

1. Briefly summarize LEA's characteristics, EL linguistic and academic performance challenges, and identify and describe those key factors of the instructional program that prevented the local educational agency (LEA) from meeting Title III AMAOs.

Historically, the Coronado Unified School District has not had a large student EL population, however recently, there has been a significant increase. Though all CUSD teachers hold CLAD certificates and CUSD is the highest performing unified school district in San Diego County, EL students have been minimally served. Elementary pull-out services for ELD have been provided for many years, and AMAO 1 and AMAO 2 goals have been met. However, removing students from classrooms during core instruction and away from typical English Only peers have limited growth for EL students. At the secondary level, a period of ELD has been a part of the daily schedule for EL students, however there has never been any sheltered support for EL/RFEP students for core or elective instruction. There is a lack of professional development and training on research-based best practices for ELs for most classroom teachers and administration at all levels which affect growth especially for Redesignated Fluent English Proficient students.

a. Describe the LEA's makeup including location, grade levels, and demographics.

Coronado Unified School District (CUSD) is a pre-school through grade 12 district located in Coronado, CA, a community located on a peninsula across the bay from San Diego. It has a total student enrollment of 3,098; 38% of the students are military-connected, which is CUSD's largest demographic subgroup. The school district is comprised of one comprehensive high school, one alternative high school, one middle school, and two elementary schools. Throughout CUSD, there are currently 48 students who are designated English Learners and 123 students designated Reclassified Fluent English Proficient. These 171 students make up approximately 5% of the student population. However, of note is that EL enrollment more than doubled in 2013-14 over 2012-13 enrollment (from 19 to 48 EL designated). CUSD has no EL designated students who have remained with such a designation for over 5 years. The native language of 99% of EL/RFEP students is Spanish. Academic Performance Index 2013 for each CUSD and each site are as follows:

Coronado Unified School District	897
Coronado High School	877
Coronado Middle School	923
Village Elementary School	902
Silver Strand Elementary School	906
Palm Academy for Learning (alternative high school)	API N/A

b. Describe findings from analyses of the CST, CAPA, CMA, CELDT, CAHSEE, state tools (e.g., ELSSA, APS), Graduation (if appropriate), and other assessments used by the LEA (e.g. benchmark assessments, curriculum embedded assessments, ELSSA Supplement) to measure EL student English proficiency and academic achievement, and findings derived from other data analyses as these relate to the three AMAOs (Goals 2A, 2B, and 2C).

ELSSA/CST:

- In 2012-13, 100% of EL students in CUSD met AMAO 1, exceeding the federal AYP target by 42.5%. CUSD also exceeded the

AYP target in 2011-12.

- In 2012-13, EL students at Coronado High School and Silver Strand Elementary exceeded the AYP target for AMAO 2. EL students at Coronado Middle School and Village Elementary School fell short of the federal target for the first time.
- In 2012-13, for AMAO 3, none of the AYP targets were met by any CUSD school, and it was for the second year in a row:

Redesignated Fluent English Proficient Percent Proficient on California Standards Test 2013 (AMAO 3)								
School Site	Coronado High School/Palm Academy (gr 9-11 average)		Coronado Middle School (gr 6-8 average)		Village Elementary (K-5 average)		Silver Strand Elementary (K-5 average)	
Federal AYP Target for proficiency ELA/Math	89.2%/88.7%		89.2%/89.5%		89.2%/89.5%		89.2%/89.5%	
	RFEP	Total Pop	RFEP	Total Pop	RFEP	Total Pop	RFEP	Total Pop
ELA	38	82	68	85	55	76	61	72
Math	12	44	59	72	69	80	78	86

CMA/CAPA:

Of CUSD students designated for CMA, approximately 40% were EL or RFEP. 19% of these students were proficient or above on CMA in ELA; 25% of these students were proficient or above on math. There were no CAPA students designated EL or RFEP.

CELDT:

Of 140 students tested on CELDT in 2013, 39% met proficient levels. If those below proficient, the greatest areas of need are in reading and writing and those students are in K-8.

CAHSEE: In 2013, all EL or RFEP students passed both in ELA and math on the CAHSEE, except for one student (RFEP) who did not pass in either area.

