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

[Add Location(s) selection here]

### Actions/Services

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

New Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

All schools will provide standards-aligned core curriculum, assessment and high quality instruction to prepare all students to graduate college and career ready.

A. CUSD will recruit and retain highly qualified appropriately credentialed teachers. Recruitment will include participation in county-wide job fairs, partnerships with local universities, and student-teacher placement coordinators. Retention of teachers will be measured by coordinated professional development with input from CUSD Department/Grade Level lead teachers and participation in BTSA.

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

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

Continue as in 17-18, with emphasis on:  
A. Transitions to NGSS and new HSS Framework, continue arts integration and STEAM integration. Administer Field Test of California Science Test (CAST) for grades 5, 8, and once in high school (TBD).

B. Implement new HSS instructional materials per CA 2018 HSS adoption and CUSD adoption process recommendations (Year 1). Consider new instructional materials for Science per 2018 State Board of Education adoption. Implement new ELA instructional materials.

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

I. Implement necessary changes to health instruction based on 17-18 evaluation.

Continue as in previous years, with emphasis on:

A. Transitions to NGSS and new HSS Framework, arts integration and STEAM integration. Administer Operational CAST for grades 5, 8, and once in high school (grade 11).

B. Implement HSS instructional materials per 2018 HSS adoption per adoption process recommendations (Year 2).

E. implement adopted ELA curriculum (middle school) and pilot ELA curriculum (elementary)

F. implement adopted math curriculum (elementary)

H. Implement necessary changes to health instruction based on 17-18 evaluation.

network infrastructure and devices will be maintained to support technology-based curricula and learning. Consider new instructional materials for History Social Science per 2017 State Board of Education adoption.

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

E. Improve performance in English language arts for grades TK-12 by:

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

F. Improve performance in mathematics for grades TK-12 by:

- i. providing professional development aligned to the CA Mathematics Framework for all teachers and paraprofessionals
- ii. CUSD's Vision for High Quality Mathematics Instruction, and adopted curricula (grades TK-5 Ready Common

Core; grades 6-12 College Preparatory Math).

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

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

H. Improve performance in history social science for all TK- 12 students by providing instruction aligned to newly adopted CA History Social Science Framework. (Refer to CUSD Transition Plans for HSS).

I. Improve performance in health and physical education by:

i. ensuring all students meet physical education instructional minutes

ii. ensuring all students pass the California Physical Fitness Test in grades 5, 7, and 9.

iii. providing professional development for certificated and classified instructional aides, especially for grades TK-5 aligned to adopted SPARK curriculum.

iv. evaluating TK-12 health standards, instructional minutes and instructional practices, and curricula.

J. Improve performance in visual and performing arts, providing both discrete and integrated arts instruction, by:

i. fully implementing DoDEA Project Arts for Learning (Year 1), which provides for arts integration with ELA in grades K-8, and ELA/History in grades 9-12, some elementary discrete arts instruction, professional development and curriculum writing, and student performance opportunities.

ii. evaluating the effectiveness of arts integration through its impact on student achievement in English language arts, student engagement, and attendance.

iii. maintaining current grade 6-12 VAPA and Coronado School of the Arts electives and extra-curricular VAPA related offerings.

## **Budgeted Expenditures**

|                  |  |  |  |
|------------------|--|--|--|
| Year             | 2017-18  | 2018-19  | 2019-20  |
| Amount           | LCFF - \$23,787,600, State (Lottery) - \$1,200,000, Federal (Impact Aid) - \$1,500,000   | LCFF - \$24,222,557, State (Lottery) - \$1,200,000, Federal (Impact Aid) - \$1,500,000 | LCFF - \$21,134,697, State - \$2,826,960, Federal - \$3,483,865, Other Local - \$3,950,925 |
| Source           |  | LCFF Base and other State and Federal Funding Sources                                  | LCFF Base and other State and Federal Funding Sources                                      |
| Budget Reference | Objects 1000-5000<br>Remaining General Fund Budget not specifically discussed elsewhere. | Objects 1xxx - 5xxx<br>Salaries, Benefits, Books/Supplies, and Services                | Objects 1xxx - 5xxx<br>Salaries, Benefits, Books/Supplies, and Services                    |

## Action 2

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

### Scope of Services:

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

LEA-wide

### Location(s):

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

All Schools

## Actions/Services

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

New Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Improve performance in English language arts for all identified students, including unduplicated student groups by:

- i. ensuring school administration annually identifies students in these subgroups, reviews data, and offers available supports and places students appropriately.
- ii. assigning CUSD ELA/ELD Teacher on Special Assignment (EL subgroup), Special Education case carriers (students with disabilities subgroup), and site administrators (socioeconomically disadvantaged subgroup) to serve as case carriers for these students.
- iii. Developing a Personalized Education Plan (PEP) with the involvement of the student and parents for each student in these subgroups

Continue as in 17-18, with emphasis on:

- i. ensuring school administration annually identifies students in these subgroups, reviews data, and offers available supports and places students appropriately.
- ii. assigning CUSD ELA/ELD Teacher on Special Assignment and ELD Teacher (EL subgroup), Special Education case carriers (students with disabilities subgroup), and site staff (administrators, teachers and/or counselors) to serve as case carriers for these students and other unduplicated student subgroups.
- iii. Developing a Personalized Education Plan (PEP) with the involvement of the student, parents and teacher(s) for each student in these subgroups.

