2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Coast Unified School District
CDS Code:	40-75465-0000000
LEA Contact Information:	Name: Kyle Martin Position: Assistant Superintendent Email: kmartin@coastusd.org Phone: 805-927-3880
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	$12,168,306
LCFF Supplemental & Concentration Grants	$1,310,220
All Other State Funds	$1,375,845
All Local Funds	$619,891
All federal funds	$553,847
Total Projected Revenue	$14,717,889

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	$15,830,688
Total Budgeted Expenditures in the LCAP	$1,600,768
Total Budgeted Expenditures for High Needs Students in the LCAP	$1,139,639
Expenditures not in the LCAP	$14,229,920

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$1,401,148
Actual Expenditures for High Needs Students in Learning Continuity Plan	$1,292,560

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	$-170,581
2020-21 Difference in Budgeted and Actual Expenditures	$-108,588

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	The majority of expenses related to employee salaries/benefits are not included in the Local Control Accountability Plan. Similarly, costs for district facility maintenance and operations are not included in this plan.
The amount budgeted to increase or improve services for high needs students in the 2021-22 LCAP is less than the projected revenue of LCFF	Coast Unified continues to assess the needs of its high needs students and take the necessary steps to provide effective actions and services to these students and all students. CUSD is a basic aid funded district and

supplemental and concentration grants for 2021-22. Provide a brief description of the additional actions the LEA is taking to meet its requirement to improve services for high needs students.	does not receive LCFF supplemental grants but instead funds targeted actions and services through its general fund.
The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.	Several actions and services planned for the 2020-21 school year were interrupted or negatively impacted by COVID-19 and the related safeguards and restrictions that were put in place. Planned college tours and other outside learning experiences had to be canceled during this challenging time period. Certain purchases (student consumables, library materials) were canceled or postponed while the district was engaged in distance learning.

