

**Board Goal #1/LCAP Goal #1**

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

**District Strategies:**

- All schools will provide standards-aligned core curriculum, assessment, and high quality instruction to prepare all students to graduate from high school ready for college and/or career.
- All schools will ensure access to and proficiency of 21<sup>st</sup> century learning tools, resources, and skills for all staff and students.
- All schools will provide academic learning supports including differentiated instruction for all students in order to decrease achievement gaps and engage students, with a focus on accelerating learning.
- English Learners and Reclassified Fluent English Proficient students will improve reading, writing, speaking, and listening skills in English in order to be college and career ready.
- All students will be engaged learners and take responsibility for their learning.

Goal/Step	Key Actions	Who's Responsible	Who's Involved	Resources (dollar amount and source, people, time)	Timeline	Evidence of Implementation
1.1	Students will receive instruction that is standards-based and increasingly aligned to the Common Core State Standards and Next Generation Science Standards from highly qualified teachers.	Superintendent Principals Teachers Learning and Instruction Dept. Human Resources Dept. Student Services Dept. Business Services Dept.	Principals Teachers All staff	General Fund set-aside for instructional materials; Lottery Funds (restricted and unrestricted) for consumables and licenses; Title IIA funds for professional development; other resources for release time such as CSF	2015-16 and ongoing	<ul style="list-style-type: none"> <li>• The achievement of students in grades 3-8 and 11 in English Language Arts and mathematics will improve 3% over spring 2015 baseline as measured by Smarter Balanced Assessments.</li> <li>• The achievement of English learners and reclassified fluent English proficient students in grades 3-8 and 11 in English Language Arts and mathematics will improve 3% over spring 2015 baseline as measured by Smarter Balanced Assessments.</li> <li>• The achievement of students with disabilities in grades 3-8 and 11 in English Language Arts and mathematics will improve 3% over spring 2015 baseline as measured by Smarter Balanced Assessments; The achievement of students with disabilities in grades 3-8 and 11 in English Language Arts and mathematics will be baseline as measured by California Alternate Assessment.</li> <li>• The achievement of low income,</li> </ul>

						<p>homeless, and foster youth in grades 3-8 and 11 in English Language Arts and mathematics will improve 3% over spring 2015 baseline as measured by Smarter Balanced Assessments.</p> <ul style="list-style-type: none"> <li>• The achievement of military dependent students in English Language Arts and mathematics will be equal to that of non-military dependent students as measured by Smarter Balanced Assessments.</li> <li>• 100% of CUSD teachers will be highly qualified teachers as evidenced by credential audit.</li> </ul>
1.2	Students will continue to have access to a broad course of study, including courses and opportunities related to STEAM (science, technology, engineering, arts, and mathematics) in order to be college and career ready.	Superintendent Principals Teachers Learning and Instruction Dept. Human Resources Dept. Student Services Dept. Business Services Dept.	Principals Teachers All staff	General Fund set-aside for instructional materials; Lottery Funds (restricted and unrestricted) for consumables and licenses; CSF, DoDEA	2015-16 and ongoing	<ul style="list-style-type: none"> <li>• Elective, CTE, and STEAM opportunities will be maintained as evidenced by master schedules and STEAM chart.</li> <li>• DoDEA Project STEPS evaluation plan</li> </ul>
1.3	Teachers will receive training on the data portal MMARS which will include SBAC and MAP data.	Principals Teachers Learning and Instruction Dept.	Principals Teachers Learning and Instruction Dept.	MMARS \$8,000 from DoDEA	2015-16 and ongoing as needed	Staff will use valid, reliable data on a regular basis to gauge students' needs and determine appropriate placements, interventions, and services.
1.4	Coronado High School will incorporate Palm Academy services for identified students into CHS, as well as establish new online course options for students.	CHS administration Superintendent Learning and Instruction Dept. Human Resources Dept. Student Services Dept. Business Services Dept.	CHS administration CHS staff Superintendent Learning and Instruction Dept. Human Resources Dept. Student Services Dept. Business Services Dept.	LCFF general fund	2015-16 and ongoing	Students will have more and diverse opportunities to meet students' career interests, including service learning credits, internships, industry partnerships, cadet teaching opportunities, etc. as measured by increased offerings and student enrollment in those programs. Online/hybrid/off-campus course flexibilities and opportunities will be provided to CHS students as measured by increased diversity in student scheduling and course schedules.

