

Introduction:

LEA: Coast Unified School District **Contact (Name, Title, Email, Phone Number):** Victoria Schumacher, Superintendent, vschumacher@coastusd.org, 805-927-3880 **LCAP Year:** 2016-17

Local Control and Accountability Plan and Annual Update Template

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

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

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

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>The goals of Coast Unified School District that are addressed through our LCAP include:</p> <ol style="list-style-type: none"> 1. To expand students' communication and critical thinking in literacy 2. To accelerate students' academic outcomes in mathematics 3. To advance students' college and career readiness <p>In order to gain stakeholder input ion addressing these goals CoastUnified School District engaged in the following process:</p> <p>Involvement Process</p> <p>June 19, 2015 CUSD Manager's Retreat (included Board members and principals) held at the Cambria Pines Lodge on June 19, 2015 after school ended</p> <p>August 13, 2015 Presentation at the Board Meeting by Superintendent (A student representative is present at all Coast Unified Board meetings)</p> <p>August 24, 2015 District Welcome Back Meeting Presentation by Superintendent, subsequent site meetings by principals with faculty stakeholders.</p> <p>September 2, 2015 Technology Committee meeting. Stakeholders include certificated and classified staff, parents.</p> <p>September 8, 2015 Back to School Night at Cambria Middle School, September 15 at Santa Lucia Middle School, and September at CUHS. Faculty and parent stakeholders</p>	<p>Impact on Goal</p> <p>Discussion of the district goals and strategies needed to meet goals for 2015-16. Shared the “Unity of Purpose” gathered from several meetings held with district stakeholders throughout the year.</p> <p>Presentation of the “Unity of Purpose” which includes the LCAP goals and state priorities. Graduate profile discussed and a proposed survey to provide for student stakeholder input across all three schools.</p> <p>Shared information and engaged faculty in goals for the year and services in place to achieve them. Feedback from staff given to principals at local campus meetings.</p> <p>Technology discussed and how it relates to meeting our goals. Designed a data table for each campus to complete on the scope and sequence of technology requirements as it relates to district goals. Each school tasked with completing the table with staff and reporting back to committee.</p> <p>Principals address parents regarding parental involvement. Teachers discuss the District’s goals and the services in place for achievement in ELA and Math (Goals 1 & 2). At high school the emphasis was placed on College and Career readiness and informing parents of services in place to guide students toward college. (Goal 3)</p>

September 21, 2015 ELAC meeting held at Cambria Grammar School.

Meeting to build our stakeholder group in order to assess needs and concerns throughout the school year. Presented the parents with the District goals. Efforts made to make parents aware of the link between attendance and success in grammar school and ultimately career and college readiness (Goal 3). Reviewed the eight mathematical practices . New EL teacher will be spending time assessing math and addressing issues with RTI(Goal 2). Concerns by parents about the need for after- school support to help with student achievement. Parents informed that a stipend for additional homework help after school with a credentialed teacher is available and there is additional support provided by the YMCA after-school program (Goals 1 & 2).

September 24, 2015 ELAC meeting held at Santa Lucia Middle School

Building our stakeholder group to help in assessing needs and concerns throughout the school year. Shared District goals. Provided quantitative data from the CASSP and showed how EL population is doing compared to the general population. Informed parents of change in staff that includes a full-time, dedicated EL teacher on site.

September 30, 2015 College and Career Readiness Committee. Full day meeting with stakeholders including parents, community, certificated and classified staff

Drafted the graduate profile survey designed to elicit information from student stakeholders at all schools. It will help determine what students need to achieve at each grade level to be college and career ready and provide valuable student input. Students will self-assess in grades 5, 8, 10.

October 7, 2015 presentation to Board on Curriculum/Instruction, LCAP, College & Career Readiness

Presentation included information on Goal 3 College and Career Readiness, the status of the Graduate Profile and a focus on the Agriculture Pathway. Discussion of the need for a new barn in order to house animals being used for Ag classes to support Goal 3.

October 15, 2015 DELAC Committee
Discussion of LCAP goals and 1:1 parent/student stakeholder workshop

Presented the LCAP, testing data and solicited parent input. Parents would like help with technology to obtain student grades and help with math homework. Used our student stakeholders to provide tutoring to parents on tools available for them to see grades and check assignments to help student progress. Students also demonstrated the ETC portal's wide array of language tools and provided math help options for students (Goal 2).

October 20, 2015 PTA meeting and presentation by Superintendent to parent stakeholders

Discussed District LCAP and goals. Comments from parents were positive. Encouraged parent involvement and invited stakeholders to attend the January 20th LCAP meeting and to get involved with their ELAC committees.

October 28, 2015 Technology Meeting with presentation by Santa Lucia Middle School on scope and sequence and our goals and subset

Stakeholders are informed about how the Middle School sees its role in addressing our goals through the use of technology. Technology committee discussed the need to support the employment of librarians in the District as they are integral to technology and literacy, and to bolster library services at the grammar school and middle school levels. This would require an increase in the library media clerks' hours to provide library services throughout the day to support literacy with the use of programs to help struggling readers including Newsela, AR 360, Read Naturally, Rosetta Stone and online resources.(Goal 1).

November 2, 2016 School Site Council Santa Lucia Middle School

Principal reviews data from CAASPP with teacher and parent stakeholders. New assessments developed through Illuminate are made available for review. Principal reports that ELA assessments reveal need for additional help with grammar. Math assessments reveal need for help with computation. Impact on LCAP was to add a new 5-A-Day program for all grades to hone in on grammar for Goal 1. In addition, math curriculum changed to include computation drills to support Goal 2.

December 9, 2015 Career and College Readiness Committee meeting

Teachers, classified staff, parents review the questions of the Graduate Survey to ensure the data collected can be used to drive college and career readiness. Survey is fine tuned so that student stakeholders at all three schools can participate at their level to give valuable feedback (Goals 1,2,3). Discussion of need for middle school students to begin touring local colleges and for high school students to be offered college tour opportunities (Goal 3).

December 17, 2015 Coast Union High School ELAC

Discussion of the LCAP goals and the services in place to meet the goals. The SLOPE grant and Career Technical Education grant explained. Stakeholders are enthused about new opportunities. Pathways described and the TOSA was introduced to answer questions. Family advocate available for questions about services to insure EL parents are fully informed.

Jan. 19, 2016 Cambria Grammar School PTA Meeting

Principal, Bob Watt, attended meeting and discussed LCAP goals with parent stakeholders. Positive input from parent stakeholders about College and Career pathways at high school (Goal 3).

January 20, 2016, LCAP meeting to update and receive input from Coast Unified stakeholders about the LCAP. Stakeholders included community members, parents, including District English Learner Advisory parents; teachers, classified employees, the Director of Technology, principals, the Administrative Assistant to the Superintendent, and the Superintendent.

Data provided to stakeholders include CAASSP results, Cuesta testing, and AP results. Break-out groups and discussion about goals and data. Issues were initially addressed in a round table discussion and then later stakeholders provided written questions that were reviewed, answered and posted on our website. Concerns that surfaced during the meeting included:

*AP Test Results and how Coast Union measures compared to state AP results was addressed as a concern. Impact on 2016-17 LCAP will include reassigning teachers and providing focused professional development for AP courses. (All goals)

*Low percentage of 11th graders meeting standard on SBAC in English and Math. Impact on 2016-17 LCAP will be to provide a second period of math and English support for students who struggle. Additionally there will be an increase in professional learning opportunities and/ or coaching for Math and ELA across campuses (Goals 1 & 2).

*Question whether CUHS students are offered enough classes to meet requirements of UC admission. Impact on 2016-17 LCAP is to support the two pathways that will provide an additional 6 courses approved for UC admission. In addition, a dual enrollment Engineering Class through Cuesta and three additional electives will be provided. This will provide for more course access and pupil engagement (Goal 3)

*Questions regarding civic engagement and physical and emotional wellness of students. Impact on 2016-17 is to continue to provide mental health counseling services at all schools to support all students, and target the emotional, behavioral and academic needs of our Foster youth and LI students. District will continue to support leadership programs at all three schools, which will improve school climate. Further a new Mock Trial course will be added at the high school to encourage civic engagement (Goal 3).

*Input requested on how the District is preparing students to be career and college ready. Impact on the 2016-17 LCAP is to hire a counseling specialist to serve middle and high school students, maintain position of TOSA to provide technical training to teachers, add new electives, and structure and support the two College and Career Pathways (Goal 3).

	<p>*Input over need to increase involvement with parents on school related committees. Impact on 2016-17 LCAP is to have School Board members and Superintendent to actively participate in parent group meetings. LCAP advisory meetings next year will be held in the afternoon and evenings. Personal invites will go out to Board members of those organizations who support our District's students (University Women, Rotary, Lions, CEF, CCC, PTA, Boosters).</p>
<p>January 21, 2016 ELAC meeting held at Santa Lucia Middle School</p>	<p>Discussed the LCAP goals and shared data from the CEDLT results and the reclassification process. Stakeholders question the factors that are used in reclassification process and want to know what services their students are receiving toward reclassification. Impact on 2016-17 LCAP is to continue the Reading 180 program, utilize Newsela software in all grade levels, use AR 360 for fiction and non-fiction reading and to continue to provide a full-time ELD teacher on site (Goal 1).</p>
<p>January 25, 2016 ELAC meeting held at Cambria Grammar School</p>	<p>Parents walked through the CELDT test results and the areas tested. Parents informed of the reclassification process. Introduced the new ELA textbooks and explained how ELD is integrated into curriculum. Parents receive information from the family advocate and made aware of services to assist their students emotional and behavioral needs (Goal 1).</p>
<p>February 10, 2016 Technology Committee meeting and presentation to the Board</p>	<p>Stakeholders are informed about how the high school sees its role in addressing District goals through the use of technology. Discussion of the purchase of Chromebooks for high school students and computer lab for CUHS discussed as it relates to students being able to meet goals. Key message to Board includes all three sites should having full-time Library Media clerks to assist with research, reading, and technology. Impact on 2016-17 goal is to consider the increase of hours of the Library Media Clerks at CGS and SLMS to support all three goals.</p>
<p>February 12, 2016 Meeting with Dr. Brescia and SLOCOE Team</p>	<p>Meeting involving County and District staff regarding the LCAP process.</p>

February 16, 2016 ELAC Coast Union High School

Concerns by parent stakeholders over Math and ELA preparedness have resulted in actions being taken to improve these scores. Parents informed of the professional development with Kristen Nason on Close Reading to increase literacy (Goal 1). Parents informed of the Cuesta College math coach, professional development for AP Math and the newly adopted CPM curriculum to accelerate our math outcomes (Goal 2).

February 17, 2016 College and Career Committee meeting to review student stakeholder input

Graduate Profile Survey from 5th graders, 8th graders and 10th graders reviewed. Target areas where results show students felt least prepared for matriculation include an understanding of how technology relates to success in careers and an understanding of the variety of career options available to them in their future.

Committee agrees that emphasis on college tours for middle school and high school is important for college and career readiness (Goal 3). In addition to the Career unit in 8th grade and the Career Fair at the high school, the students will meet 1:1 with the Career Counselor beginning in 8th grade. Committee feels that to better engage student and parent stakeholders for College and Career readiness a showcase for high school and middle school parents and student stakeholders should be provided at CUHS. Impact on LCAP includes calendaring, college tours this spring for the high school and middle school. Tours to be an annual event at SLMS and possibly a bi-annual event at CUHS. In addition CUHS showcase calendared for spring and will be an annual event to showcase career and college readiness programs at high school, answer questions and seek input from student and parent stakeholders.

Cambria Grammar School Staff meetings

Discussion of math goal and review of implementation of new math curriculum. Staff stakeholders would like professional development to address math needs and discussed how it would be best provided. CUSD contracted with the COE for professional development. Impact on 2015-16 LCAP was to utilize new teacher to assess and provide math RTI for our identified students and provide additional math PD (Goal 2)

February 23, 2016 Presentation to the Lions	Discussed LCAP and the District goals. Membership voiced concerns about students needing help with science homework at CUHS which is integral to career and college readiness (Goal 3). Impact on LCAP is to provide a STEM Center with community volunteers for students struggling with homework on campus. This would be accomplished in collaboration with community stakeholders. (Goal 3).
March 8, 2106 Child Welfare Services Quarterly Education Council meeting	Bob Watt, CGS Principal and Director of Student Services attends on behalf of CUSD. A major topic of discussion was “Strengthening the Pipeline to Higher Education”. FosterEd, a foster youth advocacy non-profit, is offering their services in the County. It would include partnering with local post-secondary institutions to support student transitions and creating data sharing agreements for all foster students. Impact on 2016-17 LCAP is to pursue this partnership and to provide additional services for our foster stakeholders toward meeting Goal 3, College and Career Readiness.
March 15, 2016 CUHS Showcase for parent and students	An opportunity to introduce incoming 8th graders and current high school students to the high school curriculum, counselors, and new classes expected in 2016-17. Questions by parents answered by Career Counselor, Guidance Counselor and TOSA. Feedback was positive (Goal 3).
March 17, 2016 CUHS Site Council Meeting	Superintendent and Board member attend Site Council meeting along with student stakeholders. Discussed issues regarding LCAP goals with student stakeholders and Site Council members.
March 23, 2016 SLMS Site Council Meeting	Last quarter assessment data provided to stakeholders. Data from latest assessment shows substantial improvement as illustrated to parents on Illuminate. Impact on 2016-17 LCAP include changes in schedule to accommodate a new math support class to support Goal 2. Stakeholders apprised of College Exploration Tour for 8th graders and that students will be meeting with College/Career Counselor individually to begin college preparation for Goal 3. Campus tour to show new facilities including Wood Shop and Art Lab to encourage hands-on learning, assist in project based learning and prepare for career and college readiness in (Goal 3)

March 23, 2016 University Women

Meeting where community stakeholders informed of LCAP goals—focus was on Goal 3.

Answered questions regarding college readiness of students and received support for program. Members informed of our goal to have all students participate despite financial ability. Members offered financial support to scholarship any student who struggles financially.

March 23, DELAC Meeting and potluck

Meeting with parent stakeholders. Guest speakers discussed issues covered in the Healthy Kid Survey including school connectedness, sex education and drug and alcohol use. Parents supportive of having counselors at schools handle these tough subjects. Impact on LCAP is to reinforce need to keep counselors to improve student engagement and school climate.

April 6, 2016 CUHS Booster Club Meeting

Meeting with parent stakeholders to discuss LCAP and concerns over test results. Parents informed of the services in place to help raise test scores.

April 7, Meeting with TOSA Dan Hartzell and Superintendent to discuss feedback from Michael Specchierla

Establish baseline data to use to determine effectiveness of Pathways as it relates to student's Career and College Readiness (Goal 3). Impact on 2016-17 LCAP is to provide qualitative and quantitative data to use to evaluate. The data will include the percentage of students who have successfully completed three courses of a pathway, the percentage of students who complete a work-based learning experience, and the percentage of students who attain industry certificates. TOSA, Guidance Counselor and Career Counselor will maintain records and report on these college and career readiness indicators.

April 12, 2016 Presentation to Cayucos Lions/Lioness by Superintendent and Dan Hartzell

Discussed the LCAP goals and presented information regarding the CUHS pathways in support of College and Career Readiness. Cayucos stakeholders were engaged and receptive to new Pathways and will continue to be a big supporter of CUHS scholarship program supporting Goal 3.

April 21, 2016 Newcomers Club in Cambria

Presented LCAP, District Goals and Pathways. Purpose is to raise awareness in community and encourage input and attendance at LCAP meetings

The topic of LCAP and the district goals will continue to be on all agendas for ELAC, SSC, DELAC, and other school-community meetings. Key messages from each meeting will be documented and shared. Should messages include follow up, this will be addressed at the next held meeting.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

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

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

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

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

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

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, 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?