LCFF Budget Overview for Parents

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

CDS Code: 40-75465-0000000

School Year: 2021-22

LEA contact information:
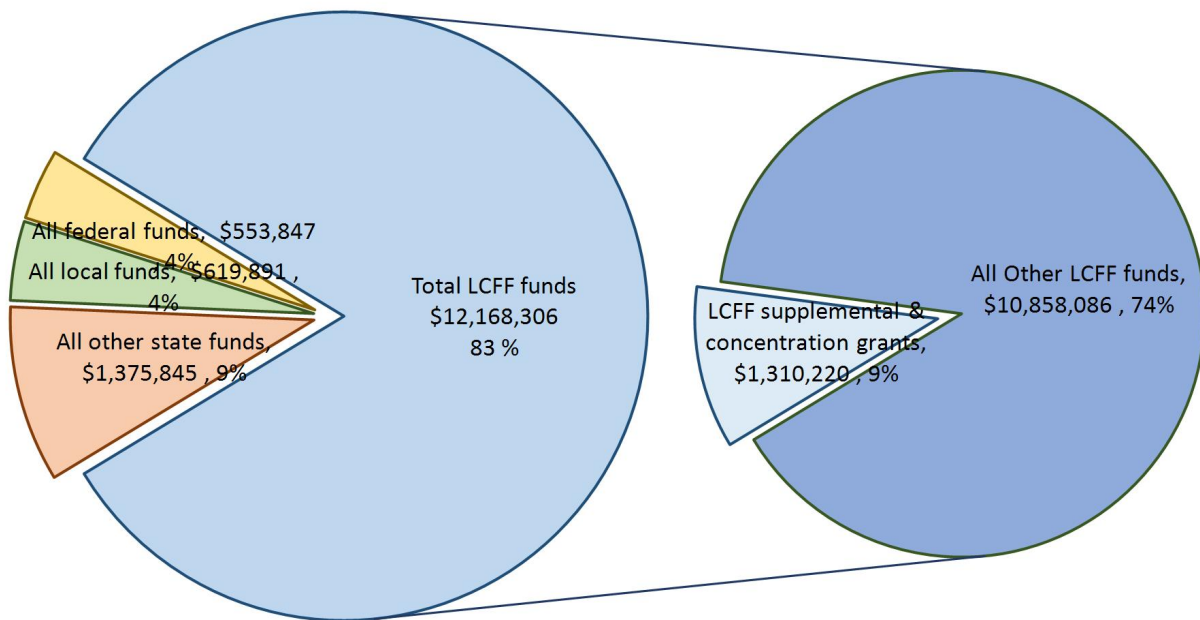
Kyle Martin

Assistant Superintendent

kmartin@coastusd.org

805-927-3880

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

All federal funds, $553,847
4%

All local funds, $619,891 ,
4%

All other state funds,
$1,375,845 , 9%

Total LCFF funds
$12,168,306
83 %

LCFF supplemental &
concentration grants,
$1,310,220 , 9%

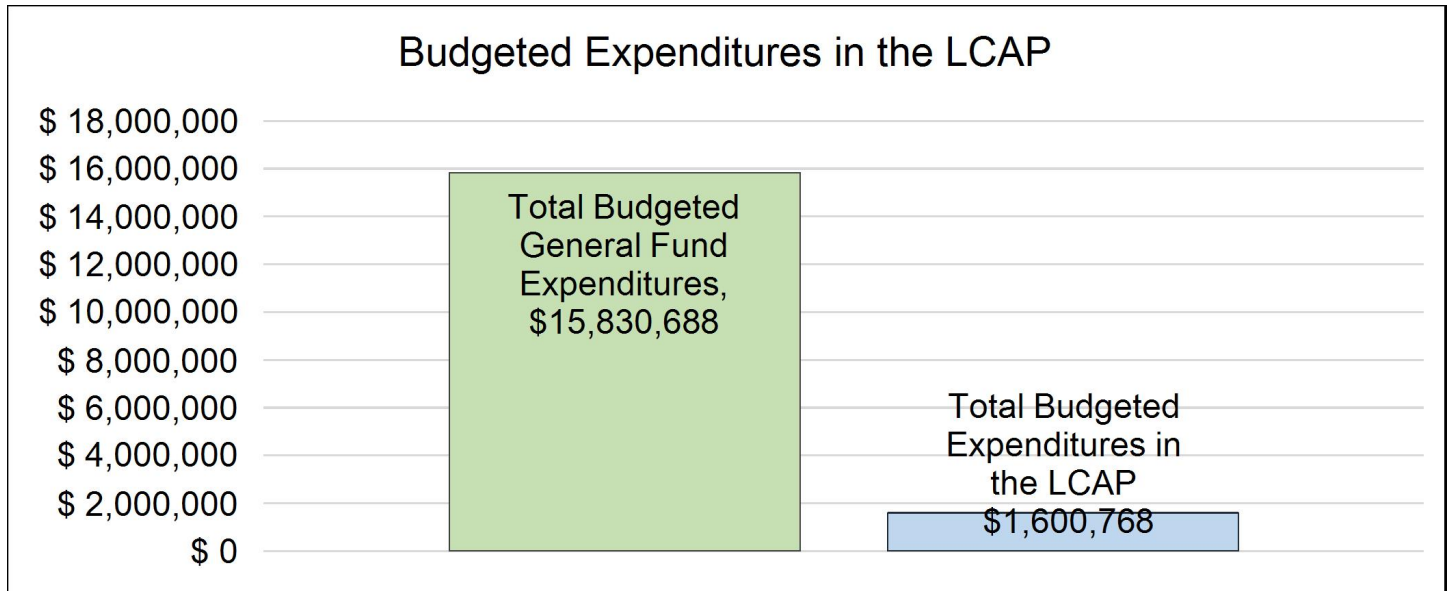All Other LCFF funds,
$10,858,086 , 74%

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

The total revenue projected for Coast Unified School District is $14,717,889, of which $12,168,306 is Local Control Funding Formula (LCFF), $1,375,845 is other state funds, $619,891 is local funds, and