Graduation Rate: Coronado High School's 2013 graduation rate is 97%. All EL/RFEP students received graduated from Coronado High School in 2013.

NWEA MAP: 2013 RIT data shows that for all CUSD sites, students who are Hispanic performed below students of white or other ethnicities by an average of 5 RIT points in both ELA and mathematics.

c. Describe strengths and weaknesses in the design and implementation of the EL related goals (2A-2G and 5A) in the current LEA Plan, the prior Year 2 Title III Improvement Plan, and any other appropriate documents, e.g. the LEA's Master Plan. The program dimensions listed below are areas to consider in reviewing current plans.

• Implementation of Instructional services and methods

Strengths-One ELD teacher has serviced assessment, instruction, and program needs under the director of the Learning and Instruction department at Coronado High School and Village Elementary for many years. At Coronado High School, a designated

section of ELD is during E (early) period, allowing EL students to take an elective. At Coronado Middle School, one ELD section is offered replacing an elective for EL designated students taught by a capable teacher who is a SIOP trainer. At the elementary schools, both the district ELD teacher and an instructional aide under the supervision of the ELD teacher provide EL instruction. CHS ELD teacher has some flexibility to provide support for students and administration.

Weaknesses- An instructional aide delivers instruction to all Silver Strand EL students and to kindergarten students at Village, rather than a certificated teacher with a CLAD certificate. All elementary pull-out services for ELD remove students from classrooms during core instruction and away from typical English Only peers. At the secondary level, a period of ELD has been a part of the daily schedule for EL students, however there is no sheltered support for EL/RFEP students for core or elective instruction. More current ELD curriculum is needed for all sites as well as training on the new ELD standards and ELD/ELA framework for CCSS.

- **Professional Development (Goal 2D)**

Strengths- EL director, ELD teachers, and instructional aide have kept current on ELD best practices, CELDT administration, and have recent training on new CA ELA/ELD standards.

Weaknesses There is a lack of professional development and training on research-based best practices for ELs for most classroom teachers and administration at all levels.

- **Parent and Community Participation (Goal 2E)**

Strengths-CUSD schools have a highly involved parent community. Village Elementary is the only site to have enough EL designated students to have an English Learner Advisory Committee (ELAC). CUSD has a DELAC.

Weaknesses-Attendance at the DELAC has been very poor; Village ELAC usually has 4-5 members present, and most of them are staff.

- **Parent Notification**

Strengths- ELAC/DELAC notifications have occurred appropriately.

Weaknesses- There was no parent notification of CELDT results in 2013. Staff member assigned to these duties did not complete them. This has now been corrected (March 2014).

- **Services for Immigrant Students if the LEA receives Title III Immigrant Funds (Goal 2G)**

Strengths-Due to the large military population, CUSD enrolls students from all over the world. Generally these students perform well academically as the primary language of most of these students is English. Small group intervention services at both elementary schools, and literacy and math support sections are in place at secondary schools if students are in need of academic support. Immigrant students who require language support are identified and assessed via CELDT and placed appropriately in ELD services.

Weaknesses-see above at weaknesses for Implementation of Instructional services and methods

- **Increase Graduation Rates (Goal 5A)**

Strengths-Coronado High School had a 97% graduation rate, and is the highest in San Diego County. All EL and RFEP students have received a diploma in 2013 and for many years prior.