<p>GOAL 1:</p>	<p>To expand students' communication and critical thinking in literacy</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify</p>
<p>Identified Need :</p>	<p>In identifying district data to demonstrate to stakeholders and to the district the need for this goal, the most recent available baseline data has been presented for each priority. In the sole area of English Learner reclassification rate, CUSD has comparison data between the baseline year 2014-15 and the current school year of 2015-16.</p> <p>While data is not available for student performance on the CAASPP in 2013-14, students will achieve a new baseline score for student achievement with the new CAASPP measurement administered in 2014-15.</p> <p>Priority 1: Basic for 2015-16:</p> <ul style="list-style-type: none"> • Rate of teacher mis-assignment = 0 • Facilities - Overall rating "good" • Student access to instructional materials - sufficient based on school board approval of 9/10/15 <p>Priority 2 : California State Standards for 2015-16; *100% of teachers have participated in at least two, full day professional learning sessions on the California State Standards in English language arts/literacy in history, social studies, science, and technical subjects.</p> <p>Priority 4: Pupil Achievement Baseline data from 2014-15</p> <ul style="list-style-type: none"> • Pupils that are college and career ready (based on completion of a-g requirements): 2014 = 41%, 2015 = 44% • English Learners that became English proficient: AMAOs 1 & 2 (AMAO 3 scores are not available): AMAO1 Target Met 73.4% (Target was 60.5%), AMAO2 Targets Met - students in U.S less than 5 years 40.2% (target was 24.2%), students in U.S 5 years or more 70.4% (target was 50.9%) • Pupils that pass Advance Placement Exams in English with 3 or higher (2015) : 9 tests given, 7 passed, 77% <p>Comparison data from 2014-15 to 2015-16</p> <ul style="list-style-type: none"> • 2014-15 English learner reclassification rate - CGS = 12 students, SLMS = 12 students, CUHS = 13 students (37 total for the district) * 2015-16 English learner reclassification rate - CGS = 6 students, SLMS = 7 students, CUHS = 14 students (28 total for the district) <p>2014-15 data for Smarter Balances/CAASPP Results: Cambria Grammar School (Made AYP: Yes)</p> <ul style="list-style-type: none"> • APR ELA All : 38.3% proficient and advanced • APR ELA English Learners : 28.4% • APR ELA Low Income : 30.0% 	

Santa Lucia Middle School (Made AYP: Yes)

- APR ELA All : 47.4% proficient and advanced
- APR ELA English Learners : 28.2%
- APR ELA Low Income : 33.0%

Coast Union High School (Made AYP: Yes)

- APR ELA All : 53.2% proficient and advanced
- APR ELA English Learners : 7.1%
- APR ELA Low Income : 46.4%

The district wide CAASPP RESULTS by subgroups for 2014-15 includes:

- Students with disabilities
ELA : 44.5% proficient and advanced
- English Learners
ELA : 27.1% proficient and advanced
- Hispanic/Latino
ELA : 31.0% proficient and advanced
- Socio Economically Disadvantaged
ELA : 34.1% proficient and advanced
- White
ELA : 68.0% proficient and advanced

Data from 2012-13

- API – 3 year average CGS - 814, SLMS - 842, CUHS - 781

Early Assessment Program (EAP) Data from 2014

- Pupils determined prepared for college by the Early Assessment Program (EAP)
College English : 14% conditional / 5% ready for college

Priority 8: Other Outcomes

In CUSD, teachers have both developed customized interim assessments in ELA and have also accessed Illuminate authored interim assessments in these areas that are aligned with the standards and developed to mirror the CAASPP tests. These assessments have been administered and results have been analyzed in order to identify next instructional steps.

Based on survey question responses by teachers in 2015-16 related to how teachers benefited from learning about focused standards in the Reading Claim, 81% of the teachers who participated in professional learning sessions with Kristen Nason provided specific elements in these focused standards for which they had developed a deeper understanding to inform their instruction.

Based on survey question responses by teachers in 2015-16 related to how teachers benefited from digging into some focus standards in the Reading Claim for instruction prior to administering this year's Smarter Balanced Assessment Consortium (SBAC) assessments to students, 87% of the teachers who participated in professional learning sessions with Kristen Nason provided specific instructional strategies that they would use in their instruction.

	<p>To review the effectiveness of the prior year's actions by analyzing the aforementioned metrics, educators will adjust actions on an annual basis. Data analysis meetings have occurred: CGS - 4/6/16, 5/4/16 SLMS - 12/2/15, 1/27/16, 4/6/16, 6/1/16 CUHS - 12/16/15, 4/6/16 (ELA), 12/14/15, 2/24/16, 4/5/16 (Math)</p> <p>Fall Cuesta College recommended placement levels in English for CUHS graduates: *ELA 2014 = 38.9% were placed in remedial courses 2014 = 61.1% were placed in college level courses</p> <p>2015 = 48.1% were placed in remedial courses 2015 = 51.9% were placed in college level courses</p>	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	All, including students with disabilities

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

Data from 2015-16

Priority 1: Basic

- Rate of teacher miss-assignment - 0
- Facilities condition/repair (FIT) - Overall Rating "Good"
- Student access to instructional materials - Sufficient

Priority 2: CCSS Implementation

* 100% of teachers will have participated in at least one day professional learning sessions on the California State Standards in English language arts/literacy in history, social studies, science, and technical subjects.

Priority 4: Pupil Achievement

- Performance on standardized tests (CAASPP) - a gain of 2% meets standards or above in ELA for CGS, SLMS, CUHS
- Pupils who are college and career ready (a-g requirements) 45% of CUHS graduates
- English learners that become English proficient (Annual Measurable Achievement Objectives: AMAO 1, AMAO 2, and AMAO 3, meet all targets set)
- English Learner Reclassification rate for - CGS,SLMS, CUHS, along with a districtwide gain of 2%
- Pupils that pass the Advanced Placement (AP) exams in English with a 3 or higher with a districtwide gain of 2%
- Pupils determined prepared for college by the Early Assessment Program (EAP) or future college ready indicator in ELA with a 2% gain

Priority 8: Other Student Outcomes

In CUSD, district defined indicators of other student outcomes includes all teachers developing customized, interim assessments in ELA aligned to the California State Standards. On a trimester (TK-5) and quarterly (6-12) scheduled basis, all teachers will access their students' performance on each interim assessment and meet in collaborative groups with fellow teachers to use the CUSD district wide data protocol to review student data and to identify next instructional steps.

To review the effectiveness of the prior year's actions by analyzing the aforementioned metrics, educators will adjust actions on an annual basis.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Professional learning in "close reading" for all teachers and instructional aides in grades 3-12. (All teachers in CUSD will participate in a minimum of two full days of professional learning sessions) • Instructional rounds in "close reading" for administrators and teacher leaders. (There will be four Fridays devoted to instructional rounds which will be held across all three campuses.) 	All	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <p><u>Students with disabilities</u></p>	<p>\$40,000 Contract amount Kristen Nason 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration</p> <hr/> <p>Other</p>
<p>*Professional learning in differentiated instruction of</p>			

<p>"close reading" instructional strategies for all teachers (all teachers in CUSD will participate in a minimum of two full days of professional learning sessions)and instructional aides of TK-12 (there will be four Fridays devoted to instructional rounds which will be held across all three campuses.)</p>			
<p>Substitute teacher costs needed to allow for participation in trainings and instructional rounds.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	<p>\$9,257 substitute cost 1000-1999: Certificated Personnel Salaries Supplemental and Concentration Supplemental</p>
<p>*Student Services has revised and implemented an updated SST/RTI process including, English 3D for grades 6-12. Additionally, Student Services has implemented DIBELS progress monitoring at CGS. The SST/RTI team will meet a minimum of three times per year.</p> <p>In addition to all teachers providing integrated and designated ELD to English learners, designated ELD will be taught and supported by the following teachers: 1.3% ELD teacher at CGS 1.0% ELD teacher at SLMS .4% ELD teacher at CUHS</p> <p>Additionally bilingual aides support EL students across CUSD. Language needs and increased communication with families are supported by bilingual front office staff at each school site as well as the district office.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	<p>\$88,400 1.3 FTE ELD Teacher CGS 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$65,900 1 FTE ELD Teacher SLMS 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$15,446 .2 FTE ELD Teacher CUHS 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$9,508 .2 FTE ELD Teacher CUHS 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$63,490 Bilingual Aides (CGS, SLMS, CUHS) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$52,888 Translation and Support Services (District Office and Site Level Bilingual support) \$30,000 in benefits for all bilingual support including aides 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$3,000 DIBELS subscription and stipend 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration</p>
<p>Research based programs and curriculum to support ELD and to expand students' communication and critical thinking in literacy are purchased and implemented throughout the district. These programs and services include; Rosetta Stone, English 3D, Renaissance Place (AR 360, STAR Diagnostic), Newsela, and ETC Portal</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent</p>	<p>\$7,740 Rosetta Stone 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,200 English 3D consumables 4000-4999: Books And Supplies Supplemental and Concentration \$5,333 Renaissance Place 5000-5999: Services And Other</p>

<p>subscription for research materials and additional language supports.</p>		<p>English proficient _ Other Subgroups: (Specify) <u>Students with disabilities</u></p>	<p>Operating Expenditures Supplemental and Concentration \$1,790 Newela (SLMS and CUHS) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$ 4,804 ETC Portal Subscription (all sites) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration</p>
<p>All three sites have librarians to assist in research skills and instructing literacy strategies. Librarians also manage books and resources, including digital books and subscriptions.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Students with disabilities</u></p>	<p>\$133,384 Librarian salaries and benefits 2000-2999: Classified Personnel Salaries Supplemental and Concentration</p>

LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Data from 2016-17</p> <p>Priority 1 Basic</p> <ul style="list-style-type: none"> • Rate of teacher miss-assignment - 0 • Facilities condition/repair (FIT) - Overall Rating "Good" • Student access to instructional materials - Sufficient <p>Priority 2 CCSS Implementation</p> <p>* 100% of teachers will have participated in at least two, full day professional learning sessions on the California State Standards in English language arts/literacy in history, social studies, science, and technical subjects.</p> <p>Priority 4 Pupil Achievement</p> <ul style="list-style-type: none"> • Performance on standardized tests (CAASPP) - a gain of 2% meets standards or above in ELA for CGS, SLMS, CUHS • Pupils who are college and career ready (a-g requirements) 47% of CUHS graduates • English learners that become English proficient (Annual Measurable Achievement Objectives: AMAO 1, AMAO 2, and AMAO 3, meet all targets • English Learner Reclassification rate for - CGS,SLMS, CUHS, along with a districtwide gain of 2% • Pupils that pass the Advanced Placement (AP) exams in English with a 3 or higher with a districtwide gain of 2% • Pupils determined prepared for college by the Early Assessment Program (EAP) or future college ready indicator in ELA with a 2% gain <p>Priority 8 Other Student Outcomes</p> <p>In CUSD, district defined indicators of other student outcomes includes all teachers developing customized, interim assessments in ELA aligned to the California State Standards. On a trimester (TK-5) and quarterly (6-12) scheduled basis, all teachers will access their students' performance on each interim assessment and meet in collaborative groups with fellow teachers to use the CUSD district wide data protocol to review student data and to identify next instructional steps</p> <p>To review the effectiveness of the prior year's actions by analyzing the aforementioned metrics, LCAP stakeholders will adjust actions on an annual basis.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Professional learning in "close reading" for all teachers and instructional aides of grades 3-12. (All teachers in CUSD will participate in a minimum of two full days of professional learning sessions) • Instructional rounds in "close reading" for administrators and teacher leaders. (There will be four Fridays devoted to instructional rounds which will be held across all three campuses.) 	All	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with disabilities 	<p>\$40,000 Contract amount Kristen Nason 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration</p> <hr/> <p>Other</p>

<p>*Professional learning in differentiated instruction of "close reading" instructional strategies for all teachers (all teachers in CUSD will participate in a minimum of two full days of professional learning sessions)and instructional aides of TK-12 (there will be four Fridays devoted to instructional rounds which will be held across all three campuses.)</p>			
<p>Substitute teacher costs needed to allow for participation in trainings and instructional rounds.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	<p>\$9,257 substitute costs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration Other</p>
<p>In addition to all teachers providing integrated and designated ELD to English learners, designated ELD will be taught and supported by the following teachers: 1.3% ELD teacher at CGS 1.0% ELD teacher at SLMS .4% ELD teacher at CUHS</p> <p>Additionally bilingual aides support EL students across CUSD. Language needs and increased communication with families are supported by bilingual front office staff at each school site as well as the district office.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	<p>\$88,400 1.3 FTE ELD Teacher CGS 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$65,900 1 FTE ELD Teacher SLMS 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$15,446 .2 FTE ELD Teacher CUHS 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$9,508 .25 FTE ELD Teacher CUHS 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$63,490 Bilingual Aides (CGS, SLMS, CUHS) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$52,888 Translation and Support Services (District Office and site Level Bilingual support) \$30,000 in benefits for all support bilingual support services 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$3,000 DIBELS subscription and stipend 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration</p>
<p>Research based programs and curriculum to support ELD and to expand students' communication and critical thinking in literacy are purchased and implemented throughout the district. These programs and services include; Rosetta Stone, English 3D, Renaissance Place</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	<p>\$7,740 Rosetta Stone 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,200 English 3D consumables 4000-4999: Books And Supplies Supplemental and Concentration</p>

<p>(AR 360, STAR Diagnostic), Newsela, and ETC Portal subscription for research materials and additional language supports.</p>		<p><input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	<p>\$5,333 Renaissance Place 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration <hr/> \$1,790 Newsela (SLMS and CUHS) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration <hr/> \$4,804 ETC Portal subscription 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration</p>
<p>All three sites have librarians to assist in research skills and instructing literacy strategies. Librarians also manage books and resources, including digital books and subscriptions.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	<p>\$133,384 Librarian salaries and benefits 2000-2999: Classified Personnel Salaries Supplemental and Concentration</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>Data from 2017-18</p> <p>Priority 1 Basic</p> <ul style="list-style-type: none"> • Rate of teacher miss-assignment - 0 • Facilities condition/repair (FIT) - Overall Rating "Good" • Student access to instructional materials - Sufficient <p>Priority 2 CCSS Implementation</p> <p>*100% of teachers will have participated in at least two, full day professional learning sessions on the California State Standards in English language arts/literacy in history, social studies, science, and technical subjects.</p> <p>Priority 4 Pupil Achievement</p> <ul style="list-style-type: none"> • Performance on standardized tests (CAASPP) - a gain of 2% meets standards or above in ELA for CGS, SLMS, CUHS • Pupils who are college and career ready (a-g requirements) maintain 47% of CUHS graduates • English learners that become English proficient (Annual Measurable Achievement Objectives: AMAO 1 , AMAO 2, and AMAO 3, meet all targets • English Learner Reclassification rate for - CGS,SLMS, CUHS, along with a districtwide gain of 2% • Pupils that pass the Advanced Placement (AP) exams in English with a 3 or higher with a districtwide gain of 2% • Pupils determined prepared for college by the Early Assessment Program (EAP) or future college ready indicator in ELA with a 2% gain <p>Priority 8 Other Student Outcomes</p> <p>In CUSD, district defined indicators of other student outcomes includes all teachers developing customized, interim assessments in ELA aligned to the California State Standards. On a trimester (TK-5) and quarterly (6-12) scheduled basis, all teachers will access their students' performance on each interim assessment and meet in collaborative groups with fellow teachers to use the CUSD district wide data protocol to review student data and to identify next instructional steps</p> <p>To review the effectiveness of the prior year's actions by analyzing the aforementioned metrics, LCAP stakeholders will adjust actions on an annual basis.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Professional learning in "close reading" for all teachers and instructional aides of grades 3-12. (All teachers in CUSD will participate in a minimum of two full days of professional learning sessions) • Instructional rounds in "close reading" for administrators and teacher leaders. (There will be four Fridays devoted to instructional rounds which will be held across all three campuses.) 	All	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with disabilities 	<p>\$40,000 contract amount Kristen Nason 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration</p> <hr/> <p>Other</p>