$553,847 is federal funds. Of the $12,168,306 in LCFF Funds, $1,310,220 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

$ 18,000,000	
$ 16,000,000	
$ 14,000,000	Total Budgeted General Fund Expenditures, $15,830,688
$ 12,000,000	
$ 10,000,000	
$ 8,000,000	
$ 6,000,000	Total Budgeted Expenditures in the LCAP
$ 4,000,000	
$ 2,000,000	$1,600,768
$ 0	

This chart provides a quick summary of how much Coast Unified School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Coast Unified School District plans to spend $15,830,688 for the 2021-22 school year. Of that amount, $1,600,768 is tied to actions/services in the LCAP and $14,229,920 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The majority of expenses related to employee salaries/benefits are not included in the Local Control Accountability Plan. Similarly, costs for district facility maintenance and operations are not included in this plan.
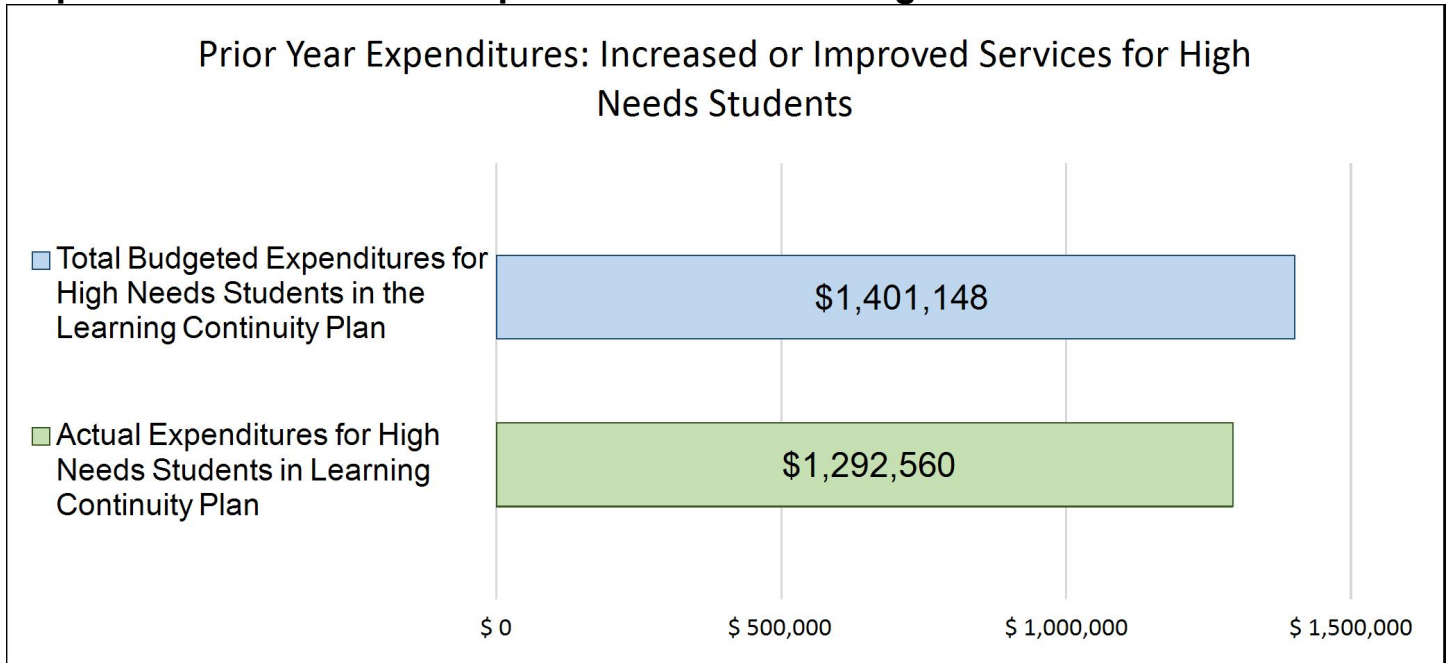
Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Coast Unified School District is projecting it will receive $1,310,220 based on the enrollment of foster youth, English learner, and low-income students. Coast Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Coast Unified School District plans to spend $1,139,639 towards meeting this requirement, as described in the LCAP.