Continue as in 18-19, with emphasis on:

- i. supporting school administration in ensuring they are annually identifying students in these subgroups, reviewing data and providing appropriate placement and supports.
- iii. developing and refining a Personalized Education Plan (PEP) with the involvement of the student, parents and teacher(s) for each student in these subgroups. This can also include regular student conferencing.

### Budgeted Expenditures

|                  |  |   |   |
|------------------|--|---|---|
| Year             | 2017-18                                  | 2018-19                                       | 2019-20                                       |
| Amount           | \$120,000                                | \$145,000                                     | \$155,000                                     |
| Source           | LCFF Supplement                          | LCFF Supplement                               | LCFF Supplement                               |
| Budget Reference | Resource: 0000003<br>Objects: 1xxx, 3xxx | Objects: 1xxx - 3xxx<br>Salaries and Benefits | Objects: 1xxx - 3xxx<br>Salaries and Benefits |

### Action 3

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

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

#### Location(s):

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

All Schools

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

New Action

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

Modified Action

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

Modified Action

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

Continue as in 18-19, with emphasis on improving performance in mathematics for identified students, including students with disabilities, socio-economically disadvantaged students and English Learners by:  
i. ensuring school administration annually identifies students in these subgroups, reviews data, and offers available supports and/or places students appropriately.  
ii. CUSD Mathematics Teacher on Special Assignment will provide teacher support and Special Education case carriers (students with disabilities subgroup) will serve as case carrier for these students; a Personalized Education Plan (PEP) will be developed with the involvement of the student and parents  
iii. Continued teacher professional development focused on high quality mathematics tasks, number talks and mathematics curriculum adoption.



## Budgeted Expenditures

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

## Action 4

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Specific Student Groups: Military-dependent students

### Location(s):

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

All Schools

OR

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

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:

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

[Add Scope of Services selection here]

### Location(s):

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

[Add Location(s) selection here]

## Actions/Services

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

New Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

All schools will provide opportunities to personalize learning for students based on

2018-19 Actions/Services

Continue as in previous year with a special emphasis on the following:

2019-20 Actions/Services

Continue as in previous year with a special emphasis on the following:

strengths and needs, personal passions, and academic interests.

A. CUSD will provide a system of ongoing feedback to and for all CUSD students on their strengths and needs to support students' advocacy for their own learning which will include:

- a. time for goal setting and reflection with teachers
- b. documentation of interests, strengths, and needs in electronic portfolio
- c. "Voice and choice" via projects, assessments, and assignments.

B. The CUSD Personalized Learning Committee will develop criteria for Personalized Education Plans for all levels/grades, conferencing best practices, as well as investigation of warehousing PEPs via electronic portfolios.

A. CUSD will provide a system of ongoing feedback to and for all CUSD students on their strengths and needs to support students' advocacy for their own learning which will include:

- a. time for goal setting and reflection with teachers
- b. documentation of interests, strengths, and needs in electronic portfolio
- c. "Voice and choice" via projects, assessments, and assignments

B. The CUSD Personalized Learning Committee will develop criteria for Personalized Education Plans for all levels/grades, collaborate on best practices, as well as investigation of warehousing PEPs via electronic portfolios.

A. CUSD will provide a system of ongoing feedback to and for all CUSD students on their strengths and needs to support students' advocacy for their own learning which will include:

- a. time for student goal setting and reflection with teachers
- b. documentation of interests, strengths, and needs in electronic portfolio
- c. "Voice and choice" via projects, assessments, and assignments

B. The CUSD Personalized Learning Committee (administrative cabinet) will develop criteria for Personalized Education Plans for all levels/grades, collaborate on best practices, as well as investigation of warehousing PEPs via electronic portfolios.

## Budgeted Expenditures

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

## Action 5

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

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

All Schools

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

New Action

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

Unchanged Action

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

Modified Action

**2017-18 Actions/Services**

All schools will ensure access to and proficiency of 21st century learning tools, resources, and skills for staff and students.

A. Instruction based on CUSD K-5 Digital Literacy Scope and Sequence will continue to ensure digital proficiency for TK-5 students.

B. A Digital Literacy Scope and Sequence for grades 6-12 will be created to parallel the TK-5 Digital Literacy Scope and Sequence.