1.5	Students and teachers will have standards-based, up-to-date, reliable instructional materials for all core content areas, including digital and print resources.	Learning and Instruction Dept.	All administration and certificated staff	General Fund set-aside for instructional materials; Lottery Funds (restricted and unrestricted) for consumables and licenses	2015-16 and ongoing	Acquisition of instructional materials will follow new guidelines for the 2015-16 school year based on Education Code, Williams Law, Board Policies and philosophies, including valued Open Educational Resources (OER), CUSD instructional materials resources, new adoption timelines, quality of adoption materials, and ensuring that teachers' expertise and consultation is a significant part of the process.
1.6	All student groups will receive instruction from teachers with an increased capacity for 21st century best practices for instruction.	Principals Teachers Learning and Instruction Dept. Human Resources Dept.	All administration and certificated staff	LCFF General Funds, Title IIA funds for professional development; other resources for release time such as CSF		Digital proficiency of teachers will increase through professional development and support based on teachers' individual and collective needs as determined and measured by survey.
1.7	A Digital Literacy Scope and Sequence will be implemented for grades K-5 (Year 1). A Digital Literacy Scope and Sequence will be created for grades 6-12.	Learning and Instruction Dept. Technology Coordinator	Elementary administration and staff; identified secondary staff (pending) Learning and Instruction Dept. Technology Coordinator	Title IIA funds for professional development	2015-16	Assessment of students' digital literacy for each grade is to be determined, pending completion of these projects.
1.8	All sites will provide academic support interventions for identified students in English language arts and mathematics.	CUSD Administration Learning and Instruction Dept. All staff	CUSD Administration Learning and Instruction Dept. All staff	DoDEA fund, LCFF Supplement Fund, TIIG fund, LCFF General Fund; other funds such as CSF related to intervention and academic supports	2015-16 and ongoing	<ul style="list-style-type: none"> <li>Sites will use a new Multi-tiered System of Supports (MTSS) Framework in the 2015-16 school year (Board Approval pending) to determine appropriate implementation for Year 1 related to site strategic plans, which will include professional development for certificated and classified staff.</li> <li>Students in grades 2-9 are assessed using Measures of Academic Progress (gr 9 math only). CUSD will consider a pilot of MAP for Primary Grades in 2015-16 (if awarded a new DoDEA grant).</li> <li>MAP and other data will be used to set goals via personalized education plans to engage students in their learning. Compass Learning personalized tutorials</li> </ul>