Coast Unified continues to assess the needs of its high needs students and take the necessary steps to provide effective actions and services to these students and all students. CUSD is a basic aid funded district and does not receive LCFF supplemental grants but instead funds targeted actions and services through its general fund.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan — **$1,401,148**

☐ Actual Expenditures for High Needs Students in Learning Continuity Plan — **$1,292,560**

| $ 0 | $ 500,000 | $ 1,000,000 | $ 1,500,000 |

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

In 2020-21, Coast Unified School District's Learning Continuity Plan budgeted $1,401,148 for planned actions to increase or improve services for high needs students. Coast Unified School District actually spent $1,292,560 for actions to increase or improve services for high needs students in 2020-21.

Several actions and services planned for the 2020-21 school year were interrupted or negatively impacted by COVID-19 and the related safeguards and restrictions that were put in place. Planned college tours and other outside learning experiences had to be canceled during this challenging time period. Certain purchases (student consumables, library materials) were canceled or postponed while the district was engaged in distance learning.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Coast Unified School District	Kyle Martin Assistant Superintendent	kmartin@coastusd.org 805-927-3880

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

To expand students' communication and critical thinking in literacy

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning)
	Priority 2: State Standards (Conditions of Learning)
	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator *Teacher assignments *Facility ratings *Access to instructional materials *CCSS Implementation *Pupil Achievement • Completion of a-g requirements • EL Reclassification measures • AP exam passage rates • CAASPP results • NWEA Results *Analysis of course assessment results given each trimester/quarter *Cuesta College placement assessment	Data from 2019-20 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 have access materials aligned to the Common Core State Standards Priority 4 Pupil Achievement • A-G Completion: 74% of 2020 graduates completed A-G requirements • Pupils who are college and career ready : the California School Dashboard indicates that 70.2% of CUHS graduates were college and career prepared at 2019. This had been 53.7% at the 2018. Data was not updated for 2020.

Expected	Actual
19-20 Data from 2018-19 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 access materials aligned to the Common Core State Standards Priority 4 Pupil Achievement • Pupils who are college and career ready (a-g requirements) -maintain a percentage over 50% 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 English with a 3 or higher with a districtwide gain of 2% • Performance on standardized tests (CAASPP) - a gain of 2% districtwide in the percentage of students who meet standards or above in ELA for CGS, SLMS, CUHS with larger gains for each targeted population in order to close the achievement gap 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, LCAP stakeholders will adjust actions on an annual basis.	• English Learner Reclassification rate - Reclassification for the 2019/20 and 2020/21 school years has been delayed due to the fact that the ELPAC was suspended in 2020. • Pupils that pass the Advanced Placement (AP) exams in English: 50% passage rate in 2019. • Performance on standardized tests (CAASPP) - The CAASPP assessment was suspended in 2020. We will receive updated results for the 2020/21 school year. Priority 8 Other Student Outcomes • Quarterly/trimester assessments will be reimplemented in the 2021/22 school year and used for refining of instruction.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Professional development will be provided to specific sites/grade levels and will include but not limited to SDAIE training, and integrated/designated ELD. Based on teacher feedback there will be an increased use of early release time to establish departmental/subject specific collaboration and articulation time.	Substitute teachers and consulting fees 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $750	0
	AVID Training within the Long Term English Learner Strand (1 AVID summer institute participant) 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $2,325	0
	ELPAC Training (mileage and substitute) 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $425	0
To bridge literacy skills for English Learners, bilingual libraries and literature in home languages and/or with graphic support will be purchased to be made available in school libraries.	Bilingual books/Graphic novels 4000-4999: Books And Supplies Supplemental and Concentration $1,200	0
In addition to all teachers providing integrated and designated ELD to English learners, designated ELD will be taught and supported by the following teachers: 1.5% ELD /ELA support teacher at CGS .42% ELD teacher at SLMS .25% 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.	1.5 FTE ELD/ELA Support Teacher CGS 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $134,693	1.5 FTE ELD/ELA Support Teacher CGS 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $143,539
	.42 FTE ELD Teacher SLMS 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $23,461	.42 FTE ELD Teacher SLMS 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $26,536
	.25 FTE ELD Teacher CUHS 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $17,865	.25 FTE ELD Teacher CUHS 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $20,342