Weaknesses-In 2010 there was one RFEP student who did not graduate

2. Describe factors contributing to the failure to meet AMAO(s). Identify and describe factors that prevented the LEA from achieving the AMAO(s) and explain how the identified factors above were verified from evidence gathered.		
AMAOs	FACTORS (e.g., inconsistent implementation, inadequate PD, inadequate resources)	EVIDENCE (e.g., data analyses, classroom walk through, program evaluation, surveys)
AMAO 1	N/A	N/A
AMAO 2 Cohort 1: < 5 yrs	EL students at Coronado Middle School and Village Elementary School fell slightly short of AYP for the first time. In each case it was one student or very few students who did not make the appropriate CELDT proficiency level. In one instance, it was a student who was also an EL student with disabilities.	Data analyses
AMAO 2 Cohort 2: ≥ 5 yrs	N/A; CUSD does not have EL designated students in this category.	N/A; CUSD does not have EL designated students in this category.
AMAO 3 ELA	Lack of use of research-based best practices/EL instructional strategies in general education classroom teachers and/or interventions for RFEP students; lack of professional development; lack of awareness of administration and teachers of EL/RFEP student data and needs.	Classroom observations, data analyses, program evaluation
AMAO 3 Mathematics	Lack of use of research-based best practices/EL instructional strategies in general education classroom teachers and/or interventions for RFEP students; lack of professional development; lack of awareness of administration and teachers of EL/RFEP student data and needs.	Classroom observations, data analyses, program evaluation
3. Write a brief description/bulleted outline of each goal below that was identified as an area of focus from the Needs Assessment; the details for these will be part of your plan. Goal statements should be Specific, Measurable, Attainable, Realistic and Timely (i.e., SMART Goals), since they must be made actionable through strategies, actions and tasks in the Title III Improvement Plan.		

The CUSD Title III Improvement Plan will be a subset of the LCAP and site strategic plans. SMART goals' progress will be reviewed quarterly and annually by ELAC, DELAC, and CUSD EL Committee. A semi-annual report to the CUSD Governing Board on EL/RFEP student progress and District EL programs and services will be delivered.

Goal 2A: (AMAO 1 Annual Progress Learning English)

SMART Goal: By June 2015, 90% of designated CUSD EL students will achieve annual CELDT target level as established for AMAO 1.

Strategy: Following initial and annual fall CELDT assessment, students will receive designated ELD instruction based on new California ELD standards based and CCSS no fewer than 150 minutes/week with a highly qualified certificated teacher.

Action 1: Initial and annual CELDT assessments will be administered within two weeks of the start of the school year. Students will begin ELD instruction immediately upon enrollment, and following CELDT assessment, will be appropriately placed based on CELDT results, if replacement is needed.

Action 2: Elementary general education classroom teachers will deliver designated ELD instruction 30 minutes/day during non-core times of the school day. Students may be clustered for ELD instruction based on CELDT level. At Coronado Middle and High School and Palm Academy as appropriate, an ELD section will be established at either site to provide ELD instruction no fewer than 150 minutes/week based on site bell schedules. A highly qualified certificated ELD teacher will deliver instruction.

Action 3: Each site will designate a Teacher on Special Assignment (TOSA) as a case carrier for EL/RFEP students at that site. TOSAs will work with administration, teachers, parents, and students to create a personalized learning plan for each EL/RFEP student. TOSAs will help to ensure appropriate ELD/SDAIE instruction for students and parent involvement, monitor data, and provide professional development support. TOSAs will assist in ELAC and DELAC.

Action 4: A CUSD ELD committee will be established. Membership will include administration, teachers, and TOSAs to ensure program fidelity. ELD committee will review options for new ELD curriculum for all levels.

Goal 2A Budget	Amount	Source
ELD curriculum	\$20,000 (estimate)	General Fund (instructional materials)
Section of ELD for CMS/CHS/Palm	\$15,000 (District average for one section)	LCFF supplemental
TOSA for each site (5 total)	\$75,000 (District average for 5 sections; includes 4 for sites and one for district support)	LCFF supplemental, Title III
ELD fall assessment (substitutes)	\$ 3,000 (one week @\$100/day/sub)	L and I Assessment budget
ELD committee (after school hours)	\$ 2,400 (10 members/4x/yr @ \$30/hr x 2 hr)	Title IIA
Total	\$115,400	

Goal 2B: (AMAO 2 English Proficiency)

SMART Goal: By June 2015, 90% of designated CUSD EL students will achieve English Proficiency as established for AMAO 2 within three years of enrollment.

Strategy: Following initial and annual fall CELDT assessment, students will receive designated ELD instruction based on new California ELD standards based on the CCSS no fewer than 150 minutes/week with a highly qualified certificated teacher.