						<p>(linked to MAP data) will be available for all students in grades 2-8; 1 hour/week attendance is encouraged.</p> <ul style="list-style-type: none"> <li>• All sites will provide Academic Support for identified Low Income, Homeless, Foster Youth students in English language arts and mathematics.</li> <li>• For Students with Disabilities, MAP (RIT) scores and new CAASPP proficiency baselines (TBD) will provide present levels of performance to determine progress on IEP goals and gauge proficiency.</li> <li>• Identified military dependent students who are below proficient in mathematics will participate in Academic Support and Enrichment services (elementary) and math support sections (secondary) in order to improve proficiency in math due to frequent relocations resulting in gaps in their learning (per DoDEA Grant Project STEPS). Military dependent achievement data will be disaggregated from non-military dependent students in order to ensure military-students' academic needs are being met.</li> </ul>
1.9	<p>Following initial and annual fall CELDT assessment, students will receive designated ELD instruction based on new California ELD standards based and CCSS no fewer than 150 minutes/week with a highly qualified certificated teacher. Each site will designate an EL Resource Teacher (EL RT) as a case carrier for EL/RFEP students at that site. EL RTs will work with administration, teachers, parents, and students to create a personalized learning plan for each EL/RFEP student. EL RTs will help to ensure appropriate ELD/SDAIE instruction for students and parent involvement, monitor data, and provide professional development</p>	<p>District Bilingual Director (Sr. Director of Learning and Instruction) EL RTs All CUSD administration All staff</p>	<p>District Bilingual Director (Sr. Director of Learning and Instruction) EL RTs All CUSD administration All staff</p>			<ul style="list-style-type: none"> <li>• CUSD EL Committee, ELAC, and DELAC will revise reclassification criteria based on new SBAC baseline data in fall 2015.</li> <li>• CUSD will hold reclassification celebrations for school site involving students and parents annually.</li> <li>• Coronado High School will issue the CA Seal of Biliteracy for graduating seniors who meet the criteria.</li> <li>• All CUSD administrators and teachers will receive professional development training on new CA ELD standards and ELA/ELD framework and research-based best practices such as SDAIE or Project GLAD by December 2015 per federal Title III Improvement Plan.</li> </ul>

	support. EL RTs will assist in ELAC and DELAC. District and site administration will use multiple means of communication such as direct phone calls, email, district website blog posting, Twitter, Haiku LMS, and other means to increase DELAC parent and community participation and awareness.					
1.10	CUSD will continue to emphasize an environment of student-centered learning whereby the student believes he/she is personally in charge of his/her education and highly motivated for success.	Superintendent Principals Teachers Learning and Instruction Dept.	Superintendent Principals Teachers Learning and Instruction Dept.	Measures of Academic Progress (MAP) assessment (grades 3-8 and gr 9 math) \$22,500 (see also Goal 1); Compass Learning licenses (gr 2-8) \$27,000; RTI Committee/PEP meetings \$4,000 all funded from DoDEA Project STEPS Grant (carryover year)	2015-16	<ul style="list-style-type: none"> <li>The CUSD Response to Intervention Committee will review PEP definitions and practices to increase all CUSD students' ability to be engaged their learning, and make recommendations to CUSD regarding PEP to support achievement of all students.</li> <li>CUSD will maintain the current percentage of students with personalized education plans (PEPs) (86%) including 100% of EL/RFEP students, below proficient or credit deficient military-connected students, students with disabilities (IEP), and other identified below proficient students (aligns with DoDEA grant and Title III Improvement Plan).</li> </ul>

**Board Goal #2/LCAP Goal #2**

**Board Goal: Communicate openly, freely, and accurately to engage and involve all shareholders.**

**District Strategies:**

- Various methods of communication will be used in order to engage and support shareholders.
- Shareholder participation, communication, and engagement will continue to be a priority in order to support all students, including all required parent participation.
- Communication methods will be assessed using multiple measures.

Goal/ Step	Key Actions	Who's Responsible	Who's Involved	Resources (dollar amount and source, people, time)	Timeline	Evidence of Implementation
2.1	Implement communication methods such as websites, email blasts (Constant Contact), mass communication via text/emails	Superintendent Technology Coordinator All	Superintendent Technology Coordinator All	LCFF general fund, Technology Dept. budget	2015-16 and ongoing	Usage reports for various communication methods will provide means for gauging effectiveness. Strategic planning annual meetings, surveys,