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
The district plan is to have EL support time to provide oversight, assistance and continuity to the EL programs across the sites.	Bilingual Aides (CGS, SLMS, CUHS) 2000-2999: Classified Personnel Salaries Supplemental and Concentration $93,459 Translation and Support Services (District Office and Site Level Bilingual support) and benefits for all bilingual support services 2000-2999: Classified Personnel Salaries Supplemental and Concentration $74,617	Bilingual Aides (CGS, SLMS, CUHS) 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $121,784 Translation and Support Services (District Office and Site Level Bilingual support) and benefits for all bilingual support services 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $80,529
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; English 3D. Renaissance Place, Newsela, Read Naturally, Learning Ally, Brainpop and ETC Portal subscription provide reading materials and comprehension quizzes that are leveled for emerging readers and those in need of bilingual support. The district wide adoption of NWEA will provide longitudinal assessments providing direction for RTI grouping and student scheduling for support.	Brainpop Program 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $1,200 English 3D consumables 4000-4999: Books And Supplies Supplemental and Concentration $2,881 Renaissance Place subscription and stipend 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $4,210 Newsela (SLMS and CUHS) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $2,250 ETC Portal Subscription 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $4,215	Brainpop Program 4000-4999: Books And Supplies LCFF Supplemental and Concentration $1,097 English 3D consumables 4000-4999: Books And Supplies LCFF Supplemental and Concentration $30.18 Renaissance Place subscription and stipend 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $6,293 Newsela (SLMS and CUHS) 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $2,250,00 ETC Portal Subscription 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $2,328

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	NWEA Assessment subscription (grades 3-12) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $5,540 STAR Reading Assessment (CGS) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $1,074 DIBELS subscription 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $310	NWEA Assessment subscription (grades 3-12) 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $5,440.50 STAR Reading Assessment (CGS) 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $792 DIBELS subscription 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $200
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 and support for students in need. Our librarian positions have evolved over the last few years as there has been a shift in the student needs. The library has become a place for students who are struggling with classes to seek additional help. This access directly supports our unduplicated students in all three goals.	Librarian salaries and benefits 2000-2999: Classified Personnel Salaries Supplemental and Concentration $141,576 Follett Training 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration $594	Librarian salaries and benefits 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $146,683 Follett Training 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

On March 13, 2020, CUSD closed its campuses due to the COVID 19 conditions in our county and state. While this was initially thought to be a short term situation our campuses remained closed until April of 2021. During this time we conducted instruction through distance learning and the incorporation of Learning Pods for our most at-risk students. Many of the actions and services that were a part of the Coast LCAP were unable to be carried out due to COVID 19 restrictions and precautions. Trainings were canceled

and purchases were postponed. A shift in funding occurred as we prepared our campuses for safe reopening and for the implementation of learning pods. Again, these learning pods targeted our most at risk students populations: English learners, foster youth, students with disabilities and students from low socioeconomic backgrounds. For these students, some of what CUSD provided included individual student supplies, wi-fi access to access distance learning, transportation for learning pod attendance and a continuation of food services.

 A description of the successes and challenges in implementing the actions/services to achieve the goal.

Despite the challenges listed above, CUSD achieved many success for our students and families. We adjusted transportation services in order to have students continue to receive necessary services. We expanded our student device program to reach all students to allow access to distance learning instruction. Teachers made significant adjustments to their curriculum and teaching methods in order to provide quality instruction to all students. Attendance and engagement levels remained high among our students.