<p>*Professional learning in differentiated instruction of "close reading" instructional strategies for all teachers (all teachers in CUSD will participate in a minimum of two full days of professional learning sessions)and instructional aides of TK-12 (there will be four Fridays devoted to instructional rounds which will be held across all three campuses.)</p>			
<p>Substitute teacher costs needed to allow for participation in trainings and instructional rounds.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	<p>\$9,257 substitute costs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration Supplemental</p>
<p>In addition to all teachers providing integrated and designated ELD to English learners, designated ELD will be taught and supported by the following teachers: 1.3% ELD teacher at CGS 1.0% ELD teacher at SLMS .% ELD teacher at CUHS</p> <p>Additionally bilingual aides support EL students across CUSD. Language needs and increased communication with families are supported by bilingual front office staff at each school site as well as the district office.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	<p>\$88,400 1.3 FTE ELD Teacher CGS 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$65,900 1 FTE ELD Teacher SLMS 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$15,446 .2 FTE ELD Teacher CUHS 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$9,500.2 FTE ELD Teacher CUHS 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$63,490 Bilingual Aides (CGS, SLMS, CUHS) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$52,888 Translation and Support Services (District Office and Site Level Bilingual support) \$30,000 in benefits for all bilingual support 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$3,000 DIBELS subscription and stipend 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration</p>
<p>Research based programs and curriculum to support ELD and to expand students' communication and critical thinking in literacy are purchased and implemented throughout the district. These programs and services include; Rosetta Stone, English 3D, Renaissance Place</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	<p>\$7,740 Rosetta Stone 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,200 English 3D consumables 4000-4999: Books And Supplies Supplemental and Concentration</p>

<p>(AR 360, STAR Diagnostic), Newsela, and ETC Portal subscription for research materials and additional language supports.</p>		<p><input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	<p>\$5,333 Renaissance Place 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration <hr/> \$1,790 Newsela (SLMS and CUHS) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration <hr/> \$4,804 ETC Portal Subscription 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration</p>
<p>All three sites have librarians to assist in research skills and instructing literacy strategies. Librarians also manage books and resources, including digital books and subscriptions.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	<p>\$133,384 Librarian salaries and benefits 2000-2999: Classified Personnel Salaries Supplemental and Concentration</p>

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

GOAL 2:	To accelerate students' academic outcomes in mathematics	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	<p>In identifying district data to demonstrate to stakeholders and to the district the need for this goal, the most recent available baseline data has been presented for each priority. In the sole area of English Learner reclassification rate, CUSD has comparison data between the baseline year 2013-14 and the current school year of 2014-15.</p> <p>While data is not available for student performance on the CAASPP in 2013-14, students will achieve a new baseline score for student achievement with the new CAASPP measurement administered in 2014-15.</p> <p>Priority 1: Basic for 2015-16:</p> <ul style="list-style-type: none"> • Rate of teacher mis-assignment = 0 • Facilities - Overall rating "good" • Student access to instructional materials - sufficient based on school board approval of 9/10/15 <p>Priority 2 : Common Core State Standards for 2015-16; *All teachers of mathematics have participated in at least one day of professional learning on the California State Standards in mathematics.</p> <p>Priority 4: Pupil Achievement Baseline data from 2014-15</p> <ul style="list-style-type: none"> • Pupils that are college and career ready (based on completion of a-g requirements): 2014 = 41%, 2015 = 44% • Pupils that pass Advance Placement Exams in mathematics with 3 or higher (2015) : 3 tests given, 1 passed, 33% <p>2014-15 data for Smarter Balances/CAASPP Results:</p> <p>Cambria Grammar School (Made AYP: Yes)</p> <ul style="list-style-type: none"> • APR Mathematics All : 32.2% proficient and advanced • APR Math English Learners : 19.8% • APR Math Low Income : 24.0% <p>Santa Lucia Middle School (Made AYP: Yes)</p> <ul style="list-style-type: none"> • APR Mathematics All : 37.5% proficient and advanced • APR Math English Learners : 14.1% • APR Math Low Income : 22.0% <p>Coast Union High School (Made AYP: Yes)</p> <ul style="list-style-type: none"> • APR Mathematics All : 17.4% proficient and advanced • APR Math English Learners : 0% • APR Math Low Income : 18.5%
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The district wide CAASPP RESULTS by subgroups for 2014-15 includes:

- Students with disabilities
Mathematics : 32.2% proficient and advanced
- English Learners
Mathematics : 15.4% proficient and advanced
- Hispanic/Latino
Mathematics : 19.5% proficient and advanced
- Socio Economically Disadvantaged
Mathematics : 22.5% proficient and advanced
- White
Mathematics : 50.8% proficient and advanced

Data from 2012-13

- API – 3 year average CGS - 814, SLMS - 842, CUHS - 781

Early Assessment Program (EAP) Data from 2014

- Pupils determined prepared for college by the Early Assessment Program (EAP)
College Mathematics : 23% conditional / 0% ready for college

Priority 8: Other Outcomes

In CUSD, teachers have both developed customized interim assessments in mathematics and have also accessed Illuminate authored interim assessments in these areas that are aligned with the standards and developed to mirror the CAASPP tests. These assessments have been administered and results have been analyzed in order to identify next instructional steps.

To review the effectiveness of the prior year's actions by analyzing the aforementioned metrics, educators will adjust actions on an annual basis. Data analysis meetings have occurred:

- CGS - 4/6/16, 5/4/16
- SLMS - 12/2/15, 1/27/16, 4/6/16, 6/1/16
- CUHS - 12/14/15, 2/24/16, 4/5/16 (Math)

Fall Cuesta College recommended placement levels in mathematics for CUHS graduates:

*Mathematics

- 2014 = 32.5% were placed in remedial courses
- 2014 = 67.5% were placed in college level courses

- 2015 = 35.0% were placed in remedial courses
- 2015 = 65.0% were placed in college level courses

Goal Applies to:

Schools: All

Applicable Pupil
Subgroups:

All, including students with disabilities

LCAP Year 1: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Data from 2015-16</p> <p>Priority 1 Basic</p> <ul style="list-style-type: none"> • Rate of teacher miss-assignment - 0 • Facilities condition/repair (FIT) - Overall Rating "Good" • Student access to instructional materials - Sufficient <p>Priority 2 CCSS Implementation</p> <p>*All teachers of mathematics will have participated in at least one day of professional learning on the California State Standards in mathematics.</p> <p>Priority 4 Pupil Achievement</p> <ul style="list-style-type: none"> • Performance on standardized tests (CAASPP) - a gain of 2% meets standards or above in mathematics for CGS, SLMS, CUHS • Pupils that are college and career ready (a-g requirements) 45% of CUHS graduates • English Learner Reclassification rate for - CGS,SLMS, CUHS, along with a districtwide gain of 2% • Pupils that pass the Advanced Placement (AP) exams in mathematics with a 3 or higher with a districtwide gain of 2% • Pupils determined prepared for college by the Early Assessment Program (EAP) or future college ready indicator in mathematics with a 2% gain <p>Priority 8 Other Student Outcomes</p> <p>In CUSD, district defined indicators of other student outcomes includes all teachers developing customized, interim assessments in mathematics aligned to the California State Standards. On a trimester (TK-5) and quarterly (6-12) scheduled basis, all teachers will access their students' performance on each interim assessment and meet in collaborative groups with fellow teachers to use the CUSD district wide data protocol to review student data and to identify next instructional steps</p> <p>To review the effectiveness of the prior year's actions by analyzing the aforementioned metrics, LCAP stakeholders will adjust actions on an annual basis.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All CUHS mathematics teachers will receive coaching to increase student performance and college readiness of graduates.	9-12	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u>	\$15,000 Marie Larsen Cuesta Mathematics coaching 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$4,000 Substitute costs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration
In the area of mathematics, grades TK-12 math teachers participate in professional learning sessions on the standards for mathematical practice, which will be	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	\$2,900 Workshops at SLOCOE 5000-5999: Services And Other Operating Expenditures Supplemental and

<p>offered by the San Luis Obispo County Office of Education (SLOCOE) Teachers of mathematics will participate in a minimum of one workshop at SLOCOE.</p>		<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u> 	<p>Concentration</p> <hr/> <p>\$1,700 substitute costs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration</p>
<p>In grades two through five, teachers will receive coaching support/professional learning/co-planning and co-teaching in the area of mathematics in order to support the implementation of California State Standards.</p>	<p>2-5</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u> 	<p>\$9,000 Terry Gibbs-Burke mathematics training 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration</p> <hr/> <p>\$800 Dr. Heron mathematics training 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration</p>
<p>To increase pupil achievement in AP mathematics professional learning in AP mathematics instruction will continue and students enrolled in AP classes will be required to sit for the AP exam in order to strengthen commitment. The district is committed to support students in need by paying exam fees.</p>	<p>9-12</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u> 	<p>\$1,270 for professional learning in advanced placement in mathematics 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration</p> <hr/> <p>\$500 AP testing fees 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration</p>
<p>To increase pupil achievement and course access, math support will be provided through offering an additional math period for students who need further instruction.</p>	<p>All</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u> 	<p>\$45,136 .5 FTE teacher (CUHS) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration</p> <hr/> <p>\$34,986 .42 FTE teacher (SLMS) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration</p> <hr/> <p>\$13,600 .2 FTE teacher (CGS) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration</p>
<p>To assist teachers in providing math support, the district will provide a TOSA period dedicated to assisting in the implementation of the iLearn remediation program.</p>	<p>4-12</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent 	<p>\$14,813 .17 FTE teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration</p>

		English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u>	
To increase pupil achievement and due to the success of the iLearn math program, its use will be expanded in grades four through 12.	4-12	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u>	\$3,200 iLearn program 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration

LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Data from 2016-17</p> <p>Priority 1 Basic</p> <ul style="list-style-type: none"> • Rate of teacher miss-assignment - 0 • Facilities condition/repair (FIT) - Overall Rating "Good" • Student access to instructional materials - Sufficient <p>Priority 2 CCSS Implementation</p> <p>*All teachers of mathematics will have participated in at least one day of professional learning on the California State Standards in mathematics.</p> <p>Priority 4 Pupil Achievement</p> <ul style="list-style-type: none"> • Performance on standardized tests (CAASPP) - a gain of 2% meets standards or above in mathematics for CGS, SLMS, CUHS • Pupils that are college and career ready (a-g requirements) 45% of CUHS graduates • English Learner Reclassification rate for - CGS,SLMS, CUHS, along with a districtwide gain of 2% • Pupils that pass the Advanced Placement (AP) exams in mathematics with a 3 or higher with a districtwide gain of 2% • Pupils determined prepared for college by the Early Assessment Program (EAP) or future college ready indicator in mathematics with a 2% gain <p>Priority 8 Other Student Outcomes</p> <p>In CUSD, district defined indicators of other student outcomes includes all teachers developing customized, interim assessments in mathematics aligned to the California State Standards. On a trimester (TK-5) and quarterly (6-12) scheduled basis, all teachers will access their students' performance on each interim assessment and meet in collaborative groups with fellow teachers to use the CUSD district wide data protocol to review student data and to identify next instructional steps</p> <p>To review the effectiveness of the prior year's actions by analyzing the aforementioned metrics, LCAP stakeholders will adjust actions on an annual basis.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All CUHS mathematics teachers will receive coaching to increase student performance and college readiness of graduates.	9-12	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u>	\$15,000 Marie Larsen Cuesta mathematics coaching 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$4,000 substitute costs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration
In the area of mathematics, grades TK-12 math teachers participate in professional learning sessions on the standards for mathematical practice, which will be	All	<input checked="" type="checkbox"/> All OR:	\$2,900 workshops at SLOCOE 5000-5999: Services And Other Operating Expenditures Supplemental and

<p>offered by the San Luis Obispo County Office of Education (SLOCOE) Teachers of mathematics will participate in a minimum of one workshop at SLOCOE.</p>		<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	<p>Concentration \$1,700 substitute costs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration</p>
<p>In grades two through five, teachers will receive coaching support/professional learning/co-planning and co-teaching in the area of mathematics in order to support the implementation of California State Standards.</p>	2-5	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	<p>\$9,000 Terry Gibbs-Burke mathematics training 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration Dr. Heron mathematics training 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration</p>
<p>To increase pupil achievement in AP mathematics professional learning in AP mathematics instruction will continue and students enrolled in AP classes will be required to sit for the AP exam in order to strengthen commitment. The district is committed to support students in need by paying exam fees.</p>	9-12	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	<p>\$1,270 for professional learning in advanced placement in mathematics 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$500 advanced placement testing fees 4000-4999: Books And Supplies Supplemental and Concentration</p>
<p>To increase pupil achievement and course access, math support will be provided through offering an additional math period for students who need further instruction.</p>	All	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	<p>\$45,136 .5 FTE teacher (CUHS) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$34,986 .42 FTE teacher (SLMS) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$13,600 .2 FTE teacher (CGS) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration</p>
<p>To assist teachers in providing math support, the district will provide a TOSA period dedicated to assisting in the implementation of the iLearn remediation program.</p>	4-12	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	<p>\$14,813 .17 FTE teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration</p>

		<input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u>	
<p>To increase pupil achievement and due to the success of the iLearn math program, its use will be expanded in grades four through 12.</p>	<p>4-12</p>	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u>	<p>\$3,200 iLearn program 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>Data from 2017-18</p> <p>Priority 1 Basic</p> <ul style="list-style-type: none"> • Rate of teacher miss-assignment - 0 • Facilities condition/repair (FIT) - Overall Rating "Good" • Student access to instructional materials - Sufficient <p>Priority 2 CCSS Implementation</p> <p>*All teachers of mathematics will have participated in at least one day of professional learning on the California State Standards in mathematics.</p> <p>Priority 4 Pupil Achievement</p> <ul style="list-style-type: none"> • Performance on standardized tests (CAASPP) - a gain of 2% meets standards or above in mathematics for CGS, SLMS, CUHS • Pupils that are college and career ready (a-g requirements) 45% of CUHS graduates • English Learner Reclassification rate for - CGS,SLMS, CUHS, along with a districtwide gain of 2% • Pupils that pass the Advanced Placement (AP) exams in mathematics with a 3 or higher with a districtwide gain of 2% • Pupils determined prepared for college by the Early Assessment Program (EAP) or future college ready indicator in mathematics with a 2% gain <p>Priority 8 Other Student Outcomes</p> <p>In CUSD, district defined indicators of other student outcomes includes all teachers developing customized, interim assessments in mathematics aligned to the California State Standards. On a trimester (TK-5) and quarterly (6-12) scheduled basis, all teachers will access their students' performance on each interim assessment and meet in collaborative groups with fellow teachers to use the CUSD district wide data protocol to review student data and to identify next instructional steps</p> <p>To review the effectiveness of the prior year's actions by analyzing the aforementioned metrics, LCAP stakeholders will adjust actions on an annual basis.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All CUHS mathematics teachers will receive coaching to increase student performance and college readiness of graduates.	9-12	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u>	\$15,000 Marie Larsen Cuesta mathematics coaching 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$4,000 substitute costs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration
In the area of mathematics, grades TK-12 math teachers participate in professional learning sessions on the standards for mathematical practice, which will be	All	<input checked="" type="checkbox"/> All OR:	\$2,900 workshops at SLOCOE 5000-5999: Services And Other Operating Expenditures Supplemental and