C. All student groups will receive instruction from teachers with an increased capacity for 21st century best practices for instruction. A survey of teachers' needs in these areas is pending prior to the development of digital proficiency teacher guidelines, and following the development of gr 6-12 student skills.

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

**2018-19 Actions/Services**

Continue as in previous year with emphasis on the following:

B. A Digital Literacy Scope and Sequence for grades 6-12 will be created to parallel the TK-5 Digital Literacy Scope and Sequence.

C. All student groups will receive instruction from teachers with an increased capacity for 21st century best practices for instruction.

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

**2019-20 Actions/Services**

Continue as in previous year with emphasis on the following:

B. A Digital Literacy Scope and Sequence for grades 6-12 will be developed to parallel the TK-5 Digital Literacy Scope and Sequence. The TK-5 sequence will be revised to reflect changes in instructional program (computer lab, STEM, Technology Resource Teacher) and the purchase of additional devices.

C. All student groups will receive instruction from teachers with an increased capacity for 21st century best practices for instruction.

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

## Budgeted Expenditures

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

## Action 6

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

### Scope of Services:

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

LEA-wide

### Location(s):

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

All Schools

## Actions/Services

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

New Action

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

Modified Action

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

Modified Action

### 2017-18 Actions/Services

Professional development (PD) will be provided to CUSD certificated and classified staff to ensure implementation of CA State Standards and Frameworks, adopted curricula, intervention programs, and to support all students including English Learners, students with

### 2018-19 Actions/Services

Continue as in previous year with emphasis on areas identified by Learning Department Leadership Team and Student Services, as well as surveys, observations, and evaluations. Special emphasis will be placed on the following:

### 2019-20 Actions/Services

Continue as in previous year with emphasis on areas identified by Learning Department Leadership Team and Student Services, as well as surveys, observations, and evaluations. Special emphasis will be placed on the following:

disabilities, and other identified special populations.

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

B. CUSD will provide trainings for all teachers and staff on meaningful strategies to support English Learners.

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

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

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

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

B. CUSD will provide trainings for all teachers and staff on meaningful strategies to support English Learners.

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

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

H. Explore a system for tracking PD.

I. Provide training for all teachers on integrated and designated ELD strategies, MTSS, Beyond SST and Shape.

C. Academically-related training will include paraprofessionals when appropriate to content or service.

E. Certificated professional development will be coordinated by the Learning and Student Services Departments using feedback from Learning Department Leadership Team and Student Services, as well as surveys, observations, and evaluations. PD will be relevant to the department and/or grade level and will be directed by clearly articulated objectives and agenda. The Learning Department Leadership Team will design department/grade level specific experiences and provide 'voice and choice' options for teachers based on their needs.

H. Explore a system for tracking PD.

I. Provide training for all teachers on data analysis and data discussions, review integrated and designated ELD strategies, MTSS, PBIS, restorative practices, Sanford Harmony, Beyond SST, literacy instructional strategies, SEL and content-specific training.

G. Teachers' personal growth goals will be in conjunction with their annual evaluation goals.  
H. Explore a system for tracking PD.

## Budgeted Expenditures

| Year             | 2017-18   | 2018-19   | 2019-20   |
|------------------|---|---|---|
| Amount           | \$300,000   | LCFF Base \$270,000 & LCFF Supplemental \$55,000                | LCFF Base \$270,000 & LCFF Supplemental \$65,000                |
| Source           | LCFF Base and Supplemental  | LCFF Base and Supplemental                                      | LCFF Base and Supplemental                                      |
| Budget Reference | Resource: 0000000<br>Objects: 1xxx-3xxx, 5xxx<br>\$270,000<br><br>Resource: 0000003<br>Objects: 1xxx-3xxx, 5xxx<br>\$30,000 | Objects: 1xxx-3xxx and 5xxx<br>Salaries, Benefits, and Services | Objects: 1xxx-3xxx and 5xxx<br>Salaries, Benefits, and Services |

## Action 7

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

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

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

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

New Action

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

Unchanged Action

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

Modified Action

**2017-18 Actions/Services**

Develop and implement elementary high quality grading and reporting system, based on a standards-based philosophy.  
A. Train all staff on CUSD Elementary Foundations for High Quality Grading and Reporting System, developed in 2016-17 by CUSD Elementary Grading Criteria Committee with input from teacher survey. This training will include grading for students in both general and special education.

B. Each grade level team will develop common understanding of and criteria for each level of mastery (below, developing, secure, and exceeding) for key standards, especially in core content areas of mathematics and ELA. Resources will be developed to support alignment and implementation.

C. Common criteria for assessing and grading will be used by all teachers within a grade. All teachers will understand the continuum of expectations from grade to grade (vertical alignment). Resources will

**2018-19 Actions/Services**

Continue as in 17-18 with emphasis on the following:

C. Common criteria for assessing and grading will be used by all teachers within a grade. All teachers will understand the continuum of expectations from grade to grade (vertical alignment). Resources will be developed to support alignment and implementation.