Goal 2

To accelerate students' academic outcomes in mathematics

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                     Priority 2: State Standards (Conditions of Learning)
                     Priority 4: Pupil Achievement (Pupil Outcomes)
                     Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator *Teacher assignments *Facility ratings *Access to instructional materials *CCSS Implementation *Pupil Achievement • Completion of a-g requirements • AP exam passage rates • CAASPP results • NWEA results *Analysis of course assessment results given each trimester/quarter *Cuesta College placement assessment	Data from 2019-20 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 have access materials aligned to the Common Core State Standards Priority 4 Pupil Achievement • A-G Completion: 74% of 2020 graduates completed A-G requirements -Pupils who are college and career ready : the California School Dashboard indicates that 70.2% of CUHS graduates were college and career prepared at 2019. This had been 53.7% at the 2018. Data was not updated for 2020. • Pupils that pass the Advanced Placement (AP) exams in Mathematics: 40% passage rate in 2019.

Expected	Actual
19-20 Data from 2018-19 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 *All teachers of mathematics will have participated in at least one day of professional learning Priority 4 Pupil Achievement • Pupils that are college and career ready (a-g requirements) - maintain a percentage over 50% 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% • Performance on standardized tests (CAASPP) - a gain of 2% districtwide in the percentage of students who meet standards or above in mathematics for CGS, SLMS, CUHS with larger gains for each targeted population in order to close the achievement gap Priority 8 Other Student Outcomes 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 To review the effectiveness of the prior year's actions by analyzing the aforementioned metrics, LCAP stakeholders will adjust actions on an annual basis	• Performance on standardized tests (CAASPP) - The CAASPP assessment was suspended in 2020. We will receive updated results for the 2020/21 school year. Priority 8 Other Student Outcomes • Quarterly/trimester assessments will be reimplemented in the 2021/22 school year and used for refining of instruction.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
All mathematics teachers will receive coaching to increase student performance and college readiness of graduates. Based on teacher feedback there will be an increased use of early release time to establish departmental/subject specific collaboration and articulation time.	AVID summer institute training under the mathematics strand - training will be brought back to all sites 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $2,325	AVID summer institute training under the mathematics strand - training will be brought back to all sites 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 0
In the area of mathematics, grades TK-12 math teachers participate in professional learning sessions on the standards for mathematical practice. Teachers of mathematics will participate in a minimum of one workshop.	Conference costs 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $3,000 substitute costs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $1,700	Conference costs 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 0 substitute costs 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 0
To increase pupil achievement and course access, math support will be provided through offering an additional math period for students who need further instruction.	.75 FTE (CUHS) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $73,381 .29 FTE teacher (SLMS) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $28,901 .5 FTE teacher (CGS) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $53,708	.75 FTE (CUHS) 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $76,237 .29 FTE teacher (SLMS) 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $29,840 .5 FTE teacher (CGS) 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $60,017
To increase pupil achievement and due to the success of the iLearn math program, its use will be maintained in grades four through 12. REFLEX math is a remediation program utilized at CGS	iLearn program 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $3,600	iLearn program 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $3,600

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	REFLEX Math program at CGS 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $2,966	REFLEX Math program at CGS 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $2,966
Grades K-8 specific math training with Barbara Blankey or other provider	CGS Math training 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $3,000	CGS Math training 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

On March 13, 2020, CUSD closed its campuses due to the COVID 19 conditions in our county and state. While this was initially thought to be a short term situation our campuses remained closed until April of 2021. During this time we conducted instruction through distance learning and the incorporation of Learning Pods for our most at-risk students. Many of the actions and services that were a part of the Coast LCAP were unable to be carried out due to COVID 19 restrictions and precautions. Trainings were canceled and purchases were postponed. A shift in funding occurred as we prepared our campuses for safe reopening and for the implementation of learning pods. Again, these learning pods targeted our most at risk students populations: English learners, foster youth, students with disabilities and students from low socioeconomic backgrounds. For these students, some of what CUSD provided included individual student supplies, wi-fi access to access distance learning, transportation for learning pod attendance and a continuation of food services.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Despite the challenges listed above, CUSD achieved many success for our students and families. We adjusted transportation services in order to have students continue to receive necessary services. We expanded our student device program to reach all students to allow access to distance learning instruction. Teachers made significant adjustments to their curriculum and teaching methods in order to provide quality instruction to all students. Attendance and engagement levels remained high among our students.