<p>offered by the San Luis Obispo County Office of Education (SLOCOE) Teachers of mathematics will participate in a minimum of one workshop at SLOCOE.</p>		<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	<p>Concentration <hr/> \$1,700 substitute costs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration</p>
<p>In the area of mathematics, grades TK-12 math teachers participate in professional learning sessions on the standards for mathematical practice, which will be offered by the San Luis Obispo County Office of Education (SLOCOE) Teachers of mathematics will participate in a minimum of one workshop at SLOCOE.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	<p>\$2,900 workshops at SLOCOE 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration <hr/> \$1,700 substitute costs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration</p>
<p>In grades two through five, teachers will receive coaching support/professional learning/co-planning and co-teaching in the area of mathematics in order to support the implementation of California State Standards.</p>	<p>2-5</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	<p>\$9,000 Terry Gibbs-Burke mathematics training 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration <hr/> \$800 Dr. Heron mathematics training 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration</p>
<p>To increase pupil achievement in AP mathematics professional learning in AP mathematics instruction will continue and students enrolled in AP classes will be required to sit for the AP exam in order to strengthen commitment. The district is committed to support students in need by paying exam fees.</p>	<p>9-12</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	<p>\$1,270 for professional learning in advanced placement in mathematics 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration <hr/> \$500 in advanced placement fees 4000-4999: Books And Supplies Supplemental and Concentration</p>
<p>To increase pupil achievement and course access, math support will be provided through offering an additional math period for students who need further instruction.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	<p>\$45,136 .5 FTE teacher (CUHS) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration <hr/> \$34,986 .42 FTE teacher (SLMS) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration</p>

		<input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u>	\$13,600 .2 FTE teacher (CGS) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration
To assist teachers in providing math support, the district will provide a TOSA period dedicated to assisting in the implementation of the iLearn remediation program.	4-12	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u>	\$14,813 .17 FTE teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration
To increase pupil achievement and due to the success of the iLearn math program, its use will be expanded in grades four through 12.	4-12	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u>	\$3,200 iLearn program 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration

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

<p>GOAL 3:</p>	<p>To advance students' college and career readiness</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8 <u>X</u> COE only: 9 _ 10 _ Local : Specify</p>
<p>Identified Need :</p>	<p>In identifying district data to demonstrate to stakeholders and to the district the need for this goal, the most recent available data has been presented for each priority. In the sole area of English Learner reclassification rate, CUSD has comparison data between the baseline year 2013-14 and the current school year of 2014-15.</p> <p>Priority 3: Parental Involvement The district made a significant effort to seek parent input by promoting parent participation in meetings and by conducting a robust needs assessment to develop an effective LCAP by holding the following meetings: December 9, 2014 - District LCAP Committee (see below for list of invited parents) December 17, 2014 - English Language Advisory Committee (ELAC) Coast Union High School (CUHS) December 18, 2014 - School Site Council (SSC) CUHS January 13, 2015 - SSC Cambria Grammar School (CGS) January 27, 2015 - ELAC CGS February 18, 2015 - SSC CUHS March 9, 2015 - District English Language Advisory Committee (DLAC) March 12, 2015 - SSC Santa Lucia Middle School (SLMS) March 25, 2015 - ELAC CUHS March 30, 2015 - ELAC SLMS</p> <p>Priority 4: Pupil Achievement Baseline data from 2014-15</p> <ul style="list-style-type: none"> • Pupils that are college and career ready (based on completion of a-g requirements): 2014 = 41%, 2015 = 44% • English Learners that became English proficient: AMAOs 1 & 2 (AMAO 3 scores are not available): AMAO1 Target Met: 73.4% (Target was 60.5%), AMAO2 Targets Met: Students in U.S. less than 5 years 40.2% (target was 24.2%), Students in U.S. 5 years or more 70.4% (target was 50.9%) <ul style="list-style-type: none"> • Pupils that pass Advance Placement Exams with 3 or higher (2015) : 63 tests given, 28 passed, 44% <p>Comparison data from 2014-15 to 2015-16</p> <ul style="list-style-type: none"> • 2014-15 English learner reclassification rate - CGS = 12 students, SLMS = 12 students, CUHS = 13 students (37 total for the district) * 2015-16 English learner reclassification rate - CGS = 6 students, SLMS = 7 students, CUHS = 14 students (28 total for the district) <p>2014-15 data for Smarter Balances/CAASPP Results: Cambria Grammar School (Made AYP: Yes)</p> <ul style="list-style-type: none"> • APR ELA All : 38.3% proficient and advanced 	

- APR ELA English Learners : 28.4%
- APR ELA Low Income : 30.0%
- APR Mathematics All : 32.2% proficient and advanced
- APR Math English Learners : 19.8%
- APR Math Low Income : 24.0%

Santa Lucia Middle School (Made AYP: Yes)

- APR ELA All : 47.4% proficient and advanced
- APR ELA English Learners : 28.2%
- APR ELA Low Income : 33.0%
- APR Mathematics All : 37.5% proficient and advanced
- APR Math English Learners : 14.1%
- APR Math Low Income : 22.0%

Coast Union High School (Made AYP: Yes)

- APR ELA All : 53.2% proficient and advanced
- APR ELA English Learners : 7.1%
- APR ELA Low Income : 46.4%
- APR Mathematics All : 17.4% proficient and advanced
- APR Math English Learners : 0%
- APR Math Low Income : 18.5%

The district wide CAASPP RESULTS by subgroups for 2014-15 includes:

- Students with disabilities
ELA : 44.5% proficient and advanced
Mathematics : 32.2% proficient and advanced
- English Learners
ELA : 27.1% proficient and advanced
Mathematics : 15.4% proficient and advanced
- Hispanic/Latino
ELA : 31.0% proficient and advanced
Mathematics : 19.5% proficient and advanced
- Socio Economically Disadvantaged
ELA : 34.1% proficient and advanced
Mathematics : 22.5% proficient and advanced
- White
ELA : 68.0% proficient and advanced
Mathematics : 50.8% proficient and advanced

Data from 2012-13 (Most recent scores available)

- API – 3 year average CGS - 814, SLMS - 842, CUHS - 781

Data from 2014

- Pupils determined prepared for college by the Early Assessment Program (EAP)

College English : 14% conditional / 5% ready for college
 College Mathematics : 23% conditional / 0% ready for college

Priority 5: Pupil Engagement

Data for 2014-15

- High School Graduation rates – CUHS: 97.92%, LHS: 96.3%
- Attendance rates- 97%
- Chronic absenteeism rates – CGS14%, SLMS 1%, CUHS .08%

Data for 2013-14

- Middle school dropout rates - 0
- High School dropout rates - 0.4% (annual adjusted drop out rate)

Graduate Profile Survey Results (administered in grades 5, 8 and 10):

While survey results were strong across the district in students' beliefs on being college and career prepared, the following areas were in the lowest ranking:

*40.4 % reported not understanding that skills in technology are important for success in many careers

*37.4% reported that they have NOT learned about different careers from teachers, field trips, and guest speakers

Priority 6: School Climate

Data for 2014-15

- Suspension rates – 2.5%
- Expulsion rates – 0

Other local measures:

California Healthy Kids Survey Results:

*School connectedness

2013/14 7th grade: 60% 9th grade: 55%

2015/16 7th grade: 64% 9th grade: 43% 11th grade 36%

*School perceived as safe or very safe

2013/14 7th grade: 73% 9th grade: 75%

2015/16 7th grade: 80% 9th grade: 55% 11th grade 57%

*Current alcohol or drug use

2013/14 7th grade: 15% 9th grade: 28%

2015/16 7th grade: 14% 9th grade: 33% 11th grade 42%

Priority 7: Course Access

- Student access and enrollment in all required areas of study:

All students have access to all courses offered in CUSD. As CUSD had a 97.92% graduation rate in 2014-15, all students had access to, were enrolled in, and successfully completed the required areas of study to obtain a high school diploma.

	<p>Priority 8: Other Outcomes In CUSD, district defined indicators of other student outcomes includes all teachers developing customized, interim assessments in ELA and mathematics aligned to the California State Standards. On a trimester (TK-5) and quarterly (6-12) scheduled basis, teachers access their students' performance on each interim assessment and meet in collaborative groups with fellow teachers to use the district wide data protocol to review student data and to identify next instructional steps.</p>	
Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All including students with disabilities

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<p>Priority 3 Parental Involvement The district will make a significant effort to seek parent input by promoting parent participation in meetings and by conducting a robust needs assessment to develop an effective LCAP by holding a community engagement meeting where LCAP goals and needs will be discussed, along with many DELAC, ELAC, and SSC meetings in 2016-17.</p> <p>Data from 2015-16</p>	
	<p>Priority 4 Pupil Achievement</p> <ul style="list-style-type: none"> • Performance on standardized tests (CAASPP) - a gain of 2% meets standards or above in ELA and mathematics for CGS, SLMS, CUHS • Pupils that are college and career ready (a-g requirements) a gain of 2% for CUHS graduates • English learners that become English proficient (Annual Measurable Achievement Objectives: AMAO 1 , AMAO 2, and AMAO 3, targets met • English Learner Reclassification rate for - CGS,SLMS, CUHS, along with a districtwide gain of 2% • Pupils that pass the Advanced Placement (AP) exams with a 3 or higher with a districtwide gain of 2% • Pupils determined prepared for college by the Early Assessment Program (EAP) or future college ready indicator in ELA with a 2% gain <ul style="list-style-type: none"> • The percentage of students, out of all twelfth grade students enrolled at Coast Union High School, who have successfully completed all three courses of an approved CTE pathway- meaning those students who by April 3, 2017 are enrolled in their final semester of the third, required course for either pathway (baseline year) • Percentage of students, out of all twelfth grade students enrolled at Coast Union High School, who successfully complete a sufficiently intense service learning or work-based learning experience (a total of 20 hours) associated with the outcomes for students' knowledge, skills, and dispositions required in each pathway by April 3, 2017 (baseline year) • The percentage of students, out of all twelfth grade students enrolled at Coast Union High School, who have attained industry certifications of either Adobe certification or Veterinary Technician certification by April 3, 2017 (baseline year) <p>Priority 5 Pupil Engagement</p> <ul style="list-style-type: none"> • High School Graduation rates – 100% • Attendance rates- 1% reduction • Chronic absenteeism rates – 1% reduction at CGS, SLMS, CUHS • Middle school dropout rates - maintain 0 • High School dropout rates – 0.2% <p>Graduate Profile Survey Results (administered in grades 5, 8 and 10):</p>	

*2% increase in targeted areas (the percentage of students who reported an understanding that skills in technology are important for success in many careers and the percentage of students who reported that they have learned about different careers from teachers, field trips, and guest speakers)
 *Maintain 70% or greater percentage of students reporting being college and career prepared in the other areas of the survey

Priority 6 School Climate
 *Suspension rates – 0.9
 • Expulsion rates – 0

• Other local measures:
 California Healthy Kids Survey:
 *School connectedness
 2% gain in all grade levels surveyed

*School perceived as safe or very safe
 2% gain in all grade levels surveyed

*Current alcohol or drug use
 2% reduction in all grade levels surveyed

Priority 7 Course Access
 All students will have access to all courses offered in CUSD. As CUSD anticipates a 100% graduation rate in 2015-16, all students will have had access to, will have been enrolled in, and will have successfully completed the required areas of study to obtain a high school diploma.

Priority 8 Other Student Outcomes
 In CUSD, district defined indicators of other student outcomes includes all teachers developing customized, interim assessments in ELA and mathematics aligned to the California State Standards. On a trimester (TK-5) and quarterly (6-12) scheduled basis, all teachers will access their students' performance on each interim assessment and meet in collaborative groups with fellow teachers to use the CUSD district wide data protocol to review student data and to identify next instructional steps

To review the effectiveness of the prior year's actions by analyzing the aforementioned metrics, LCAP stakeholders will adjust actions on an annual basis.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
In partnership with San Luis County Office of Education (SLOCOE) and a community stakeholder group, including parents and community partners, develop career pathways in the areas of product development; engineering, computing, and visual arts. Based on building a partnership with SLOCOE and Cuesta College, CUSD has participated in a \$6,000,000 College and Career Pathways Trust grant application to obtain	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:	No Cost: \$143,386 SLOPE Grant Award 2016-17 Supplemental and Concentration

<p>significant funding to support the development of career pathway opportunities at CUHS in 2015-16. As a result of the grant we provide two pathways; Art Multimedia and Agriculture. SLOPE grant funding is only available to be used with our Arts Multimedia and Entertainment pathway.</p>		<p>(Specify) <u>Students with disabilities</u></p>	
<p>Coast Unified School District has received CTE Incentive Grant funding to strengthen and develop College and Career Pathways in Career Technical Education. The funding will support are two pathways; "Arts, Multimedia, and Entertainment" and our "Agriculture" Pathways. As required by this funding we will gather and analyze student data to ensure that the 11 Elements of A High Quality Career Technical Education program are in place which includes: Leadership at All Levels, High-Quality Curriculum and Instruction, Career Exploration and Guidance, Student Support and Student Leadership Development, Industry Partnerships, System Alignment and Coherence, Effective Organizational Design, System Responsiveness to Changing Economic Demands, Skilled Faculty and Professional Development, and Evaluation, Accountability, and Continuous Improvement.</p>	<p>CUHS</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	<p>No Cost: \$118,541 CTE Grant Award for 2016-17 Supplemental and Concentration</p>
<p>In partnership with teacher leaders and community stakeholders, implement a survey for students to self identify how they are progressing in attaining the elements of the CUSD graduate profile. This survey was written in student friendly and age appropriate language, so that low income pupils, English learners, foster youth, students with disabilities, and redesignated fluent English proficient students will have equal access to the survey. As a result of giving students universal access to a self assessment survey, students will be better prepared in high school to access career pathways in the areas of product development, engineering, computing, and visual arts.</p>	<p>CUHS/Leff ingwell</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	<p>\$0 Cost Supplemental and Concentration</p>
<p>To increase course access and to increase college and career readiness CUHS, in partnership with Cuesta College, will offer one concurrent enrollment course per semester in electronics and/or engineering.</p> <p>CUHS will offer a college and career readiness course (Get Focused, Stay Focused) to all ninth grade students. Additionally, courses to be offered includes:</p>	<p>CUHS</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:</p>	<p>\$2,200 supplies for engineering course 4000-4999: Books And Supplies Supplemental and Concentration</p> <p>\$38,540 .375 FTE Additional instructor 1000-1999: Certificated Personnel Salaries Supplemental and Concentration</p> <p>\$10,424 .125 FTE of teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration</p>

<p>Community Funded Summer Enrichment Course in Computers .125 FTE Mock Trial, .375 FTE Cyber Security, Computer Applications and Computer Repair .1875 Get Focused, Stay Focused</p>		<p>(Specify) <u>Students with disabilities</u></p>	<p>\$15,636 .1875 FTE of teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration Other</p>
<p>TOSA instructing Communication by Design, Advanced Digital Media, Audio Engineering to feed into career and college readiness</p>	<p>8-12</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	<p>\$23,770 .5 FTE teacher TOSA 1000-1999: Certificated Personnel Salaries Supplemental and Concentration</p>
<p>Illuminate Assessment: INSPECT, Grade Cam and Data and Assessment package</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	<p>\$6,758 for the assessment components of Illuminate 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration</p>
<p>To increase pupil engagement and provide for a positive school climate, Coast Unified School District, in partnership with San Luis Obispo County Mental Health, the Link and Prevention and Early Intervention services, provides group and individual counseling services, family advocacy, and parent education services</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	<p>\$49,000 for counseling contracts/family advocate services 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$22,000 for counseling services - grant funded Supplemental and Concentration</p>
<p>College tours (two for the high school and one for the middle school) are scheduled to expose students to the variety of higher education options and to help them in understanding paths to higher education. the steps necessary in getting there.</p>	<p>8-12</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth</p>	<p>\$4,016 substitute and overnight stipend costs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration</p>

		<input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u>	
Coast Unified School District will continue to implement a 1:1 technology device program (currently iPads at Santa Lucia Middle School and Chrome Books at Coast Union High School) in order to more deeply integrate technology into its courses, instruct students in 21st century skills, and support all district LCAP goals including increasing college and career readiness.	6-12	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u>	\$52,680 4000-4999: Books And Supplies Supplemental and Concentration
Special education aides will assist students with special needs.	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u>	\$151,955 2000-2999: Classified Personnel Salaries Supplemental and Concentration

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<p>Priority 3 Parental Involvement</p> <p>The district will make a significant effort to seek parent input by promoting parent participation in meetings and by conducting a robust needs assessment to develop an effective LCAP by holding a community engagement meeting where LCAP goals and needs will be discussed, along with many DELAC, ELAC, and SSC meetings in 2017-18.</p> <p>Data from 2016-17</p> <p>Priority 4 Pupil Achievement</p> <ul style="list-style-type: none"> • Performance on standardized tests (CAASPP) - a gain of 2% meets standards or above in ELA and mathematics for CGS, SLMS, CUHS • Pupils that are college and career ready (a-g requirements) a gain of 2% for CUHS graduates • English learners that become English proficient (Annual Measurable Achievement Objectives: AMAO 1 , AMAO 2, and AMAO 3, targets met • English Learner Reclassification rate for - CGS,SLMS, CUHS, along with a districtwide gain of 2% • Pupils that pass the Advanced Placement (AP) exams with a 3 or higher with a districtwide gain of 2% • Pupils determined prepared for college by the Early Assessment Program (EAP) or future college ready indicator in ELA with a 2% gain <p>* 2% gain in the percentage of students, out of all twelfth grade students enrolled at Coast Union High School, who have successfully</p>
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completed all three courses of an approved CTE pathway- meaning those students who by April 3, 2018 are enrolled in their final semester of the third, required course for either pathway.