	(Edulink replacing School Connects), Haiku, Google, the weekly CUSD Communique, Twitter, Facebook, etc., and inform shareholders of these methods and how to use them.	administration	administration Site administrative staff All teachers			and forums will effectiveness.
2.2	Ensure that District and site strategic planning committees will include parents who represent varied student needs, including military parents, parents of students with disabilities, and parents of English Learner/Reclassified Fluent English Proficient students.	Superintendent Senior Director of Learning and Instruction All administration	Superintendent Senior Director of Learning and Instruction All administration	Planning time	2015-16 and ongoing	Rosters sign-in sheets reflect participation of parents of various student demographics.
2.3	Increase student, teacher, and family participation on CUSD Survey, and strive to ensure that annual surveys demonstrate an increase in self-reported positive school interactions.	Superintendent Senior Director of Human Resources Senior Director of Learning and Instruction All administration	All administration All teachers All parents All students	LCFF general fund for Panorama Education (survey vendor)	2015-16 and ongoing	Participation on CUSD Survey to students, teachers, and parents survey will increase over 2014-15 participation: Students 90% (88% in 2014-15), Teachers 50% (33% in 2014-15), Families 35%, and (8% in 2014-15). Results will demonstrate an increase in positive school interactions.
2.4	Parent participation in parent/teacher conferences will continue to be emphasized as part of a students' personalized education plan.	All Administration All teachers All parents	All Administration All teachers All parents	Staff and parent time	2015-16 and ongoing	100% elementary parent participation will be maintained, and secondary parent conference data will be baseline.
2.5	Provide a series of CCSS and NGSS trainings for parents, including improvements to resources for parents via district websites.	Superintendent Senior Director of Learning and Instruction All administration	Superintendent Senior Director of Learning and Instruction All administration Teachers Parents	Staff and parent time	2015-16 and ongoing	Schedule and topics for parents information on CCSS and NGSS is pending. Sign in sheets will provide baseline data.
2.6	District and school administrators will monitor School Site Council (SSC), English Learner Advisory Committee (ELAC), and District English Learner Advisory Committee (DELAC) to ensure 100% compliance with state and federal laws and local committees.	Superintendent Senior Director of Learning and Instruction All administration	Superintendent Senior Director of Learning and Instruction All administration EL RTs Parents	Staff and parent time	2015-16 and ongoing	Sign in sheets will provide participation data. DELAC parent participation will increase over 2014-2015 participation.

**Board Goal #3/LCAP Goal #3**

**Board Goal: Maintain safe and supportive schools where students and staff thrive.**

**District Strategy:**

- CUSD will maintain safe facilities and learning environments for all students and staff.
- CUSD will provide social-emotional supports in order to ensure that students' needs are met in order for learning to be optimum.
- Professional development/training will be provided to ensure all staff is well-trained and highly qualified.

Goal/Step	Key Actions	Who's Responsible	Who's Involved	Resources (dollar amount and source, people, time)	Timeline	Evidence of Implementation
3.1	CUSD will continue to secure the perimeter of each school with gating/fencing/locking systems; badging and personal identification systems and sign-in registration at every school site. All systems will be tied in with Coronado Police and Fire Departments and Naval Base Coronado security.	Superintendent Asst. Superintendent for Business Services M & O Dept. All administration	Superintendent Asst. Superintendent for Business Services M & O Dept. All administration All staff	Fund 40 Staff time	2015-16 and ongoing	Facilities Inspection Tool (FIT), site sign-in logs, the wearing of badges by all staff, site safety plans, drills, and evaluations
3.2	CUSD will add additional instructional minutes to each school site's bell schedule for the 2015-2016 school year in order to allow for potential early release of students and staff due to extreme heat conditions.	Superintendent Senior Director of Learning and Instruction All site administration	Superintendent Senior Director of Learning and Instruction All site administration Administrative staff	Staff time	2015-16 and ongoing	Bell schedules and CUSD Instructional Minutes Audit
3.3	Social emotional support for identified students will be provided in a variety of ways.	Asst. Superintendent for Student Services All administration Counselors	Asst. Superintendent for Student Services All administration Counselors Students Parents	Special Education funds City of Coronado Joint Powers Agreement Dept. of Defense support for MFLCs		Various counselor logs, student study teams records and other evidence will be used to gauge the level of student support at each site; Clinical Counselors and Educational Related Mental Health (ERMHS) Counselors will be providing classroom/staff presentations, individual counseling, walk-in counseling, risk management services, parent consultation, and group counseling. They review on-going data collection from these programs to provide formative analysis of student social emotional needs across the district. At the conclusion of the 2015/16 school