F. Developing a parent-friendly guide to accompany the elementary report card.

**2019-20 Actions/Services**

Continue as in 18-19 with emphasis on the following:

C. Common criteria for assessing and grading will be used by all teachers within a grade. All teachers will understand the continuum of expectations from grade to grade (vertical alignment). Resources will be developed to support alignment and implementation.

be developed to support alignment and implementation.

D. The CUSD Elementary Report Card will be revised and provided to parents in 2017-18 to reflect consistent standards based grading/reporting and provide parents with an informative, parent-friendly status update on student present level of academic performance and citizenship each semester.

E. Research and implement as appropriate teacher-friendly electronic grading and reporting system, including grade book and report card generation.

#### Budgeted Expenditures

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



# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

## Goal 2

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

### State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Priority 6: School Climate (Engagement)

Local Priorities: Governing Board Goal 2

### Identified Need:

- CUSD shareholders include:
- all students
- all parents/guardians
- all teachers (Association of Coronado Teachers) and classified staff (California School Employees Association)
- all site Parent Teacher Organizations, School Site Councils, Parent Leadership Council, D/ELAC, etc.
- 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.
- 38.8% of CUSD students (2018-19 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 13.05% of all CUSD enrollment (n=399/3056; per 2018-19 CALPADS 2.8), a 0.39% increase over 2017-18 (n=373/2946).

## Expected Annual Measurable Outcomes

| Metrics/Indicators                         | Baseline   | 2017-18   | 2018-19  | 2019-20  |
|--|--|---|--|--|
| 1. Parent Survey Data Participation Counts | 2016-17:<br>Fall (Communication): 373<br>Winter (Learning): 279<br>Spring (Support PENDING):   | Increase participation on all CUSD parent surveys<br>TBD          | Increase participation on all CUSD parent surveys by 50 responses.   | Increase participation on all CUSD parent surveys by 50 responses.   |
| 2. Haiku/Powerschool usage data            | 2016-17 (as of April 27, 2016): <ul style="list-style-type: none"> <li>There were ~874,000 visits by students totaling ~83,000 hours. The top student uses include inbox, calendar, Dropbox, assessments, first pages, announcements, and discussions.</li> <li>There were ~38,000 visits by teachers</li> </ul> | Maintain student use; inventory teacher use; increase parent use. | Maintain student use; increase consistent teacher use based on previous year's inventory by 900 hours; increase parent use by 600 hours. | Maintain student use; increase teacher use based on previous year's inventory; increase parent use based on previous year's inventory. |

| Metrics/Indicators                          | Baseline   | 2017-18   | 2018-19  | 2019-20   |
|---|--|---|--|---|
|   | <p>totaling ~7,800 hours.</p> <ul style="list-style-type: none"> <li>There were ~60,000 visits by parents totaling ~3,000 hours</li> </ul>   |   |  |   |
| 3.Elementary parent teacher conference data | Fall 2016: 98% of Village Elementary parents participated in annual parent teacher conferencing and 96% at Silver Strand Elementary.   | Increase parent conference participation:<br>VES: 98.5%<br>SSES: 97.5                             | Increase parent conference participation:<br>VES: 99%<br>SSES: 98%   | Increase parent conference participation:<br>VES: maintain<br>SSES: 98.5% |
| 4.Required parent school participation      | <p>2016-17:</p> <ul style="list-style-type: none"> <li>All schools have a compliant, functioning School Site Council.</li> <li>All schools have a robust Parent Teacher Organization.</li> <li>All schools with an EL count over 21 have an English Learner Advisory (VES and SSES).</li> <li>CUSD has a District English</li> </ul> | Maintain and restructure ELAC to be a D/ELAC due to the small size of EL population and District. | <p>Maintain and restructure ELAC to be a D/ELAC due to the small size of EL population and District.</p> <p>40 families attended the first combined D/ELAC meeting in the fall 2017 (increase of 5 families). Maintain current attendance at fall and spring D/ELAC combined meetings.</p> | Maintain current attendance at fall and spring D/ELAC combined meetings.  |

| Metrics/Indicators | Baseline   | 2017-18   | 2018-19  | 2019-20  |
|--------------------|--|---|--|--|
|                    | <p>Learner Advisory Committee (DELAC).</p> <ul style="list-style-type: none"> <li>• CUSD has a Special Education Parent Advisory Committee (SEPAC).</li> <li>• CUSD has a Parent Leadership Committee which represents parents from each site</li> </ul>   |   |  |  |
| 5.Parent Trainings | <p>2016-17:<br/>Face to Face Trainings: 28+ trainings were provided to CUSD parents on a variety of topics: Back to School; reading, mathematics, and academic interventions; English learners; social emotional support, social media, bullying, positive discipline, suicide awareness; college and career, and parenting.</p> | <p>Face to Face: Maintain and reflect parent needs</p> <p>Virtual Trainings (Playposit): Baseline</p> | <p>Face to Face: Maintain and reflect parent needs</p> <p>Playposit software was discontinued.</p> | <p>Face to Face: Maintain and reflect parent needs</p> <p>Playposit software was discontinued.</p> |