Action 1: Initial and annual CELDT assessments will be administered within two weeks of the start of the school year. Students will begin ELD instruction immediately upon enrollment, and following assessment, will be appropriately placed based on CELDT results and student needs.

Action 2: Elementary general education classroom teachers will deliver ELD instruction 30 minutes/day during non-core times of the school day. Students may be clustered for ELD instruction based on CELDT level. At Coronado Middle and High School, an ELD section will be established at either site to provide ELD instruction no fewer than 150 minutes/week based on site bell schedules. A highly trained ELD teacher will deliver instruction.

Action 3: Each site will designate a Teacher on Special Assignment (TOSA) as a case carrier for EL/RFEP students at that site. TOSAs will work with administration, teachers, parents, and students to create a personalized learning plan for each EL/RFEP student. TOSAs will help to ensure appropriate ELD/SDAIE instruction for students and parent involvement, monitor data, and provide professional development support. TOSAs will assist in ELAC and DELAC.

Action 4: A CUSD ELD committee will be established. Membership will include administration, teachers, and TOSAs to ensure program fidelity. ELD committee will review options for new ELD curriculum for all levels.

Action 5: CUSD EL committee, ELAC, and DELAC will revise reclassification criteria based on new California guidelines. CUSD will establish reclassification celebrations for school site involving students and parents.

Action 6: Coronado High School/Palm Academy and CUSD EL committee will establish criteria for the CA Seal of Biliteracy for graduating seniors and bring recommendations to the CUSD Governing Board for approval. CA Seal of Biliteracy criteria will be in place for students graduating in June 2015.

Goal 2B Budget - same as above

Goal 2C: (AMAO 3-AYP for ELs in English Language Arts)

SMART Goal:

By June 2015, 75% of designated RFEP students will score at proficient levels in English Language Arts as measured by local Measures of Academic Progress (MAP) and Smarter Balanced Assessment data (baseline spring 2015).

Strategy: Students will receive core instruction in classrooms with highly trained credential teachers who incorporate research-based best practices/strategies during ELA instruction (integrated ELD instruction).

Action 1: All teachers will receive professional development training on new CA ELD standards and ELA/ELD framework (see professional development goal 2D below) and research-based best practices such as SDAIE or Project GLAD (TBD).

Action 2: Each site will designate a Teacher on Special Assignment (TOSA) as a case carrier for EL/RFEP students at that site. TOSAs will work with administration, teachers, parents, and students to create a personalized learning plan for each EL/RFEP student. TOSAs will help to ensure appropriate ELD/research-based instruction for students, ensure parent involvement, monitor data, and provide professional development support. TOSAs will assist in ELAC and DELAC.

Action 3: CUSD EL Committee will consider feasibility of before/after school supports for EL/RFEP students for the 2014-15 school year.

Goal 2C Budget

Amount

Source

Professional Development/Training – see Goal 2D below
TOSA - see Goal 2A above

Goal 2C: (AMAO 3-AYP for ELs in Mathematics)

SMART Goal:

By June 2015, 75% of designated RFEP students will score at proficient levels in mathematics as measured by local Measures of Academic Progress (MAP) and Smarter Balanced Assessment data (baseline spring 2015).

Strategy: Students will receive core instruction in classrooms with highly trained credential teachers who incorporate SDAIE strategies during mathematics instruction (integrated ELD instruction).

Action 1: All teachers will receive professional development training on new CA ELD standards and ELA/ELD framework (see professional development goal 2D below) and research-based best practices such as SDAIE or Project GLAD (TBD).

Action 2: Each site will designate a Teacher on Special Assignment (TOSA) as a case carrier for EL/RFEP students at that site. TOSAs will work with administration, teachers, parents, and students to create a personalized learning plan for each EL/RFEP student. TOSAs will help to ensure appropriate ELD/SDAIE instruction for students and parent involvement, monitor data, and provide professional development support. TOSAs will assist in ELAC and DELAC.

Action 2: CUSD EL Committee will consider feasibility of before/after school supports for EL/RFEP students for the 2014-15 school year.