* 2% gain in the percentage of students, out of all twelfth grade students enrolled at Coast Union High School, who successfully complete a sufficiently intense service learning or work-based learning experience (a total of 20 hours) associated with the outcomes for students' knowledge, skills, and dispositions required in each pathway by April 3, 2018

* 2% gain in the percentage of students, out of all twelfth grade students enrolled at Coast Union High School, who have attained industry certifications of either Adobe certification or Veterinary Technician certification by April 3, 2018.

Priority 5 Pupil Engagement

- High School Graduation rates – 100%
- Attendance rates- 1% reduction
- Chronic absenteeism rates – 1% reduction at CGS, SLMS, CUHS
- Middle school dropout rates - maintain 0
- High School dropout rates – 0.2%

Graduate Profile Survey Results (administered in grades 5, 8 and 10):

*2% increase in targeted areas (the percentage of students who reported an understanding that skills in technology are important for success in many careers and the percentage of students who reported that they have learned about different careers from teachers, field trips, and guest speakers)

*Maintain 70% or greater percentage of students reporting being college and career prepared in the other areas of the survey

Priority 6 School Climate

*Suspension rates – 0.9

- Expulsion rates – 0

- Other local measures:

California Healthy Kids Survey:

*School connectedness

2% gain in all grade levels surveyed

*School perceived as safe or very safe

2% gain in all grade levels surveyed

*Current alcohol or drug use

2% reduction in all grade levels surveyed

Priority 7 Course Access

All students will have access to all courses offered in CUSD. As CUSD anticipates a 100% graduation rate in 2015-16, all students will have had access to, will have been enrolled in, and will have successfully completed the required areas of study to obtain a high school diploma.

Priority 8 Other Student Outcomes

In CUSD, district defined indicators of other student outcomes includes all teachers developing customized, interim assessments in ELA and mathematics aligned to the California State Standards. On a trimester (TK-5) and quarterly (6-12) scheduled basis, all teachers will access their students' performance on each interim assessment and meet in collaborative groups with fellow teachers to use the CUSD district wide data

protocol to review student data and to identify next instructional steps

To review the effectiveness of the prior year's actions by analyzing the aforementioned metrics, LCAP stakeholders will adjust actions on an annual basis.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>In partnership with San Luis County Office of Education (SLOCOE) and a community stakeholder group, including parents and community partners, develop career pathways in the areas of product development; engineering, computing, and visual arts. Based on building a partnership with SLOCOE and Cuesta College, CUSD has participated in a \$6,000,000 grant application to obtain significant funding to support the development of career pathway opportunities at CUHS in 2015-16. As a result of the grant we provide two pathways; Art Multimedia and Agriculture. SLOPE grant funding is only available to be used with our Arts Multimedia and Entertainment pathway.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	<p>No Cost : \$147,319 SLOPE Grant Award for 2017-2018 Supplemental and Concentration</p>
<p>Coast Unified School District has received CTE Incentive Grant funding to strengthen and develop College and Career Pathways in Career Technical Education. The funding will support are two pathways; "Arts, Multimedia, and Entertainment" and our "Agriculture" Pathways. As required by this funding we will gather and analyze student data to ensure that the 11 Elements of A High Quality Career Technical Education program are in place which includes: Leadership at All Levels, High-Quality Curriculum and Instruction, Career Exploration and Guidance, Student Support and Student Leadership Development, Industry Partnerships, System Alignment and Coherence, Effective Organizational Design, System Responsiveness to Changing Economic Demands, Skilled Faculty and Professional Development, and Evaluation, Accountability, and Continuous Improvement.</p>	<p>CUHS</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	<p>No Cost: \$78,237 Grant Supplemental and Concentration</p>
<p>In partnership with teacher leaders and community stakeholders, implement a survey for students to self identify how they are progressing in attaining the elements of the CUSD graduate profile. This survey was written in student friendly and age appropriate language, so that low income pupils, English learners, foster youth, students with disabilities, and redesignated fluent English</p>	<p>CUHS/Leffingwell</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	<p>\$0 Cost Other</p>

<p>proficient students will have equal access to the survey. As a result of giving students universal access to a self assessment survey, students will be better prepared in high school to access career pathways in the areas of product development, engineering, computing, and visual arts.</p>		<p><input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	
<p>To increase course access and to increase college and career readiness CUHS, in partnership with Cuesta College, will offer one concurrent enrollment course per semester in electronics and/or engineering.</p> <p>CUHS will offer a college and career readiness course (Get Focused, Stay Focused) to all ninth grade students. Additionally, courses to be offered includes: Community Funded Summer Enrichment Course in Computers .125 FTE Mock Trial, .375 FTE Cyber Security, Computer Applications and Computer Repair .1875 Get Focused, Stay Focused</p>	<p>CUHS</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	<p>\$2,200 supplies for engineering course 4000-4999: Books And Supplies Supplemental and Concentration</p> <p>\$38,540 .375 FTE additional teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration</p> <p>\$10,424 .125 FTE teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration</p> <p>\$15,636 .1875 FTE teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration</p>
<p>College tours (two for the high school and one for the middle school) are scheduled to expose students to the variety of higher education options and to help them in understanding paths to higher education. the steps necessary in getting there.</p>	<p>8-12</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	<p>\$4,016 substitute and overnight stipend costs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration</p>
<p>Illuminate: : INSPECT, Grade Cam and Data and Assessment package</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	<p>\$6,758 for Illuminate assessment package 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration</p>
<p>To increase pupil engagement and provide for a positive school climate, Coast Unified School District, in</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR:</p>	<p>\$49,000 for counseling contracts/family advocate services 5800: Professional/Consulting Services And Operating</p>

<p>partnership with San Luis Obispo County Mental Health, the Link and Prevention and Early Intervention services, provides group and individual counseling services, family advocacy, and parent education services</p>		<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	<p>Expenditures Supplemental and Concentration \$22,000 for counseling services - grant funded Supplemental and Concentration</p>
<p>Coast Unified School District will continue to implement a 1:1 technology device program (currently iPads at Santa Lucia Middle School and Chrome Books at Coast Union High School) in order to more deeply integrate technology into its courses, instruct students in 21st century skills, and support all district LCAP goals including increasing college and career readiness.</p>	<p>6-12</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	<p>\$52,680 4000-4999: Books And Supplies Supplemental and Concentration</p>
<p>Special education aides will assist students with unique needs and/or disabilities</p>	<p>All</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	<p>\$151,955 2000-2999: Classified Personnel Salaries Supplemental and Concentration</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 3 Parental Involvement The district will make a significant effort to seek parent input by promoting parent participation in meetings and by conducting a robust needs assessment to develop an effective LCAP by holding a community engagement meeting where LCAP goals and needs will be discussed, along with many DELAC, ELAC, and SSC meetings in 2018-19.</p> <p>Data from 2017-18</p> <p>Priority 4 Pupil Achievement</p> <ul style="list-style-type: none"> • Performance on standardized tests (CAASPP) - a gain of 2% meets standards or above in ELA and mathematics for CGS, SLMS, CUHS • Pupils that are college and career ready (a-g requirements) a gain of 2% for CUHS graduates • English learners that become English proficient (Annual Measurable Achievement Objectives: AMAO 1 , AMAO 2, and AMAO 3, targets met • English Learner Reclassification rate for - CGS,SLMS, CUHS, along with a districtwide gain of 2% • Pupils that pass the Advanced Placement (AP) exams with a 3 or higher with a districtwide gain of 2%
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- Pupils determined prepared for college by the Early Assessment Program (EAP) or future college ready indicator in ELA with a 2% gain
- * 2% gain in the percentage of students, out of all twelfth grade students enrolled at Coast Union High School, who have successfully completed all three courses of an approved CTE pathway- meaning those students who by April 3, 2019 are enrolled in their final semester of the third, required course for either pathway.
- * 2% gain in the percentage of students, out of all twelfth grade students enrolled at Coast Union High School, who successfully complete a sufficiently intense service learning or work-based learning experience (a total of 20 hours) associated with the outcomes for students' knowledge, skills, and dispositions required in each pathway by April 3, 2019
- * 2% gain in the percentage of students, out of all twelfth grade students enrolled at Coast Union High School, who have attained industry certifications of either Adobe certification or Veterinary Technician certification by April 3, 2019.

Priority 5 Pupil Engagement

- High School Graduation rates – 100%
- Attendance rates- 1% reduction
- Chronic absenteeism rates – 1% reduction at CGS, SLMS, CUHS
- Middle school dropout rates - maintain 0
- High School dropout rates – 0.2%

Graduate Profile Survey Results (administered in grades 5, 8 and 10):

- *2% increase in targeted areas (the percentage of students who reported an understanding that skills in technology are important for success in many careers and the percentage of students who reported that they have learned about different careers from teachers, field trips, and guest speakers)
- *Maintain 70% or greater percentage of students reporting being college and career prepared in the other areas of the survey

Priority 6 School Climate

- *Suspension rates – 0.9
- Expulsion rates – 0
- Other local measures:
California Healthy Kids Survey:
*School connectedness
2% gain in all grade levels surveyed
- *School perceived as safe or very safe
2% gain in all grade levels surveyed
- *Current alcohol or drug use
2% reduction in all grade levels surveyed

Priority 7 Course Access

All students will have access to all courses offered in CUSD. As CUSD anticipates a 100% graduation rate in 2015-16, all students will have had access to, will have been enrolled in, and will have successfully completed the required areas of study to obtain a high school diploma.

Priority 8 Other Student Outcomes

In CUSD, district defined indicators of other student outcomes includes all teachers developing customized, interim assessments in ELA and mathematics aligned to the California State Standards. On a trimester (TK-5) and quarterly (6-12) scheduled basis, all teachers will access their students' performance on each interim assessment and meet in collaborative groups with fellow teachers to use the CUSD district wide data protocol to review student data and to identify next instructional steps

To review the effectiveness of the prior year's actions by analyzing the aforementioned metrics, LCAP stakeholders will adjust actions on an annual basis.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Coast Unified School District has received CTE Incentive Grant funding to strengthen and develop College and Career Pathways in Career Technical Education. The funding will support are two pathways; "Arts, Multimedia, and Entertainment" and our "Agriculture" Pathways. As required by this funding we will gather and analyze student data to ensure that the 11 Elements of A High Quality Career Technical Education program are in place which includes: Leadership at All Levels, High-Quality Curriculum and Instruction, Career Exploration and Guidance, Student Support and Student Leadership Development, Industry Partnerships, System Alignment and Coherence, Effective Organizational Design, System Responsiveness to Changing Economic Demands, Skilled Faculty and Professional Development, and Evaluation, Accountability, and Continuous Improvement.</p>	<p>CUHS</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	<p>No Cost: CTE Grant \$59,270 Supplemental and Concentration</p>
<p>In partnership with teacher leaders and community stakeholders, implement a survey for students to self identify how they are progressing in attaining the elements of the CUSD graduate profile. This survey was written in student friendly and age appropriate language, so that low income pupils, English learners, foster youth, students with disabilities, and redesignated fluent English proficient students will have equal access to the survey. As a result of giving students universal access to a self assessment survey, students will be better prepared in high school to access career pathways in the areas of product development, engineering, computing, and visual arts.</p>	<p>CUHS/Leffingwell</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	<p>\$0 Cost Supplemental and Concentration</p>
<p>To increase course access and to increase college and career readiness CUHS, in partnership with Cuesta College, will offer one concurrent enrollment course per semester in electronics and/or engineering.</p>	<p>CUHS</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>\$2,200 supplies for engineering course 4000-4999: Books And Supplies Supplemental and Concentration \$38,540 .375 FTE additional instructor 1000-1999: Certificated</p>

<p>CUHS will offer a college and career readiness course (Get Focused, Stay Focused) to all ninth grade students. Additionally, courses to be offered includes: Community Funded Summer Enrichment Course in Computers .125 FTE Mock Trial, .375 FTE Cyber Security, Computer Applications and Computer Repair .1875 Get Focused, Stay Focused</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	<p>Personnel Salaries Supplemental and Concentration \$10,424 .125 FTE of teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$15,636 .1875 FTE of teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration</p>
<p>College tours (two for the high school and one for the middle school) are scheduled to expose students to the variety of higher education options and to help them in understanding paths to higher education. the steps necessary in getting there.</p>	8-12	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	<p>\$4,016 substitute and overnight stipend costs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration</p>
<p>Illuminate: INSPECT, Grade Cam and Data and Assessment package</p>	All	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	<p>\$6,758 for Illuminate assessment package 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration</p>
<p>To increase pupil engagement and provide for a positive school climate, Coast Unified School District, in partnership with San Luis Obispo County Mental Health, the Link and Prevention and Early Intervention services, provides group and individual counseling services, family advocacy, and parent education services</p>	All	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	<p>\$49,000 for counseling contracts/family advocate services 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$22,000 for counseling services - grant funded Supplemental and Concentration</p>
<p>Coast Unified School District will continue to implement a 1:1 technology device program (currently iPads at Santa</p>	6-12	<p><input checked="" type="checkbox"/> All OR:</p>	<p>\$52,680 4000-4999: Books And Supplies Supplemental and Concentration</p>

<p>Lucia Middle School and Chrome Books at Coast Union High School) in order to more deeply integrate technology into its courses, instruct students in 21st century skills, and support all district LCAP goals including increasing college and career readiness.</p>		<p> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u> </p>	
<p>Special education aides will assist students with unique needs and/or disabilities</p>	<p>All</p>	<p> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u> </p>	<p>\$151,955 2000-2999: Classified Personnel Salaries Supplemental and Concentration</p>