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

## Planned Actions / Services

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

### Action 1

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

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All  
Specific Student Groups: Military-dependent students

#### Location(s):

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

All Schools

OR

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

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

#### Scope of Services:

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

[Add Scope of Services selection here]

#### Location(s):

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

[Add Location(s) selection here]

## Actions/Services

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

New Action

### 2017-18 Actions/Services

Shareholder participation, communication, and engagement will continue to be a priority to support all students.

A. CUSD will research a single sign-on portal to streamline communication from school to home.

B. CUSD will inventory teacher usage of learning management system (Haiku) for all grades.

C. CUSD will regularly hold required (Ed Code) and local parent participation committee meetings including School Site Councils (SSC), District and site English Learner Advisory Committees (D/ELAC), District Parent Leadership Committee (PLC), District Military Local Planning (M-LPC) Council, Special Education Advisory Committee (SEPAC), and Parent Teacher Organizations (PTO).

D. Annual surveys regarding Board Goal areas will be conducted to inform progress of District efforts, especially on communication. Surveys may include parents, teachers, staff, and students

E. CUSD will strive for 100% participation of TK-5 parents at annual fall parent-teacher conferences (both face-to-face and virtual conferences).

F. Increase the number of parents participating in trainings offered by CUSD

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

Modified Action

### 2018-19 Actions/Services

Continue as in 17-18 with emphasis on:

A. Continue to research and evaluate single sign-on for communication, participation and engagement, based on previous year's efforts, with a focus on district adopted resources.

B. CUSD will increase consistent usage of learning management system (Power School) for all grades based on inventory.

C-F. Maintain and explore possibilities for providing virtual parent trainings (Playposit is discontinued).

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

Modified Action

### 2019-20 Actions/Services

Continue as in 18-19 with emphasis on:

A. Continue to research and evaluate single sign-on for communication, participation and engagement, based on previous year's efforts, with a focus on district adopted resources.

B. Increase consistent usage of learning management system (Power School) for all grades.

C-F. Maintain and explore opportunities for providing virtual parent trainings.

via virtual and face-to face methods. Pilot use of virtual trainings for parents using Playposit or other tools.

## Budgeted Expenditures

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

## Action 2

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

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

All Schools

OR

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

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:

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

[Add Scope of Services selection here]

### Location(s):

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

[Add Location(s) selection here]

## Actions/Services

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

New Action

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

Modified Action

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

Modified Action

## 2017-18 Actions/Services

The CUSD District Office will provide timely and efficient service to CUSD school sites.

A. Increase support to school sites under the supervision of the CUSD Director of Learning via:

a. teachers on special assignment to support mathematics/science, ELA/ELD, arts integration, technology integration, and personalized learning.

b. teacher leaders for each elementary grade; each Coronado Middle School department; each Coronado High School department

B. Design accountability structure for classified departments aligned with uniform standards of services to support CUSD school site (M&O, Technology, Business Services, Child Nutrition, etc.).

C. Survey staff annually on District Office support.

D. The Superintendent will conduct a minimum of one monthly meeting with leadership of Association of Coronado Teachers (ACT) and California School Employees Association.

E. School sites will provide timely and collaborative communication to the District Office.

## 2018-19 Actions/Services

Continue as in 17-18 with emphasis on:  
A. Evaluate support to school sites under the supervision of the CUSD Director of Learning.

B. Evaluate accountability structure for classified departments aligned with uniform standards of services to support CUSD school site (M&O, Technology, Business Services, Child Nutrition, etc.). Communicate structures to all CUSD staff.

C-D. Maintain

E. Evaluate communication from sites to District Office, and from District Office to sites.

## 2019-20 Actions/Services

Continue as in 18-19 with emphasis on:  
A. Evaluate support to school sites under the supervision of the CUSD Executive Cabinet.

B. Evaluate accountability structure for classified departments aligned with uniform standards of services to support CUSD school sites (M&O, Technology, Business Services, Child Nutrition, etc.). Communicate structures to all CUSD staff.

C-D. Maintain

E. Evaluate communication from sites to District Office, and from District Office to sites.

## Budgeted Expenditures



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

### Action 3

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

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

#### Location(s):

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

All Schools

OR

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

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

#### Scope of Services:

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

[Add Scope of Services selection here]

#### Location(s):

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

[Add Location(s) selection here]

### Actions/Services

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

New Action

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

Unchanged Action

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

Unchanged Action

#### 2017-18 Actions/Services

CUSD and each school site will provide timely and informative communication to the CUSD community.  
A. CUSD Communique will be posted on the CUSD webpage on average biweekly.