Goal 3

To advance students' college and career readiness

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                      Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 5: Pupil Engagement (Engagement)
                      Priority 6: School Climate (Engagement)
                      Priority 7: Course Access (Conditions of Learning)
                      Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator *Parent Engagement/Stakeholder Input *Pupil Achievement • CAASPP results • Completion of a-g requirements • EL Reclassification measures • AP exam passage rates • CTE Pathway completion and certification rates *Pupil Engagement/School Climate • Attendance/Drop Out Rates • Healthy Kids' Survey Results • Suspension Rates *Course Access • Graduation rates *Analysis of course assessment results given each trimester/quarter	Data from 2019-20 Priority 3 Parent 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 community engagement meetings where LCAP goals and needs were discussed, along with many DELAC, ELAC, and SSC meetings. Priority 4 Pupil Achievement • CAASPP results - The CAASPP assessment was suspended in 2020. We will receive updated results for the 2020/21 school year. • A-G Completion: 74% of 2020 graduates completed A-G requirements • English Learner Reclassification Rate: Reclassification for the 2019/20 and 2020/21 school years has been delayed due to the fact that the ELPAC was suspended in 2020. • Pupils that pass the Advanced Placement (AP) : 62% AP test passage rate in 2019 • CTE Pathway Completion: 2019/20: 2 completers in AME, 0 complters in Ag Pathway Priority 5 Pupil Engagement • Attendance Rate 97% (2020) • 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% 2017/18 7th grade: 76% 9th grade: 65% 11th grade: 43% *School perceived as safe or very safe 2013/14 7th grade: 73% 9th grade: 75%

Expected	Actual
19-20 Data from 2018-19 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 community engagement meetings where LCAP goals and needs were discussed, along with many DELAC, ELAC, and SSC meetings. Priority 4 Pupil Achievement - Pupils that are college and career ready (a-g requirements) a gain of 2% for 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 with a 3 or higher with a districtwide gain of 2% - Performance on standardized tests (CAASPP) - a gain of 2% districtwide on the percentage of students who meet standards or above in ELA and mathematics for CGS, SLMS, CUHS with a greater increase for unduplicated student populations in order to close the achievement gap * 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, 2020 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, 2020 * 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	2015/16 7th grade: 80% 9th grade: 55% 11th grade: 57% 2017/18 7th grade: 79% 9th grade: 67% 11th grade: 50% *Current alcohol or drug use 2013/14 7th grade:15% 9th grade: 28% 2015/16 7th grade: 14% 9th grade: 33% 11th grade: 42% 2017/18 7th grade: 0% 9th grade: 8% 11th grade: 27% - Suspension Rate: 1% (2020) Priority 7 Course Access - Graduation Rate: 87.8% (2019/20) - Quarterly/Trimester assessments will resume in the 2021/22 school year