						year, a summative analysis of collected data will be conducted to determine effectiveness of the programs provide guidance for programs in 2016/17. Clinical counselors will take the lead in the collaboration with district academic counselors, CUSD School Liaison Officer for Navy Region Southwest, CUSD Military Life Consultants (MFLCs), as related staff.
3.4	CUSD School Resource Officer (SRO) from the Coronado Police Department will support student needs at all sites.	Superintendent Asst. Superintendent of Student Services School Resource Officer All administration	Superintendent Asst. Superintendent of Student Services School Resource Officer All administration	City of Coronado funds Staff time	2015-16 and ongoing	All students in grades 4 and 6 (via Wheel class) will receive instruction on the Gang Resistant Education And Training curriculum, provided by SRO. SRO will support sites and students' as needed.
3.5	CUSD students will participate in a digital citizenship course.	Senior Director of Learning and Instruction Technology Coordinator Technology Resource Teachers All administration	Senior Director of Learning and Instruction Technology Coordinator Technology Resource Teachers All administration Teachers Students	Instructional Materials Funds	2015-16 and ongoing	An implementation plan will be determined for the 15-16 school year, with input from teachers, technology resource teachers, and district administrators. A digital citizenship course has been identified from Common Sense Media, supported by SDCOE.
3.6	The Acceptable Use Policy (AUP) will be updated by CUSD and Board approved; it is re-signed by parents annually.	Superintendent Technology Coordinator	Superintendent Senior Director of Learning and Instruction Superintendent of Student Services Technology Coordinator Technology Resource Teachers	Staff time	2015-16 and ongoing	At registration, all parents sign the AUP.



			All administration Teachers Parents Students			
3.7	Provide professional development to ensure all certificated and classified staff is well-trained and highly qualified.	Superintendent Senior Directors of Human Resources and Learning and Instruction All CUSD administration and mid-management	Superintendent Senior Directors of Human Resources and Learning and Instruction All CUSD administration and mid-management All staff	LCFF general and supplemental funds, Title IIA, Title III, DoDEA, and other resources such as CSF	2015-16 and ongoing	CUSD professional development plan uses available time and financial resources to support certificated and classified employees for 2015-16 with input from the CUSD Professional Development Committee (representative of all certificated staff) for the 2015-16 school year. The venue for garnering input from classified staff is to be determined, but completed before the start of the 2015-16 school year.

## ARCHIVED INFORMATION

### List of Accomplishments from Past Strategic Plans

1. Identified members of the Department; include TRT positions by list of member responsibilities
2. Set roles and responsibilities for members by creating an organizational chart and revised annually. Completed December 2008
3. Develop plan for expanding department as needed and as financially able. Completed 2008
4. Defined state and national technology standards (2007) that are essential to Coronado Unified School District including collecting a wide variety of tech standards.
5. Established roles and responsibilities (2006) for Technology Resource Teachers (TRTs) for implementing staff development plans at each site; time expanded at CMS and CHS by CSF funding.
6. The GREAT Committee was formed (2007) and much information was obtained on ways to increase revenue. The recommendation from the Committee was that the only solution was to bring a Parcel Tax Election to the voters for an amount to be determined. To begin the process, the Committee recommended that an expert be hired to conduct a survey of the community as to the likelihood of a Parcel Tax being assessed by the electorate.
7. A professional survey was conducted in 2009 by Brad Senden of The Center for Community Opinion in San Ramon, CA. The results showed a Parcel Tax election would be poorly received by the voters with less than 40% favoring even a small amount of tax being assessed. Since the state requires a 66% approval of the voters, the Board decided to not pursue a Parcel Tax at this time.
8. The Board passed a resolution in 2010 favoring a state proposition to lower the approval rate needed to pass a Parcel Tax to 55%.
9. Special groups of shareholders were either created or continued including the following: Budget, Superintendent Teacher Advisory (STAC), Parent Leadership (P/CSF), Facilities, GREAT, City Leaders, Strategic Planning Teams for Site and District, Special Ed Parent Advisory (SEPAC), Community organizations, School Site organizations, Local Partnership Council (Navy/School), SC21 (Technology), Traffic Advisory, Board Workshops once a month.
10. Communication methods were analyzed and current opportunities used for dialogue that are effective were continued. Those that were not effective were ended or combined for more efficient effectiveness. A list of individuals who will provide the messages was developed. Options to increase parent/teacher conferences at the elementary level to 2x per year were evaluated and found to be not necessary.