#### 2018-19 Actions/Services

Maintain

#### 2019-20 Actions/Services

Maintain

B. Site principals' will provide weekly information to parents/community via email blasts, newsletters, etc.  
 C. Information as appropriate to topic and schools will be provided in print and electronic media outlets.

### Budgeted Expenditures

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

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

## Goal 3

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

### State and/or Local Priorities addressed by this goal:

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

Local Priorities:     Governing Board Goal 3

### Identified Need:

- Students need to learn in a physically and emotionally safe learning environment.
- Teachers need to teach in a physically and emotionally safe learning environment
- Staff needs to work in a physically and emotionally safe environment.
- Winter 2019 parent survey on support (324 participants) showed the following identified areas of strength:
- 93% of our parents (strongly agree/agree) that their child's environment is clean and in good condition
- 90% of our parents (strongly agree/agree) that their child feels safe at school
- 80% of our parents (strongly agree/agree) that they are aware of academic support and enrichment opportunities that are available at their child's school
- 73% of our parents (strongly agree/agree) that they are aware of the social-emotional supports that are available at their child's school
- Themes gleaned from parents' comments, questions and concerns:
- address alcohol and drug use
- provide training/support for students on how to navigate social media
- consistent enforcement of policies/set and communicate very clear expectations for student behavior

## Expected Annual Measurable Outcomes

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

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

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

## Planned Actions / Services

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

### Action 1

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

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All  
Specific Student Groups: Military-dependent students

#### Location(s):

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

All Schools

OR

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

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

#### Scope of Services:

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

[Add Scope of Services selection here]

#### Location(s):

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

[Add Location(s) selection here]

### Actions/Services

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

New Action

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

Modified Action

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

Unchanged Action

#### 2017-18 Actions/Services

CUSD will provide safe and clean facilities for students and staff.

A. CASLE committee will monitor classroom environments, including air temperature and quality; conditions will be improved in top tier identified classrooms through 2020.

B. Maintenance response time baseline data from School Dude will be evaluated

#### 2018-19 Actions/Services

Continue as in 17-18, with emphasis on the following:

B. Maintenance response time baseline data from School Dude will be evaluated and will include an email response to the originator and the person impacted.

#### 2019-20 Actions/Services

Continue as in 18-19, with emphasis on the following:

B. Maintenance response time baseline data from School Dude will be evaluated and will include an email response to the originator and the person impacted.

### Budgeted Expenditures

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

### Action 2

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

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

#### Location(s):

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

All Schools

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

New Action

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

Modified Action

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

Modified Action

**2017-18 Actions/Services**

All school sites will annually update safety plans using adopted CA template and follow the requirements therein.  
A. New site safety plans will be implemented (Yr. 1); community involvement (Coronado Police and Fire Departments and Naval Base Coronado) will be incorporated into practice drills.

**2018-19 Actions/Services**

Continue as in 17-18 with emphasis on the following:  
A. Update site and CUSD safety plans as needed based on community involvement/feedback and aligned to the SDCOE template. Staff will be trained according to updated plans and will also participate in Run-Hide-Fight training (trainer of trainers model through SDCOE).  
B. The newly established District Safety Committee and sub-committees will continue to meet and work towards established committee goals.

**2019-20 Actions/Services**

Continue as in 18-19 with emphasis on the following:  
A. based on learning from 2018-19, the CUSD and site safety plans will be revised/updated. Staff will participate in safety training and the development of site-specific protocols.

**Budgeted Expenditures**



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

### Action 3

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

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

#### Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

#### Scope of Services:

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

#### Location(s):

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

English Learners  
Foster Youth  
Low Income

LEA-wide

All Schools

### Actions/Services

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

New Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Through data-driven decision making, CUSD will provide intervention services and enrichment experiences that support

2018-19 Actions/Services

Continue as in 17-18; Key actions will be based on evaluation of MTSS for each site and district-wide. Use of LCFF

2019-20 Actions/Services

Continue as in 18-19; Key actions will be based on evaluation of MTSS for each site and district-wide. Use of LCFF

the needs of all learners, especially in ELA and mathematics, and particularly for identified unduplicated pupils

A. Ensure each site maintains a system for multi-tiered supports based on CUSD Multitiered System of Supports (MTSS) Framework.

B. Assess success of current site intervention services and enrichment opportunities through the lens of student growth metrics such as MAP and other available data.

C. Provide accelerated learning experiences at all sites in core and elective content areas.

D. Maintain use of available district interim/benchmark assessments and continue to develop them and use them formatively.

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

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

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

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

Supplemental Funds will support unduplicated populations and their needs.

Special attention will be given to the following key actions:

A. Ensure each site maintains a system for multi-tiered supports based on CUSD Multitiered System of Supports (MTSS) Framework.

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

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

Supplemental Funds will support unduplicated populations and their needs.