Goal 2C Budget	Amount	Source
Professional Development/Training – see Goal 2D below TOSA - see Goal 2A above		

Goal 2D: (High Quality Professional Development)

SMART Goal: By August 2014, all CUSD site level administration will be trained on new CA ELD standards and new ELA/ELD framework. By December 2015, all CUSD certificated staff will be retrained in on new CA ELD standards and new ELA/ELD framework.

Action 1: CUSD administration will attend SDCOE training on new CA ELD standards and new ELA/ELD framework by June 2014.

Action 2: TOSAs will attend will attend SDCOE training on new CA ELD standards and new ELA/ELD framework by June 2014 as well as SDAIE or Project GLAD training by August 2014.

Action 3: Elementary administration will identify first cohort of elementary general education staff to attend training on new CA ELD standards and new ELA/ELD framework as well as SDAIE or Project GLAD, training to be completed by August 2014. The second cohort of elementary general education staff will attend training on new CA ELD standards and new ELA/ELD framework as well as SDAIE or Project GLAD training by June 2015. The third cohort of elementary general education staff will attend training on new CA ELD standards and new ELA/ELD framework as well as SDAIE or Project GLAD training by December 2015.

Action 4: Secondary administration will identify first cohort of secondary general education staff to attend training on new CA ELD standards and new ELA/ELD framework as well as SDAIE or Project GLAD, training to be completed by August 2014 to include English and mathematics teachers. The second cohort of secondary general education staff will attend training on new CA ELD standards and new ELA/ELD framework as well as SDAIE or Project GLAD training by June 2015 to include teachers of other core content areas such as science, social studies, and electives. The third cohort of secondary general education staff will attend training on new CA ELD standards and new ELA/ELD framework as well as SDAIE or Project GLAD training by December 2015 to include teachers of other core content areas such as science, social studies, and electives.

Goal 2D Budget	Amount	Source
Professional Development/Training	\$50,000	LCFF Supplemental

Goal 2E: (Parent and Community Participation)

SMART Goal: By June 2014 and annually, Village Elementary ELAC and CUSD DELAC committees will meet no fewer than 4 times per year. If

EL enrollment reaches 21 at any CUSD site, an ELAC will be established.

Strategy: Parent and community participation will be increased through improved communication.

Action 1: District and site administration will use multiple means of communication such as direct phone calls, email, district website blog posting, Twitter, Haiku LMS, and other means to increase parent and community participation.

Action 2: Parents and community will be notified of revised reclassification criteria and Seal of Biliteracy once established by CUSD EL Committee. Parents and community will be incorporated into reclassification celebrations.

Action 3: Silver Strand Elementary should consider forming an English Learner Advisory Committee for 2014-15, if EL enrollment is stable or grows.

Goal 2E Budget

Communication

Amount

0

Source

ELAC, DELAC staff participation (certificated staff after hours, if necessary)

\$500

LCFF Supplemental

Goal 2F: (Parental Notification)

SMART Goal: By June 2014 and every year thereafter, 100 % parents of all EL/RFEP students will be notified by US mail of student CELDT results, EL/RFEP designation, services to students, District EL data and federal AYP program status.

Strategy: All appropriate staff will be highly trained on requirements for student records, data management, and parent notification.

Oversight/monitoring for completion of these tasks will be performed by site administration and district EL coordinator.

Action 1: Site administration and site support staff such as registrar and other site administrative staff will be retrained on EL/RFEP status for local student information system, annual notification requirements, student permanent record documents, and CALPADS data requirements.

Oversight of District data and systems will be conducted by District EL coordinator.

Action 2: TOSAs will be trained on EL/RFEP status for local student information system, annual notification requirements, student permanent record documents, and CALPADS data requirements in order to support site administration.

Budget: printing costs, postage, training costs

Goal 2F Budget

Printing/postage

Amount

\$1000

Source

LCFF supplemental

Goal 2G: (Services for Immigrant Students: must be addressed if the LEA receives Title III Immigrant Education Funds)

SMART Goal: Annually upon enrollment, 100% of immigrant students will be placed in appropriate intervention services based on all available student data such as CELDT, permanent record information, local baseline assessments, and student need.