11. Surveyed parent community on availability of electronic communication; determined non-electronic alternatives; Analyzed webpage content and usage; Selected community websites with whom to align the District webpage; publicized simple web address; Provided Board Meeting Agendas electronically on District website.
12. Completed articles in Eagle Journal for several months on financial crisis, 21st Century Learning goals, and aquatic facility plan clarification.

### **2010-2011 Accomplishments**

1. Virtualized services such as cloud computing by contracting with the San Diego County Office of Education for data storage or warehousing. This service included migration of data, onsite/offsite backup, and retrieval.
2. Supported a resolution favoring a state proposition to lower the approval rate needed to pass a Parcel Tax to 55%.
3. Established multiple opportunities for more open dialogue with all shareholders in the community
4. Promote electronic communication and provide non-electronic alternative
5. Offered more written information to the community
6. Called for an Education Summit in Coronado to begin with the District Strategic Planning session in January and February 2011.
7. Encouraged district-wide collaboration by creating four days of professional development for all district staff in 11-12.
8. Character Education promoted community-wide by Board resolution, City Council Resolution, endorsement by parent organizations, CSF, and various community groups such as Chamber of Commerce, Rotary Club, Optimist Club, etc.
9. Implemented the NWEA MAP formative assessments and made plans for continuing that implementation in 11-12.
10. Improved the performance of SATT 21 implementation and increased the number of digital devices. Made application to DODEA for continuation of SATT 21 grant.
11. Created three days of professional development in 11-12 (Board approved in June) and began making plans to implement.
12. All strategic plans were performed and the planning process was realigned.

### **2011-2012 Accomplishments**

1. Strengthened virtualized services for data storage including data migration, onsite/offsite backup, and retrieval
2. Repaired and improved network infrastructure; moved Exchange 2003 services to virtual servers and upgraded to Exchange 2010
3. Supported a resolution favoring a state proposition to lower the approval rate needed to pass a Parcel Tax to 55%.
4. Established multiple opportunities for more open dialogue with all shareholders in the community, including an Educational forum and a Calendar Forum
5. Began the District Strategic Planning session in November 2011 to allow all other sites/departments to follow Board goals.
6. Encouraged district-wide collaboration by creating three days of professional development for all district staff
7. Character Education promoted community-wide by Board resolution, City Council Resolution, endorsement by parent organizations, CSF, and various community groups such as Chamber of Commerce, Rotary Club, Optimist Club, etc.
8. Implemented the NWEA MAP formative assessments to another 800 students bringing the total student count to over 1200
9. Implemented *Write On!*, a formative and summative District writing assessment for K-5
10. Conduct a needs assessment with Strategic Plan participants in November 2011 to determine the specific ways to communicate with groups.
11. Determined which communication forms work best for different groups.
12. Began to implement methods of feedback that best achieve the strategy of reaching consensus on effective school and community communication tools to access information, increase understanding, and improve relationships.
13. Developed a stronger relationship with Coronado SAFE using the Six Pillars of Character as the foundation for all learning
14. Began to explore instructional process called Response to Intervention (RtI)
15. Implemented Vertical Team structure in all school sites for sharing exemplary classroom best practices
16. Elevated the importance of professional learning communities (PLC) as a best practice to all staff