Special attention will be given to the following key actions:

A. Ensure each site maintains a system for multi-tiered supports based on CUSD Multi-tiered System of Supports (MTSS) Framework and MTSS Committee training and recommendations.

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

H. Provide training and access for teachers and related staff on academic data systems such as the CA School Dashboard, CAASPP, NWEA MAP, SEIS, Beyond SST, Power School, Edgenuity (Pathblazer), APEX, Synergy, Discovery Education, and other data or instructional technology resources.

MAP, SEIS, Beyond SST, and other data resources.

### Budgeted Expenditures

| Year             | 2017-18   | 2018-19  | 2019-20  |
|------------------|---|--|--|
| Amount           | \$243,298   | LCFF Supplemental \$84,298 LCFF Base \$177,000                           | LCFF Supplemental \$194,298 LCFF Base \$177,000                          |
| Source           | LCFF Base and other State and Federal Funding Sources   | LCFF Base and other State and Federal Funding Sources                    | LCFF Base and other State and Federal Funding Sources                    |
| Budget Reference | Resource: 0000003<br>Objects: 1xxx-5xxx<br>(\$59,298)<br><br>Resource: 0000004 (Entire Resource)<br>(\$169,000)<br><br>Resource: 6500000 (\$15,000)<br>Object: 5xxx | Objects: 1xxx - 5xxx<br>Salaries, Benefits, Books/Supplies, and Services | Objects: 1xxx - 5xxx<br>Salaries, Benefits, Books/Supplies, and Services |

### Action 4

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

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

#### Location(s):

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

[Add Location(s) selection here]

OR

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

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

#### Scope of Services:

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

#### Location(s):

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

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

## Budgeted Expenditures

| Year             | 2017-18   | 2018-19   | 2019-20   |
|------------------|---|---|---|
| Amount           | \$200,000                                       | \$243,837   | \$227,841   |
| Source           | LCFF Supplemental                               | LCFF Supplemental   | LCFF Supplemental   |
| Budget Reference | Resource: 00000003<br>Objects: 1xxx, 3xxx, 5xxx | Objects: 1xxx - 3xxx and 5xxx<br>Salaries, Benefits, and Services | Objects: 1xxx - 3xxx and 5xxx<br>Salaries, Benefits, and Services |

## Action 5

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

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

All Schools

OR

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

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:

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

[Add Scope of Services selection here]

### Location(s):

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

[Add Location(s) selection here]

## Actions/Services

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

New Action

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

Modified Action

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

Unchanged Action

### 2017-18 Actions/Services

Improve CUSD attendance and chronic absenteeism rates for all students.  
A. Ensure all site attendance is accurately reported daily into Synergy.  
B. Ensure all site attendance clerks and identified site administrators notify parents

### 2018-19 Actions/Services

Continue as in 17-18, with emphasis on the following:  
A. Ensure all site attendance is accurately reported daily into Synergy.  
B. Ensure all site attendance clerks and identified site administrators notify parents

### 2019-20 Actions/Services

Continue as in 18-19, with emphasis on the following:  
A. Ensure all site attendance is accurately reported daily into Synergy.  
B. Ensure all site attendance clerks and identified site administrators notify parents

on a weekly basis of absences, including providing official CUSD absence threshold letters to parents on a timely basis.  
 C. Ensure all sites promote and/or incentivise positive attendance.  
 D. Ensure all sites hold appropriate SART and SARB meetings for students whose attendance reaches appropriate thresholds.  
 E. Provide reports to the Governing Board on district attendance each semester

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

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

### Budgeted Expenditures

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

### Action 6

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

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

#### Location(s):

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

All Schools

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

New Action

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

Modified Action

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

Modified Action

**2017-18 Actions/Services**

Decrease suspension rate at Coronado Middle and High Schools, especially for students with disabilities, socio-economically disadvantaged students, English Learners, African American student, Hispanic students, and students with two or more races.  
A. Secondary schools will continue to provide behavior intervention supports.  
B. Baseline for elementary grades. Implement Positive Behavior Intervention System (PBIS), a data entry system for coding and tracking a hierarchy of interventions as it relates to infractions and number of infractions, and which connects to Synergy. 2017-18 pilot year: train appropriate staff and develop a plan for full implementation.

**2018-19 Actions/Services**

Continue as in 17-18, with emphasis on the following:  
A. Secondary schools will continue to provide behavior intervention supports.  
B. Baseline for elementary grades. Implement Positive Behavior Intervention System (PBIS), a data entry system (Shape) for coding and tracking a hierarchy of interventions as it relates to infractions and number of infractions, and which connects to Synergy. Continue with pilot and train appropriate staff  
C. Continue to develop a plan for full implementation  
D. Provide follow-up training for all school registrars (at all 4 sites) related to coding and tracking of student suspensions in Synergy.