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

Annual Update

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

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

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

Original GOAL 1 from prior year LCAP:	To expand students' communication and critical thinking in literacy		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All, including students with disabilities		
Expected Annual Measurable Outcomes:	Data from 2014-15 Priority 1 Basic <ul style="list-style-type: none"> • Rate of teacher miss-assignment - 0 • Facilities condition/repair (FIT) - Overall Rating "Good" • Student access to instructional materials - Sufficient Priority 2 CCSS Implementation <p>a) 100% of teachers will have participated in at least two, full day professional learning sessions on the Common Core State Standards in English language arts/literacy in history, social studies, science, and technical subjects.</p> <p>b) All teachers of mathematics will have participated in at least one day of professional learning on the Common Core State Standards in mathematics.</p> Priority 4 Pupil Achievement <ul style="list-style-type: none"> • Performance on standardized tests (CAASPP) - a baseline of 5% meets standards or above in ELA for CGS, SLMS, CUHS • Pupils that are college and career ready (a-g requirements) 40% including both CUHS and Leffingwell and 43% including CUHS • English learners that become English proficient (Annual Measurable Achievement Objectives: AMAO 1 , AMAO 2, and AMAO 3) - 2% gain • English Learner Reclassification rate for - CGS, SLMS, CUHS, along with a districtwide gain of 2% • Pupils that pass the Advanced Placement (AP) exams with a 3 or higher with a districtwide gain of 2% • Pupils determined prepared for college by the Early Assessment Program (EAP) or future college ready indicator 		Actual Annual Measurable Outcomes:	Data from 2015-16 Priority 1: Basic for 2015-16: <ul style="list-style-type: none"> • Rate of teacher mis-assignment = 0 • Facilities - Overall rating "good" • Student access to instructional materials - sufficient based on school board approval of 9/10/15 Priority 2 : Common Core State Standards for 2015-16; *100% of teachers have participated in at least two, full day professional learning sessions on the Common Core State Standards in English language arts/literacy in history, social studies, science, and technical subjects. *All teachers of mathematics have participated in at least one day of professional learning on the Common Core State Standards in mathematics. Priority 4: Pupil Achievement Baseline data from 2014-15 *Performance on standardized tests (CAASPP) - a baseline of 44% met or exceeded standards in ELA for CGS, SLMS, CUHS <ul style="list-style-type: none"> • Pupils that are college and career ready (based on completion of a-g requirements): 2014 = 41%, 2015 = 44% • English Learners that became English proficient: AMAOs 1 & 2 (AMAO 3 scores are not available): AMAO1 Target Met 73.4% (Target was 60.5%), AMAO2 Targets Met - 5 years 40.2% (target was 24.2%), +5 years 70.4% (target was 50.9%) Comparison data from 2014-15 to 2015-16 <ul style="list-style-type: none"> • 2014-15 English learner reclassification rate - CGS = 12

<p>in ELA with a 2% gain</p> <p>*Priority 8 Other Student Outcomes In CUSD, district defined indicators of other student outcomes includes all teachers developing customized, interim assessments in ELA and mathematics aligned to the Common Core State Standards. On a trimester (TK-5) and quarterly (6-12) scheduled basis, all teachers will access their students' performance on each interim assessment and meet in collaborative groups with fellow teachers to use the CUSD district wide data protocol to review student data and to identify next instructional steps.</p> <p>To review the effectiveness of the prior year's actions by analyzing the aforementioned metrics, LCAP stakeholders will adjust actions on an annual basis.</p>	<p>students, SLMS = 12 students, CUHS = 13 students (37 total for the district)</p> <p>* 2015-16 English learner reclassification rate - CGS = 6 students, SLMS = 7 students , CUHS = 14 students (28 total for the district)</p> <ul style="list-style-type: none"> • Pupils that pass Advance Placement Exams with 3 or higher (2015) : 63 tests given, 28 passed, 44% <p>Early Assessment Program (EAP) Data from 2014</p> <ul style="list-style-type: none"> • Pupils determined prepared for college by the Early Assessment Program (EAP) College English : 14% conditional / 5% ready for college College Mathematics : 23% conditional / 0% ready for college <p>Priority 8: Other Outcomes In CUSD, teachers have both developed customized interim assessments in ELA and mathematics and have also accessed Illuminate authored interim assessments in these areas that are aligned with the standards and developed to mirror the CAASPP tests. These assessments have been administered and results have been analyzed in order to identify next instructional steps.</p> <p>To review the effectiveness of the prior year's actions by analyzing the aforementioned metrics, educators will adjust actions on an annual basis. Data analysis meetings have occurred: CGS - 4/6/16, 5/4/16 SLMS - 12/2/15, 1/27/16, 4/6/16, 6/1/16 CUHS - 12/16/15, 4/6/16 (ELA), 12/14/15, 2/24/16, 4/5/16 (Math)</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>*Professional learning in "close reading" for all teachers and instructional aides of grades 3-12. (All teachers in CUSD will participate in a minimum of two full days of professional learning sessions.) *Instructional rounds in "close reading" for administrators and teacher leaders. (There will be four Fridays devoted to</p>	<p>\$15,000 Contract amount for Kristin Nason \$7,000 Travel Expenses for Kristin Nason Base 22,000</p> <hr/> <p>\$6,700 w/o benefits substitute cost \$7,571 w/benefits substitute cost Base 14,271</p>	<p>Number of sessions: 20 total sessions, all grades Topics: close reading/differentiated learning</p> <p>Professional learning provided by Kristen Nason supported communication and critical thinking in literacy. A focus of this professional</p>	<p>\$19,283 total expenses for Kristen Nason 5800: Professional/Consulting Services And Operating Expenditures Supplemental</p> <hr/> <p>\$9,257 w/benefits substitute costs 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration</p>

<p>instructional rounds which will be held across all three campuses.)</p>		<p>development has been to train and instruct teachers on strategies to better implement common core state standards in their teaching. Four Fridays were devoted to Instructional Rounds held across all three campuses.</p>	
<p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Students with disabilities</u></p>	
<p>*Professional learning in differentiated instruction of "close reading" instructional strategies for all teachers (all teachers in CUSD will participate in a minimum of two full days of professional learning sessions) and instructional aides of TK-12 (there will be four Fridays devoted to instructional rounds which will be held across all three campuses.).</p>	<p>\$7,500 Contract amount for Kristin Nason</p> <p>\$3,500 Travel Expenses amount for Kristin Nason</p> <hr/> <p>Supplemental 11,000</p> <hr/> <p>\$3,350 w/o benefits Substitute Cost</p> <p>\$3,785 w/benefits Substitute Cost</p> <p>Supplemental 7,135</p>	<p>Professional learning for close reading and differentiated instruction in the sessions noted above.</p>	<p>Costs noted above</p>
<p>Scope of Service All</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>students with disabilities</u></p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Students with disabilities</u></p>	
<p>*Student Services is revising and</p>	<p>\$45,500 .5% ELD Teacher CGS</p>	<p>*Student Services has revised and</p>	<p>\$88,400 1.3 FTE ELD Teacher CGS</p>

<p>implementing an updated SST/RTI process including, English 3D for grades 6-12. Additionally, Student Services is implementing DIBELS progress monitoring at CGS. The SST/RTI team will meet a minimum of three times per year. In addition to all teachers providing integrated and designated ELD to English learners, designated ELD will be taught and supported by the following teachers: One 1.3% ELD teacher at CGS, one .5% ELD teacher at SLMS, one .2% ELD teacher at CUHS, one .5% ELD teacher on Special Assignment (TOSA) at CUSD to further support "close reading" for English learners. Additionally bilingual aides support EL students across CUSD.</p>	<p>Supplemental 45,500 \$45,500 .5% ELD Teacher SLMS Supplemental 45,500 \$18,200 .2% ELD Teacher CUHS Supplemental 18,200 \$45,500 .5% TOSA CUSD Supplemental 45,500 \$45,900 Bilingual Aides Concentration 45,900 \$3000 DIBELS subscription and stipend Supplemental 3,000</p>	<p>implemented an updated SST/RTI process including, English 3D for grades 6-12. Additionally, Student Services has implemented DIBELS progress monitoring at CGS. The SST/RTI team will meet a minimum of three times per year. In addition to all teachers providing integrated and designated ELD to English learners, designated ELD will be taught and supported by the following teachers: 1.3% ELD teacher at CGS 1.0% ELD teacher at SLMS .4% ELD teacher at CUHS Additionally bilingual aides support EL students across CUSD. Language needs and increased communication with families are supported by bilingual front office staff at each school site as well as the district office.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$65,900 1 FTE ELD Teacher SLMS 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$24,954 2 .2 FTE ELD Teachers CUHS 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$63,490 Bilingual Aides 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$3,000 DIBELS subscription and stipend 4000-4999: Books And Supplies Supplemental and Concentration \$52,888 Translation services 2000-2999: Classified Personnel Salaries Supplemental \$30,000 Benefits for translation and bilingual support 3000-3999: Employee Benefits Supplemental and Concentration</p>
<p>Scope of Service All</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) students with disabilities</p>		<p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	
		<p>Research based programs and curriculum to support ELD and to expand students communication and critical thinking in literacy are purchased</p>	<p>\$ 7,740 Rosetta Stone (all sites) 4000-4999: Books And Supplies Supplemental and Concentration \$1,200 English 3D consumables</p>

		<p>and implemented throughout the district. These programs and services include; Rosetta Stone, English 3D, Renaissance Place (AR 360, STAR diagnostic), Newsela, and ETC portal subscription for research materials and additional language supports.</p>	<p>(SLMS and CUHS) 4000-4999: Books And Supplies Supplemental and Concentration</p> <p>\$5,333 Renaissance Place (CGS and SLMS) 4000-4999: Books And Supplies Supplemental and Concentration</p> <p>\$1,790 Newsela (SLMS and CUHS) 4000-4999: Books And Supplies Supplemental and Concentration</p> <p>\$4,804 ETC portal subscription (all sites) 4000-4999: Books And Supplies Supplemental and Concentration</p>
<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p>Students with disabilities</p>	
		<p>All three sites have librarians to assist in research skills and instructing literacy strategies. Librarians also manage books and resources, including digital books and subscriptions.</p>	<p>\$133,384 Librarian salaries and benefits 2000-2999: Classified Personnel Salaries Supplemental and Concentration</p>
<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service </p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions,</p>	<p>Professional learning through Kristen Nason was an integral part of the district's plan to expand students' communication and</p>		

services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

critical thinking in literacy. The training sessions took place as scheduled, however costs were less than anticipated. Professional learning with Kristen Nason in the 2015/16 school year focused on close reading strategies. For the 2016/17 school year the district plans to expand into writing strategies with Kristen Nason. The costs related to additional staffing required for increasing the district's ability to provide intervention and English language development have been included along with the costs associated with providing bilingual support to students and families in the district. Research based programs and curriculum to support ELD and to expand students' communication and critical thinking in literacy have been purchased and implemented throughout the district and that information has been added into the LCAP. Overall English Language Arts CAASPP results, AP passage rates in English, EL reclassification rates, and EAP results/Cuesta placement levels will be analyzed to measure effectiveness of actions and services being offered. We have also separated out the data that is specific to literacy from the data associated with mathematics.

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

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

Original GOAL 2 from prior year LCAP:	To accelerate students' academic outcomes in mathematics		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	All, including students with disabilities		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<p>Data from 2014-15</p> <p>Priority 1 Basic</p> <ul style="list-style-type: none"> • Rate of teacher miss-assignment - 0 • Facilities condition/repair (FIT) - Overall Rating "Good" • Student access to instructional materials - Sufficient <p>Priority 2 CCSS Implementation</p> <p>a) 100% of teachers will have participated in at least two, full day professional learning sessions on the Common Core State Standards in English language arts/literacy in history, social studies, science, and technical subjects.</p> <p>b) All teachers of mathematics will have participated in at least one day of professional learning on the Common Core State Standards in mathematics.</p> <p>Priority 4 Pupil Achievement</p> <ul style="list-style-type: none"> • Performance on standardized tests (CAASPP) - a baseline of 5% meets standards or above in mathematics for CGS, SLMS, CUHS • Pupils that are college and career ready (a-g requirements) 40% including both CUHS and Leffingwell and 43% including CUHS • English learners that become English proficient (Annual Measurable Achievement Objectives: AMAO 1 , AMAO 2, and AMAO 3, - 2% gain • English Learner Reclassification rate for - CGS,SLMS, CUHS, along with a districtwide gain of 2% • Pupils that pass the Advanced Placement (AP) exams with a 3 or higher with a districtwide gain of 2% 		Actual Annual Measurable Outcomes:	<p>Data from 2015-16</p> <p>Priority 1: Basic for 2015-16:</p> <ul style="list-style-type: none"> • Rate of teacher mis-assignment = 0 • Facilities - Overall rating "good" • Student access to instructional materials - sufficient based on school board approval of 9/10/15 <p>Priority 2 : Common Core State Standards for 2015-16; *100% of teachers have participated in at least two, full day professional learning sessions on the California State Standards in English language arts/literacy in history, social studies, science, and technical subjects. *All teachers of mathematics have participated in at least one day of professional learning on the California State Standards in mathematics.</p> <p>Priority 4: Pupil Achievement Baseline data from 2014-15 *Performance on standardized tests (CAASPP) - a baseline of 32% met or exceeded standards in mathematics for CGS, SLMS, CUHS</p> <ul style="list-style-type: none"> • Pupils that are college and career ready (based on completion of a-g requirements): 2014 = 41%, 2015 = 44% • English Learners that became English proficient: AMAOs 1 & 2 (AMAO 3 scores are not available): AMAO1 Target Met 73.4% (Target was 60.5%), AMAO2 Targets Met - 5 years 40.2% (target was 24.2%), +5 years 70.4% (target was 50.9%)

- Pupils determined prepared for college by the Early Assessment Program (EAP) or future college ready indicator in ELA with a 2% gain

Priority 8 Other Student Outcomes

In CUSD, district defined indicators of other student outcomes includes all teachers developing customized, interim assessments in ELA and mathematics aligned to the Common Core State Standards. On a trimester (TK-5) and quarterly (6-12) scheduled basis, all teachers will access their students' performance on each interim assessment and meet in collaborative groups with fellow teachers to use the CUSD district wide data protocol to review student data and to identify next instructional steps

To review the effectiveness of the prior year's actions by analyzing the aforementioned metrics, LCAP stakeholders will adjust actions on an annual basis.

Comparison data from 2014-15 to 2015-16

- 2014-15 English learner reclassification rate - CGS = 12 students, SLMS = 12 students, CUHS = 13 students (37 total for the district)
- * 2015-16 English learner reclassification rate - CGS = 6 students, SLMS = 7 students , CUHS = 14 students (28 total for the district)
- Pupils that pass Advance Placement Exams with 3 or higher (2015) : 63 tests given, 28 passed, 44%

Early Assessment Program (EAP) Data from 2014

- Pupils determined prepared for college by the Early Assessment Program (EAP)
College English : 14% conditional / 5% ready for college
College Mathematics : 23% conditional / 0% ready for college

Priority 8: Other Outcomes

In CUSD, teachers have both developed customized interim assessments in ELA and mathematics and have also accessed Illuminate authored interim assessments in these areas that are aligned with the standards and developed to mirror the CAASPP tests. These assessments have been administered and results have been analyzed in order to identify next instructional steps.