## 2012-2013 Accomplishments

1. Implemented a new CUSD evaluation process for all teachers and administrators.
2. Created a new three year technology plan that provides 21st century learning through virtual use of technology.
3. Successfully completed the Students Achieving Through Technology in the 21st Century (SATT-21) Grant.
4. Awarded a new three year funding grant from DODEA for \$1.65 million. The new grant is called Project STEPS (Students, Technology, Education Plans =Success).
5. Started Coronado Pathways Charter School with a fall of 2013 beginning.
6. Twice as many teachers utilized 1:1 learning in classrooms throughout Coronado Unified School District.
7. PEP philosophy of instruction became more prominent as a result of making it a condition of the STEPS grant.
8. Completed new websites for CoSA, Crown Preschool, and Coronado Pathways Charter School.
9. Began the process of building a new District website and then moving all content into that website by June 2013.
10. Haiku pilot was successfully begun in fall 2012 with 35 teachers and finished with almost 60 teachers.
11. SchoolConnect communication software implemented with ability to blast emails, texts, and voice automatically.
12. Coronado Communique publishes every Friday with over 1400 views per week.
13. Calendar forums, DCP parent / teacher trainings, CCSS workshops, MAP faculty trainings, & budget workshops.
14. Assessed the communication methods utilized last year using multiple measures in Strategic Planning sessions.

## 2013-14 Accomplishments

1. Maintained APIs over 900 for three of our four school sites. These reflect a 3-year average (2011-2013 Growth API). Continue to be the highest performing unified school district in San Diego County.
2. Implemented Year 2 of *Project STEPS* (Science, Technology, Education Plans = Success).
3. Implemented Year 2 of a new teacher and administrator evaluation system. 70% of each teacher's evaluation was based on observations and 30% was based on SMART goal data.
4. Authorized and supported the opening of Coronado Pathways Charter School in fall 2013.
5. Implemented Year 1 of Crown Preschool as a fee-based preschool program at the Early Childhood Development Center and made plans to expand to two classrooms with a full inclusion model for the 2014-15 school year.
6. Planned for an entirely restructured EL program for 2014-15 to include EL Resource Teachers for each site using federal Title III fund and LCFF Supplemental funds.
7. Provided six professional development days to CUSD certificated and classified staff focusing on the Common Core State Standards and the Smarter Balanced Assessments; provided sustained professional development for elementary teachers in CCSS Literacy and secondary teachers in mathematics.
8. Increased communication to all shareholders via new websites for CUSD, CoSA, Crown Preschool, and Coronado Pathways Charter School; implemented Haiku LMS; implemented CUSD presence on Facebook and Twitter.
9. Created a digital textbook for science for grades 6, 7, and 8 based on the Next Generation Science Standards using Open Educational Resources and Haiku as a means of delivery to students.
10. Designed a new secondary math course sequence (grades 6-12) based on the Common Core State Standards.
11. Participated in a multi-state field test of the Smarter Balanced Assessment for grades 3-8 and 11 which was entirely delivered via computer.
12. Implemented Year 1 of a survey about CUSD for students, parents, and teachers as a significant means of receiving feedback in order to improve services.
13. Provided Personalized Education Plans (PEP) to 45% of CUSD students, which included all students in grades 6-8, many elementary students, and most students needing intervention support. Palm Academy for Learning continues to be the model for CUSD.
14. Increased use of *Measures of Academic Progress* (MAP) as formative assessment for students in grades 2-8 in English Language Arts and mathematics, and grade 9 in mathematics and provided information parents of all tested students each trimester.

15. Awarded \$600,000 from a competitive grant under the California Career Pathways Trust to Coronado School of the Arts digital media conservatory; earned many local and national awards for excellence in the arts at Coronado School of the Arts; continued to implement Carl Perkins Grant funding to support expanding the network of Arts, Media and Entertainment programs in California. Coronado School of the Arts is a demonstration school to help meet the goals of the Perkins Leadership contract.
16. Celebrated the 100<sup>th</sup> year of the establishment of the Coronado Unified School District, with the 100<sup>th</sup> graduating class to be realized in June 2015.