**2019-20 Actions/Services**

Continue as in 18-19, with emphasis on the following:  
A. All schools will continue to provide behavior intervention supports.  
B. Implement Positive Behavior Intervention System (PBIS), a for coding and tracking a hierarchy of interventions as it relates to infractions and number of infractions in Synergy.  
C. Continue to develop a plan for full implementation  
D. Provide follow-up training for all school registrars (at all 4 sites) related to coding and tracking of student suspensions in Synergy.  
E. MTSS Committee representatives will work with site team to revise site discipline action guide and implementation of restorative practices.

**Budgeted Expenditures**

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

## Action 7

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

### Location(s):

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

All

All Schools

OR

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

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:

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

[Add Scope of Services selection here]

### Location(s):

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

[Add Location(s) selection here]

## Actions/Services

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

New Action

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

Unchanged Action

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

Unchanged Action

### 2017-18 Actions/Services

Provide appropriate social/emotional supports for students and staff in a variety of ways in a continuum of services ranging from guidance counseling to clinical counseling.

### 2018-19 Actions/Services

Continue as in 17-18 with emphasis on the following:  
Provide clear communication related to the structure of the continuum of services, ranging from community partnerships,

### 2019-20 Actions/Services

Continue as in 18-19 with emphasis on the following:  
Provide clear communication related to the structure of the continuum of services, ranging from community partnerships,



A. Clinical Counselors and Educational Related Mental Health (ERMHS)

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

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

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

guidance counseling, clinical counseling and ERMHS.

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

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

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

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

guidance counseling, clinical counseling and ERMHS.

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

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

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

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

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

**Budgeted Expenditures**

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

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$642,139

Percentage to Increase or Improve Services

2.52%

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

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

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

- English Language Resource Teachers 1.4 FTE to provide daily English Language Development instruction to English Learners. The addition of resource teachers will allow English Learners to receive additional instructional time

(incorporating designated ELD strategies), which has been shown to increase student achievement.

- Professional development on ELPAC data analysis and the integration of designated ELD into daily instruction for core subjects, MTSS, PBIS, collaborative conversations, close reading, reciprocal teaching, restorative practices and

PEPs will be provided to all teachers.

- 0.5 FTE Teacher on Special Assignment for English Language Development to support all schools, particularly identified students who are not meeting grade level standards in ELA and not meeting growth goals on the ELPAC.
- 0.5 FTE Teacher on Special Assignment for Mathematics to support all schools, particularly identified students who are not meeting grade level standards in mathematics.
- Academic Support and Enrichment and/or other District intervention services.
- Supplemental Instructional materials/curricula to support identified unduplicated students' needs.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$528,135

Percentage to Increase or Improve Services

2.22%

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

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

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

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

shown to increase student achievement.

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

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

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

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

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

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

## Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

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

### Plan Summary

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

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

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

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

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

### Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Annual Update

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

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

## Annual Measurable Outcomes

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

## Actions/Services

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

## Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

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



The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

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

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

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

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

## Goals, Actions, and Services

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

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

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

### New, Modified, Unchanged

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

### Goal

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

## **Related State and/or Local Priorities**

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

## **Identified Need**

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

## **Expected Annual Measurable Outcomes**

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

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

## **Planned Actions/Services**

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

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

#### **Students to be Served**

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

#### **Location(s)**

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific

Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

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

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

### **Students to be Served**

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

### **Scope of Service**

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

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

### **Location(s)**

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

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

## Actions/Services

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

### New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

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

## Budgeted Expenditures

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

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

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

## Demonstration of Increased or Improved Services for Unduplicated Students

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

### **Estimated Supplemental and Concentration Grant Funds**

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

### **Percentage to Increase or Improve Services**

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

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

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

For those services being provided on an LEA-wide basis:

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

# State Priorities

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

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

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

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

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;

- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

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

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

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

- (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
  - (A) enrolled less than 31 days
  - (B) enrolled at least 31 days but did not attend at least one day
  - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
    - (i) are enrolled in a Non-Public School
    - (ii) receive instruction through a home or hospital instructional setting
    - (iii) are attending a community college full-time.
- (2) The number of students who meet the enrollment requirements.
- (3) Divide (1) by (2).

(b) “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).

(c) “High school graduation rate” shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

- (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
- (B) The total number of students in the cohort.
- (C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

- (A) The number of students who either graduated as grade 11 students or who earned any of the following:
  - (i) a regular high school diploma
  - (ii) a High School Equivalency Certificate
  - (iii) an adult education diploma
  - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
- (B) The number of students in the DASS graduation cohort.
- (C) Divide (1) by (2).

(d) “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).

(e) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).



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

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

# **APPENDIX B: GUIDING QUESTIONS**

## **Guiding Questions: Annual Review and Analysis**

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

## **Guiding Questions: Stakeholder Engagement**

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

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

## **Guiding Questions: Goals, Actions, and Services**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

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