To review the effectiveness of the prior year's actions by analyzing the aforementioned metrics, educators will adjust actions on an annual basis. Data analysis meetings have occurred:

CGS - 4/6/16, 5/4/16

SLMS - 12/2/15, 1/27/16, 4/6/16, 6/1/16

CUHS - 12/16/15, 4/6/16 (ELA), 12/14/15, 2/24/16, 4/5/16 (Math)

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> • Professional learning in "close reading" for all teachers and instructional aides of grades 3-12. (All teachers in CUSD will participate in a minimum of one full day of professional learning sessions) 	\$15,000 Kristin Nason contract \$7,000 Kristin Nason travel expenses Base 22,000 \$6,700 w/ benefits Substitute Cost \$7,571 w/o benefits Substitute Cost	Due to the link between mathematics and literacy , mathematics teachers received training from Kristen Nason through site level staff meetings and district wide professional learning sessions. Costs were accounted for in the actions and services listed under	Cost addressed above

<ul style="list-style-type: none"> Instructional rounds in "close reading" for administrators and teacher leaders. (There will be four Fridays devoted to instructional rounds which will be held across all three campuses.) 	<p>Base 14,271</p>	<p>Goal 1; To expand students' communication and critical thinking in literacy.</p>					
<table border="1"> <tr> <td>Scope of Service</td> <td>All Students</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	All Students		<table border="1"> <tr> <td>Scope of Service</td> <td>All students</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	Scope of Service	All students	
Scope of Service	All Students						
Scope of Service	All students						
<p>In the area of mathematics, grades TK-12 math teachers participate in professional learning sessions on the standards for mathematical practice, which will be offered by the San Luis Obispo County Office of Education (SLOCOE) Teachers of mathematics will participate in a minimum of one workshop at SLOCOE.</p>	<p>\$2,900 Workshops at SLOCOE Base 2,900</p> <p>\$1,700 Sub Cost Base 1,700</p>	<p>In the area of mathematics, grades TK-12 math teachers participate in professional learning sessions on the standards for mathematical practice, which will be offered by the San Luis Obispo County Office of Education (SLOCOE) Teachers of mathematics will participate in a minimum of one workshop at SLOCOE.</p>	<p>\$2,900 Workshops at SLOCOE 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration</p> <p>\$1,700 Sub Cost 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td></td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service			<table border="1"> <tr> <td>Scope of Service</td> <td>Tk-12</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	Scope of Service	Tk-12	
Scope of Service							
Scope of Service	Tk-12						
<p>Professional learning in differentiated instruction of "close reading"</p>	<p>\$7,500 Contract amount for Kristin Nason</p>	<p>Addressed above</p>	<p>Cost addressed above</p>				

<p>instructional strategies for all teachers and instructional aides of TK-12 mathematics. Teachers of mathematics will participate in a minimum of one professional learning session.</p>	<p>\$3,500 Travel Expenses for Kristin Nason Supplemental 11,000 \$3,350 w/o benefits Substitute Cost \$3,785 w/benefits Substitute Cost Supplemental 7,135</p>		
<p>Scope of Service: All Students</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>students with disabilities</u></p>		<p>Scope of Service: All students</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	
		<p>All CUHS mathematics teachers will receive coaching to increase student [performance and college readiness of graduates.</p>	<p>\$15,000 Marie Larsen, Cuesta Mathematics coaching 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration</p> <p>\$4,000 substitute costs 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration</p>
<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: 9-12</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	
		<p>In grades 2-5, teachers will receive coaching support/professional learning/co-planning and co-teaching in</p>	<p>\$9,000 Terry Gibbs-Burke mathematics training 5800: Professional/Consulting Services And</p>

		the area of mathematics in order to support the implementation of California Common Core Standards	Operating Expenditures Supplemental and Concentration \$800 for Dr. Heron mathematics training 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration
<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service 2-5 ----- <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u>	
		To increase pupil achievement in AP mathematics professional learning in AP mathematics instruction will continue and student enrolled in AP classes will be required to sit for the AP exam in order to strengthen commitment. The district is committed to support student s in need buy paying exam fees.	\$1,270 for professional learning in AP mathematics 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$500 in AP testing fees 4000-4999: Books And Supplies Supplemental and Concentration
<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service 9-12 ----- <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u>	
		To increase pupil achievement in math and due to the success of the iLearn program, its use will be expanded in grade four through 12	\$3,200 for the iLearn program 4000-4999: Books And Supplies Supplemental and Concentration

<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<table border="1"> <tr> <td data-bbox="1037 125 1182 201">Scope of Service</td> <td data-bbox="1182 125 1514 201">CGS</td> </tr> <tr> <td colspan="2" data-bbox="1037 201 1514 266"> <input checked="" type="checkbox"/> All </td> </tr> <tr> <td colspan="2" data-bbox="1037 266 1514 475"> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u> </td> </tr> </table>	Scope of Service	CGS	<input checked="" type="checkbox"/> All		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u>		
Scope of Service	CGS								
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OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u>									
		<p>To work with grammar school students in the area of math support, .2 FTE teacher has been added.</p>	<p>\$13,600 .2 FTE teacher for math support 1000-1999: Certificated Personnel Salaries Supplemental and Concentration</p>						
<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<table border="1"> <tr> <td data-bbox="1037 618 1182 695">Scope of Service</td> <td data-bbox="1182 618 1514 695"></td> </tr> <tr> <td colspan="2" data-bbox="1037 695 1514 760"> <input type="checkbox"/> All </td> </tr> <tr> <td colspan="2" data-bbox="1037 760 1514 971"> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service		<input type="checkbox"/> All		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
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<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Professional learning with Kristen Nason had been included under the goal of accelerating students' academic outcomes in mathematics, however we have included that solely under the district's literacy goal. Other trainings, coaching sessions and professional learning opportunities specific to mathematics have been included in the plan. We have also included the cost of staff training in advanced placement mathematics instruction and for the iLearn program used for math remediation. For the future, pursuant to stakeholder input, we have added staffing in mathematics and included the costs. To increase pupil achievement and course access we are providing math support in an additional math period for students who need further instruction. Overall mathematics CAASPP results, AP passage rates in mathematics, and EAP results/Cuesta placement levels will be analyzed to measure effectiveness of actions and services being offered. We have also separated out the data that is specific to mathematics from the language and literacy data.</p>								

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

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

Original GOAL 3 from prior year LCAP:	To advance students' college and career readiness		Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:		Schools: CUHS and Leffingwell	Applicable Pupil Subgroups: All including students with disabilities	
Expected Annual Measurable Outcomes:	<p>Priority 3 Parental Involvement The district will make a significant effort to seek parent input by promoting parent participation in meetings and by conducting a robust needs assessment to develop an effective LCAP by holding a district LCAP meeting, along with many DELAC, ELAC, and SSC meetings in 2015-16.</p> <p>Data from 2014-15</p> <p>Priority 4 Pupil Achievement</p> <ul style="list-style-type: none"> Performance on standardized tests (CAASPP) - a baseline of 5% meets standards or above in ELA and mathematics for CGS, SLMS, CUHS Pupils that are college and career ready (a-g requirements) 40% including both CUHS and Leffingwell and 43% including CUHS English learners that become English proficient (Annual Measurable Achievement Objectives: AMAO 1 , AMAO 2, and AMAO 3, - 2% gain English Learner Reclassification rate for - CGS,SLMS, CUHS, along with a districtwide gain of 2% Pupils that pass the Advanced Placement (AP) exams with a 3 or higher with a districtwide gain of 2% Pupils determined prepared for college by the Early Assessment Program (EAP) or future college ready indicator in ELA with a 2% gain <p>Priority 5 Pupil Engagement</p> <ul style="list-style-type: none"> High School Graduation rates – 100% (0% gain) 		Actual Annual Measurable Outcomes:	<p>Priority 3: Parental Involvement The district made a significant effort to seek parent input by promoting parent participation in meetings and by conducting a robust needs assessment to develop an effective LCAP by holding the following meetings: December 9, 2014 - District LCAP Committee (see below for list of invited parents) December 17, 2014 - English Language Advisory Committee (ELAC) Coast Union High School (CUHS) December 18, 2014 - School Site Council (SSC) CUHS January 13, 2015 - SSC Cambria Grammar School (CGS) January 27, 2015 - ELAC CGS February 18, 2015 - SSC CUHS March 9, 2015 - District English Language Advisory Committee (DLAC) March 12, 2015 - SSC Santa Lucia Middle School (SLMS) March 25, 2015 - ELAC CUHS March 30, 2015 - ELAC SLMS</p> <p>Priority 4: Pupil Achievement Baseline data from 2014-15</p> <ul style="list-style-type: none"> Pupils that are college and career ready (based on completion of a-g requirements): 2014 = 41%, 2015 = 44% English Learners that became English proficient: AMAOs 1 & 2 (AMAO 3 scores are not available): AMAO1 Target Met: 73.4% (Target was 60.5%), AMAO2 Targets Met: Students in U.S. less than 5 years 40.2% (target was 24.2%),

- Attendance rates- 1% reduction
- Chronic absenteeism rates – 1% reduction at CGS, SLMS, CUHS
- Middle school dropout rates - 0
- High School Dropout rates – 0.3%

Priority 6 School Climate

- Suspension rates – 1.0
- Expulsion rates – 0
- Other local measures:

California Healthy Kids Survey (note: as this survey is administered every other year stakeholders will review the 2013-14 results in the areas of perceived safety at school and summary measures of alcohol and other drug use)

Priority 7 Course Access

All students will have access to all courses offered in CUSD. As CUSD anticipates a 100% graduation rate in 2014-15, all students will have had access to, will have been enrolled in, and will have successfully completed the required areas of study to obtain a high school diploma.

Priority 8 Other Student Outcomes

In CUSD, district defined indicators of other student outcomes includes all teachers developing customized, interim assessments in ELA and mathematics aligned to the Common Core State Standards. On a trimester (TK-5) and quarterly (6-12) scheduled basis, all teachers will access their students' performance on each interim assessment and meet in collaborative groups with fellow teachers to use the CUSD district wide data protocol to review student data and to identify next instructional steps

To review the effectiveness of the prior year's actions by analyzing the aforementioned metrics, LCAP stakeholders will adjust actions on an annual basis.

Students in U.S.5 years or more 70.4% (target was 50.9%)

- Pupils that pass Advance Placement Exams with 3 or higher (2015) :
63 tests given, 28 passed, 44%

Comparison data from 2014-15 to 2015-16

- 2014-15 English learner reclassification rate - CGS = 12 students, SLMS = 12 students, CUHS = 13 students (37 total for the district)

* 2015-16 English learner reclassification rate - CGS = 6 students, SLMS = 7 students , CUHS = 14 students (28 total for the district)

2014-15 data for Smarter Balances/CAASPP Results:

Cambria Grammar School (Made AYP: Yes)

- APR ELA All : 38.3% proficient and advanced
- APR ELA English Learners : 28.4%
- APR ELA Low Income : 30.0%
- APR Mathematics All : 32.2% proficient and advanced
- APR Math English Learners : 19.8%
- APR Math Low Income : 24.0%

Santa Lucia Middle School (Made AYP: Yes)

- APR ELA All : 47.4% proficient and advanced
- APR ELA English Learners : 28.2%
- APR ELA Low Income : 33.0%
- APR Mathematics All : 37.5% proficient and advanced
- APR Math English Learners : 14.1%
- APR Math Low Income : 22.0%

Coast Union High School (Made AYP: Yes)

- APR ELA All : 53.2% proficient and advanced
- APR ELA English Learners : 7.1%
- APR ELA Low Income : 46.4%
- APR Mathematics All : 17.4% proficient and advanced
- APR Math English Learners : 0%
- APR Math Low Income : 18.5%

The district wide CAASPP RESULTS by subgroups for 2014-15 includes:

- Students with disabilities
ELA : 44.5% proficient and advanced
Mathematics : 32.2% proficient and advanced

- English Learners
ELA : 27.1% proficient and advanced
Mathematics : 15.4% proficient and advanced
- Hispanic/Latino
ELA : 31.0% proficient and advanced
Mathematics : 19.5% proficient and advanced
- Socio Economically Disadvantaged
ELA : 34.1% proficient and advanced
Mathematics : 22.5% proficient and advanced
- White
ELA : 68.0% proficient and advanced
Mathematics : 50.8% proficient and advanced

Data from 2012-13 (Most recent scores available)

- API – 3 year average CGS - 814, SLMS - 842, CUHS - 781

Data from 2014

- Pupils determined prepared for college by the Early Assessment Program (EAP)
College English : 14% conditional / 5% ready for college
College Mathematics : 23% conditional / 0% ready for college

Priority 5: Pupil Engagement

Data for 2014-15

- High School Graduation rates – CUHS: 97.92%, LHS: 96.3%
- Attendance rates- 97%
- Chronic absenteeism rates – CGS14%, SLMS 1%, CUHS .08%

Data for 2013-14

- Middle school dropout rates - 0
- High School dropout rates - 0.4% (annual adjusted drop out rate)

Graduate Profile Survey Results (administered in grades 5, 8 and 10):

While survey results were strong across the district in students' beliefs on being college and career prepared, the following areas were in the lowest ranking:

- *40.4 % reported not understanding that skills in technology are important for success in many careers
- *37.4% reported that they have NOT learned about different careers from teachers, field trips, and guest speakers

Priority 6: School Climate

		<p>Data for 2014-15</p> <ul style="list-style-type: none"> • Suspension rates – 2.5% • Expulsion rates – 0 <p>Other local measures: California Healthy Kids Survey Results:</p> <p>*School connectedness 2013/14 7th grade: 60% 9th grade: 55% 2015/16 7th grade: 64% 9th grade: 43% 11th grade 36%</p> <p>*School perceived as safe or very safe 2013/14 7th grade: 73% 9th grade: 75% 2015/16 7th grade: 80% 9th grade: 55% 11th grade 57%</p> <p>*Current alcohol or drug use 2013/14 7th grade:15% 9th grade: 28% 2015/16 7th grade: 14% 9th grade: 33% 11th grade 42%</p> <p>Priority 7: Course Access</p> <ul style="list-style-type: none"> • Student access and enrollment in all required areas of study: All students have access to all courses offered in CUSD. As CUSD had a 97.92% graduation rate in 2014-15, all students had access to, were enrolled in, and successfully completed the required areas of study to obtain a high school diploma. <p>Priority 8: Other Outcomes In CUSD, district defined indicators of other student outcomes includes all teachers developing customized, interim assessments in ELA and mathematics aligned to the California State Standards in mathematics. On a trimester (TK-5) and quarterly (6-12) scheduled basis, teachers assess their students' performance on each interim assessment and meet in collaborative groups with fellow teachers to use the district wide data protocol to review student data and to identify next instructional steps.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
In partnership with San Luis County Office of Education (SLOCOE) and a community stakeholder group,	\$130,000 Grant Award 2015-16 Base 130,000	Through the SLOPE Grant we received, Coast Unified school district has developed two pathways; Arts	\$ 132,461 grant awarded for 2015/16 school year