Strategy: Immigrant students' needs will be met through a variety of CUSD intervention services based on consistent evaluation of data and student need, communication with parents, and student conferencing via Personalized Education Plan (PEP).

Action 1: Site administrators, registrars, and site administrative support will be retrained on Home Language Survey process. These staff members will work with site EL TOSA to determine CELDT testing eligibility and appropriate placement for students needing these services.

Action 2: A PEP will be initiated for each immigrant student upon enrollment. EL TOSA at each CUSD site will be responsible for the PEP for designated EL, IFEP, and RFEP students as needed. CUSD Academic Support and Enrichment teachers along with classroom teacher will both be responsible for the PEP for non-EL/RFEP elementary immigrant students; counselors/home room teacher will be responsible for PEP

for non-EL/RFEP secondary immigrant students. Upon completion at enrollment, PEP will be shared with all of the students' teachers and parents. PEPs will be revisited on a trimesterly or quarterly basis to gauge progress. Students will be included in all PEP conferences.

Action 3: Transition support for all immigrant students to be provided by site counselors and teachers, Military Family Life Counselor for military-identified students, student-to-student groups, and other site supports based on student need and per PEP to support students' social and emotional health.

Action 3: To ensure academic progress for all immigrant students, all site academic interventions will be available to immigrant students based on student data/PEP and include Academic Support and Enrichment Services. These services include elementary small group/leveled instruction, elementary pull-out academic support in English Language Arts (ELA) and mathematics as a double dose of academic instruction in addition to classroom instruction, EL TOSA support (both pull-out and push-in) for all sites, concurrent enrollment in ELA and math support sections in addition to students' core instruction.

<u>Goal 2G Budget</u>	<u>Amount</u>	<u>Source</u>
EL TOSA – see Goal 2A; In-kind funding from CUSD, Department of Defense Grant, and other sources for Academic Support and Enrichment teachers (elementary) and ELA/Math support classes (secondary).		

Goal 5A: (Increase Graduation Rates)

SMART Goal: By June 2014 and every year thereafter, 100% of all EL/RFEP students will graduate from Coronado High School.

Strategy: CUSD will ensure that all EL and RFEP students graduate from Coronado High School and provide the opportunity for eligible graduating students to earn the CA Seal of Biliteracy beginning in 2015.

Action 1: Site administration will work with EL TOSA and counselors on a quarterly basis to monitor performance of all grade 9-12 EL/RFEP students to ensure all EL/RFEP students are on track for graduation. CHS staff will work with CMS staff to ensure appropriate supports and transition for grade 8 EL/RFEP students into grade 9.

Action 2: Appropriate site intervention services will be provided for all EL/RFEP students based on need.

Action 3: Administration, EL TOSA, and counselors will ensure a high level of parent involvement and participation.

Action 4: Coronado High School/Palm Academy will incorporate the CA Seal of Biliteracy for graduating seniors beginning in June 2015.

<u>Goal 2G Budget</u>	<u>Amount</u>	<u>Source</u>
see other Goals		

Title III Year 4 Requirements (Section 3122[b] [4] [A]): Summarize how the LEA will specifically address changes in curriculum, program and method of instruction to address the factors limiting EL/RFEP student progress.

Through the goals established in this Title III Improvement Plan, CUSD is revising its entire system of services for students who are English Learners and those who are Redesignated Fluent English Proficient in order to ensure students' proficient status in all academic areas, graduation from high school, and preparation for college and career. Administration, teachers, and support staff will be retrained based on new California ELD standards, new Common Core State Standards for English Language Arts and mathematics, and the new ELA/ELA framework (pending CA approval) within the coming year and a half, as well as requirements for compliance of all components of state and federal EL requirements. Parent and community awareness and involvement of the needs of English Learners will be raised through improved communication and outreach to families of EL students, and participation on ELAC and DELAC. EL Teachers on Special Assignment will be

designated for each site to create personalized learning plans for all EL and RFEP students. These TOSAs will support parent involvement, teacher professional development, and administrative support. New ELD curriculum will be adopted pending CA approval of these materials based on the new ELA/ELD framework. Instead of a few involved staff members, all shareholders will have a role in support of the success for EL/RFEP students.