<p>including parents and community partners, develop career pathways in the areas of product development; engineering, computing, and visual arts. Based on building a partnership with SLOCOE and Cuesta College, CUSD has participated in a \$3,000,000 grant application to obtain significant funding to support the development of career pathway opportunities at CUHS in 2015-16. As a result of the grant we expect to develop one pathway computing, engineering, and visual arts.</p>		<p>Multimedia and Agriculture. Courses have been established and necessary materials have begun to be purchased for the 2016/17 school year</p>									
<table border="1"> <tr> <td data-bbox="86 557 233 634">Scope of Service</td> <td data-bbox="233 557 562 634">All</td> </tr> <tr> <td colspan="2" data-bbox="86 634 562 946"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<table border="1"> <tr> <td data-bbox="1026 557 1182 634">Scope of Service</td> <td data-bbox="1182 557 1520 634">CUHS</td> </tr> <tr> <td colspan="2" data-bbox="1026 634 1520 946"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u> </td> </tr> </table>	Scope of Service	CUHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u>		
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<p>In partnership with Cuesta College offer one, concurrent enrollment course per semester in electronics and/or engineering.</p>	<p>\$1100 (instructional materials - based on \$550 each semester) Base 1,100</p>	<p>To increase course access and to increase college and career readiness CUHS, in partnership with Cuesta College, offered one concurrent enrollment course per semester in engineering.</p>	<p>\$2,200 supplies for engineering course 4000-4999: Books And Supplies Supplemental and Concentration</p>								
<table border="1"> <tr> <td data-bbox="86 1227 233 1305">Scope of Service</td> <td data-bbox="233 1227 562 1305">CUHS Students</td> </tr> <tr> <td colspan="2" data-bbox="86 1305 562 1490"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth </td> </tr> </table>	Scope of Service	CUHS Students	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth			<table border="1"> <tr> <td data-bbox="1026 1227 1182 1305">Scope of Service</td> <td data-bbox="1182 1227 1520 1305">CUHS</td> </tr> <tr> <td colspan="2" data-bbox="1026 1305 1520 1490"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth </td> </tr> </table>	Scope of Service	CUHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth		
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<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	
<p>In partnership with teacher leaders and community stakeholders, develop a survey for students to self identify how they are progressing in attaining the elements of the CUSD graduate profile. This survey will be written in student friendly and age appropriate language, so that low income pupils, English learners, foster youth, students with disabilities, and redesignated fluent English proficient students will have equal access to the survey. As a result of giving students universal access to a self assessment survey, students will be better prepared in high school to access career pathways in the areas of product development, engineering, computing, and visual arts.</p>	<p>\$3300 Substitute Cost Supplemental 3,300</p>	<p>In partnership with teacher leaders and community stakeholders, develop a survey for students to self identify how they are progressing in attaining the elements of the CUSD graduate profile. This survey will be written in student friendly and age appropriate language, so that low income pupils, English learners, foster youth, students with disabilities, and redesignated fluent English proficient students will have equal access to the survey. As a result of giving students universal access to a self assessment survey, students will be better prepared in high school to access career pathways in the areas of product development, engineering, computing, and visual arts.</p>	<p>\$1,536 Substitute Costs 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration</p>
<p>Scope of Service CUHS/Leffingwell Students</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>students with disabilities</u></p>		<p>Scope of Service 5-12</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	
		<p>Illuminate Assessment: INSPECT, Grade Cam, and Data and Assessment Package</p>	<p>\$6,758 for the assessment components of Illuminate 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration</p>
<p><input type="checkbox"/> All</p>		<p>Scope of Service All</p>	

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>students with disabilities</u></p>		<p><input checked="" type="checkbox"/> All</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	
		<p>To increase pupil engagement and provide for a positive school climate, Coast Unified School District work in partnership with San Luis Obispo County Mental Health, the Link and Prevention and Early Intervention services, to provide group and individual counseling services, family advocacy and parent education services.</p>	<p>\$49,000 for counseling contracts/family advocate services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration</p> <hr/> <p>\$22,000 for counseling services - grant funded</p>
<p><input type="checkbox"/> All</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u></p>	
		<p>College tours are scheduled</p>	<p>\$1,014 substitute costs and overnight stipends 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration</p> <hr/> <p>transportation - community funded</p>
<p><input type="checkbox"/> All</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>		<p>Scope of Service All</p> <hr/> <p><input type="checkbox"/> All</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	

_ Other Subgroups: (Specify)		_ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u>			
		Special education aides will assist students with unique needs and/or disabilities	\$151,955 2000-2999: Classified Personnel Salaries Supplemental and Concentration		
_ All <hr/> OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		<table border="1" style="width: 100%;"> <tr> <td style="width: 20%;">Scope of Service</td> <td style="width: 80%;">6-12</td> </tr> </table> <hr/> <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u>	Scope of Service	6-12	
Scope of Service	6-12				
		Coast Unified School District will continue to implement a 1:1 technology device program (currently iPads at Santa Lucia Middle School and Chrome Books at Coast Union High School) in order to more deeply integrate technology into its courses, instruct students in 21st century skills, and support all district LCAP goals including increasing college and career readiness.	\$158,040 4000-4999: Books And Supplies Supplemental and Concentration		
_ All <hr/> OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		<table border="1" style="width: 100%;"> <tr> <td style="width: 20%;">Scope of Service</td> <td style="width: 80%;"></td> </tr> </table> <hr/> _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Scope of Service		
Scope of Service					
What changes in actions, services, and expenditures will be	To advance students' college and career readiness Coast Unified School District has participated with San Luis Obispo County Office of Education, Cuesta College and community stakeholders, including parents and community partners, to develop				

made as a result of reviewing past progress and/or changes to goals?

career pathways. This partnership has allowed the district to receive grant funding of over \$400,000 over a three-year period to assist in acquiring necessary materials, curriculum, training, and staffing. The district will offer pathways in Arts, Multimedia and Entertainment as well as in Agriculture. Coast Unified School District has also received CTE Incentive Grant funding to strengthen its pathways, however, this funding will begin being accounted for starting in the 2016/17 school year. These start-up grant funds will expire and the district has created a sustainability plan in order to ensure that its college and career pathways will be maintained. Data will be collected on the percentage of 12th grade students who have successfully completed all three courses of an approved CTE pathway, successfully completed a sufficiently intense service learning or work-based learning experience, and who have attained industry certifications.

In response to stakeholder input regarding school climate, student engagement, course access and college preparedness, the following actions have been taken:

Contract costs for counseling services and family advocacy have been included in the LCAP to promote pupil engagement and strengthen our school climate. Updated data from the California Healthy Kids Survey will be used to assess school climate and student engagement.

For the future, additional UC approved elective courses (Mock Trial, Audio Engineering, Communication by Design, Engineering) will be offered to strengthen college and career readiness. Data to evaluate the success of these classes will come from the district's student information system, Illuminate, that provides a data and assessment package which is a vital resource in monitoring student growth and progress. The cost of this resource has been included in the plan. College tours at the middle and high schools have been included in this year's LCAP and will continue in future years. Costs associated with these tours have been added and data related to the number of students attending college post graduation will be collected and examined. In addition to all assessments mentioned above, the Graduate Profile Survey will also assist in measuring these areas.

The district will monitor and report on the percentage of eighth grade students who graduate from Santa Lucia Middle School and transition on to Coast Union High School.

Coast Unified School District will continue to implement a 1:1 technology device program (currently iPads at Santa Lucia Middle School and Chrome Books at Coast Union High School) in order to more deeply integrate technology into its courses, instruct students in 21st century skills, and support all district LCAP goals including increasing college and career readiness.

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

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$1,139,384</u>
<p>CUSD has an enrollment of unduplicated pupils of 55% or more of the district's total enrollment in 2014-15, which is the fiscal year for which the 2015-16, 2016-17, and 2017-18 LCAP is adopted. As a result, CUSD may expend supplemental and concentration grant funds on a district wide basis.</p> <p>The stakeholders of the CUSD LCAP for 2015-16, 2016-17, and 2017-18 have identified the following, actions and services are principally directed toward and are effective in meeting the district's LCAP goals for its unduplicated pupils in the state and any local priority areas:</p> <p>Goal 1 - To expand students' communication and critical thinking in literacy. Actions and Services:</p> <ul style="list-style-type: none"> • Professional learning in "close reading" for all teachers and instructional aides of grades 3-12. (All teachers in CUSD will participate in a minimum of two full days of professional learning sessions) • Instructional rounds in "close reading" for administrators and teacher leaders. (There will be four Fridays devoted to instructional rounds which will be held across all three campuses.) • Professional learning in differentiated instruction of "close reading" instructional strategies for all teachers (all teachers in CUSD will participate in a minimum of two full days of professional learning sessions)and instructional aides of TK-12 (there will be four Fridays devoted to instructional rounds which will be held across all three campuses.). • *Student Services has revised and implemented an updated SST/RTI process including, English 3D for grades 6-12. Additionally, Student Services has implemented DIBELS progress monitoring at CGS. The SST/RTI team will meet a minimum of three times per year. <p>*In addition to all teachers providing integrated and designated ELD to English learners, designated ELD will be taught and supported by the following teachers: 1.3% ELD teacher at CGS, 1.0% ELD teacher at SLMS, .4% ELD teacher at CUHS</p> <p>*Bilingual aides support EL students across CUSD. Language needs and increased communication with families are supported by bilingual front office staff at each school site as well as the district office.</p> <p>*Research based programs and curriculum to support ELD and to expand students' communication and critical thinking in literacy are purchased and implemented throughout the district. These programs and services include; Rosetta Stone, English 3D, Renaissance Place (AR 360, STAR Diagnostic), Newsela, and ETC Portal subscription for research materials and additional language supports.</p> <p>*All three sites have librarians to assist in research skills and instructing literacy strategies. Librarians also manage books and resources, including digital books and subscriptions.</p> <p>Goal 2 - To accelerate students' academic outcomes in mathematics. Actions and Services:</p>	

- All CUHS mathematics teachers will receive coaching to increase student performance and college readiness of graduates.
- *In the area of mathematics, grades TK-12 math teachers participate in professional learning sessions on the standards for mathematical practice, which will be offered by the San Luis Obispo County Office of Education (SLOCOE) Teachers of mathematics will participate in a minimum of one workshop at SLOCOE.
- *In grades two through five, teachers will receive coaching support/professional learning/co-planning and co-teaching in the area of mathematics in order to support the implementation of California State Standards.
- *To increase pupil achievement in AP mathematics professional learning in AP mathematics instruction will continue and students enrolled in AP classes will be required to sit for the AP exam in order to strengthen commitment. The district is committed to support students in need by paying exam fees.
- *To increase pupil achievement and course access, math support will be provided through offering an additional math period for students who need further instruction.
- *To assist teachers in providing math support, the district will provide a TOSA period dedicated to assisting in the implementation of the iLearn remediation program.
- *To increase pupil achievement and due to the success of the iLearn math program, its use will be expanded in grades four through 12.

Goal 3 - To advance students' college and career readiness

Actions and Services:

- In partnership with San Luis County Office of Education (SLOCOE) and a community stakeholder group, including parents and community partners, develop career pathways in the areas of product development; engineering, computing, and visual arts. Based on building a partnership with SLOCOE and Cuesta College, CUSD has participated in a \$6,000,000 College and Career Pathways Trust grant application to obtain significant funding to support the development of career pathway opportunities at CUHS in 2015-16. As a result of the grant we provide two pathways; Art Multimedia and Agriculture. SLOPE grant funding is only available to be used with our Arts Multimedia and Entertainment pathway.
- *Coast Unified School District has received CTE Incentive Grant funding to strengthen and develop College and Career Pathways in Career Technical Education. The funding will support are two pathways; "Arts, Multimedia, and Entertainment" and our "Agriculture" Pathways. As required by this funding we will gather and analyze student data to ensure that the 11 Elements of A High Quality Career Technical Education program are in place which includes: Leadership at All Levels, High-Quality Curriculum and Instruction, Career Exploration and Guidance, Student Support and Student Leadership Development, Industry Partnerships, System Alignment and Coherence, Effective Organizational Design, System Responsiveness to Changing Economic Demands, Skilled Faculty and Professional Development, and Evaluation, Accountability, and Continuous Improvement.
- *In partnership with teacher leaders and community stakeholders, implement a survey for students to self identify how they are progressing in attaining the elements of the CUSD graduate profile. This survey was written in student friendly and age appropriate language, so that low income pupils, English learners, foster youth, students with disabilities, and redesignated fluent English proficient students will have equal access to the survey. As a result of giving students universal access to a self assessment survey, students will be better prepared in high school to access career pathways in the areas of product development, engineering, computing, and visual arts.
- *To increase course access and to increase college and career readiness CUHS, in partnership with Cuesta College, will offer one concurrent enrollment course per semester in electronics and/or engineering. CUHS will offer a college and career readiness course (Get Focused, Stay Focused) to all ninth grade students. Additionally, courses to be offered includes:
Community Funded Summer Enrichment Course in Computers, .125 FTE Mock Trial, .375 FTE Cyber Security, Computer Applications and Computer Repair, .1875 Get Focused, Stay Focused
- *TOSA instructing Communication by Design, Advanced Digital Media, Audio Engineering to feed into career and college readiness
- *Illuminate Assessment: INSPECT, Grade Cam and Data and Assessment package
- *Special education aides to assist students with disabilities
- *To increase pupil engagement and provide for a positive school climate, Coast Unified School District, in partnership with San Luis Obispo County Mental Health, the Link and Prevention and Early Intervention services, provides group and individual counseling services, family advocacy, and parent education services
- *College tours (two for the high school and one for the middle school) are scheduled to expose students to the variety of higher education options and to help them in understanding paths to higher education. the steps necessary in getting there.
- *Coast Unified School District will continue to implement a 1:1 technology device program (currently iPads at Santa Lucia Middle School and Chrome Books at Coast Union High School) in order to more deeply integrate technology into its courses, instruct students in 21st century skills, and support all district LCAP goals including increasing college and career readiness.

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

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

10.19	%
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Goal 1

Over the 2015-16 school year 100% of teachers attended professional learning and completed instructional rounds. This service led to an improvement of "close reading" and differentiated instruction strategies aimed at increasing literacy. In addition, literacy was directly supported by designated ELD teachers and aides at each site to focus on our unduplicated pupils. Our commitment to literacy is also enhanced by opening our library doors more hours to facilitate reading and homework. This service directly benefits those unduplicated students who do not have the support at home.

Our commitment to providing 21st Century learning to all pupils, especially to our unduplicated population who are often without internet and access to computers, was enhanced with the purchase of new iPads and by adding software and subscription programs that help to provide differentiated learning to varying reading levels (Newsela, AR 360, Subtext, Rosetta Stone, ETC Portal, and English 3D). This service has allowed us to reach all students and to provide communication with parents regarding grades, testing data, and school information. Outreach to parents was increased through providing workshops to teach parents the electronic tools available and was further enhanced with a designated bilingual front office person at each site and at the District Office.

Goal 2

Over the past year, CUSD math teachers were provided with professional learning and coaching in common core standards and AP mathematics. This service gave the teachers in the District a better capacity for focused teaching on the standards and assistance in developing key assessments. In addition, the high school received coaching through Cuesta College to help students to become college ready. This service has provided for an increase of students being accepted into 4-year schools and is better preparing students for matriculation once they get to college.

Additional support was also added through the increase of our research-based iLearn math program whose success at SLMS has been evidenced in an increase in math skills recognized by the District. Due to its success, the program will be increased from serving three grades to serving nine grades and a TOSA will be added to ensure the teachers receive the professional learning necessary to implement the program. Further, an additional period of math will be provided for students struggling in math. These math services directly impact our unduplicated students by providing individualized instruction to meet their needs.

Goal 3

Implementation of two career pathways has begun at the high school. These pathways are aimed at providing college readiness, but also provide career skills upon graduation rendering graduates of this program immediately employable. Additional elective classes and a concurrent enrollment class through Cuesta were approved and will provide more opportunity for UC approved courses as well as improving the high school climate through increased student engagement.

This past year a Career Counselor was added and provided 1:1 personal attention to all 8th grade and 12th grade stakeholders. In addition, a college tour at middle school and high school was implemented and scholarships were made available so that all students could attend. Both trips were full to capacity and their success has launched an annual middle school tour and a bi-annual tour for high school. These services are providing much needed support to our unduplicated students who require assistance in beginning their focus on college and also the follow through planning that is required to facilitate admission to college, a technical school or employment.

We employ counselors to provide mental health services and family advocacy, a service that directly impacts our unduplicated students and has been instrumental in keeping our high school graduation rates high.

The district employs dedicated special education aides to assist students with disabilities at all three sites. Special education aides support students with disabilities in making academic gains, improving social skills, and transitioning into college and career readiness.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

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

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

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

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

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).