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Coast Unified will absorb the costs of staffing that had been partially paid by the SLOPE grant.		
Based on stakeholder input from both teachers and parents, funding for additional homework assistance is provided at a minimum of four days week. Based on stakeholder input the district will implement the AVID program to establish districtwide practices designed to assist students in study skills and college preparedness.	Staffing afterschool homework assistance 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $23,767 $0 AVID library - digital curriculum 4000-4999: Books And Supplies LCFF Supplemental and Concentration $2,500 Annual AVID membership 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $4,150	Staffing afterschool homework assistance 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration AVID library - digital curriculum 4000-4999: Books And Supplies LCFF Base 0 Annual AVID membership 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $8,429
To increase course access and to increase college and career readiness CUHS, in partnership with Cuesta College, will offer four concurrent enrollment courses: *Career Global Studies (Career Planning Comprehensive). *Info-processing and Engineering (Introduction to Engineering) *Digital Media Production (Foundation of Digital Imaging Art) *Cybersecurity (Computer System Security) Due to the success of the programs, a Mock Trial club and summer enrichment course in Computers and Arts, Multimedia and Entertainment will be continued. Robotics and Game Design will be added to the CUHS course offerings.	Supplies for courses 4000-4999: Books And Supplies Supplemental and Concentration $9,400 1.128 FTE teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $117,498	Supplies for courses 4000-4999: Books And Supplies LCFF Supplemental and Concentration $2,500 1.128 FTE teacher 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $121,090

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
College tours are scheduled to expose students to the variety of higher education options and to help them in understanding paths to higher education and the steps necessary in getting there. In addition, CUHS will explore adding smaller, subject specific college tours when opportunities arise. These tours provide college visits for students who may otherwise not have the opportunity to do so. In addition, Coast Unified is dedicated to providing outside opportunities (Rancho El Chorro, Monterey Bay Aquarium, Channel Islands, Yosemite, etc.) to enhance the educational experience and allow students to apply their learning. These opportunities are especially valuable to our unduplicated student population whom would not likely have these learning experiences without district support.	Substitute and overnight stipend costs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $7,000 Subject specific college tours for pathways 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $3,500 Eighth grade college tour 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $1,200 Transportation and venue fees for outside learning experiences 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $10,000	Substitute and overnight stipend costs 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 0 Subject specific college tours for pathways 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 0 Eighth grade college tour 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 0 Transportation and venue fees for outside learning experiences 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 0
Illuminate: : INSPECT, Grade Cam and Data and Assessment package	Illuminate assessment package 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $6,909	Illuminate assessment package 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration $8,780
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 Additionally, students in 7th and 9th grade are engaged in Positive Prevention Plus curriculum as part of their Health/Sexual Education course.	Counseling contracts/family advocate services at CUHS 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $22,000 Counseling services - PEI grant funded Other $22,500	Counseling contracts/family advocate services at CUHS 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration $12,000 Counseling services - PEI grant funded Other $22,500

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Counseling contracts/family advocate services at CGS 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $50,200 Second Step social emotional wellness curriculum for grades K-5 (MAA funded) 5000-5999: Services And Other Operating Expenditures Other $3,000	Counseling contracts/family advocate services at CGS 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration $50,200 Second Step social emotional wellness curriculum for grades K-5 (MAA funded) 5000-5999: Services And Other Operating Expenditures Other 0
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. With our high percentage of socioeconomically disadvantaged students, this provides access to research materials, presentation and publishing software, books and other digital media for all students.	Funds set aside for ongoing technology upgrades and purchases 4000-4999: Books And Supplies Supplemental and Concentration $52,680	Funds set aside for ongoing technology upgrades and purchases 4000-4999: Books And Supplies LCFF Supplemental and Concentration $52,680
Special education aides will assist students with unique needs and/or disabilities	Special education aides salary and benefits 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $208,343	Special education aides salary and benefits 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $144,853
In preparing students for college, Coast Union High School AP courses may include: *AP Spanish *AP Calculus *AP Government/Economics *AP U.S. History *AP English *AP Art *AP Biology	Trainings for AP instruction (if necessary) 5800: Professional/Consulting Services And Operating Expenditures Base $3,050 Test fees 5000-5999: Services And Other Operating Expenditures Base $5,515 1.125 total FTE teacher salaries and benefits for AP course	Trainings for AP instruction (if necessary) 5000-5999: Services And Other Operating Expenditures LCFF Base 0 Test fees 5000-5999: Services And Other Operating Expenditures LCFF Base $3,000 1.125 total FTE teacher salaries and benefits for AP course

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
*AP Language and Composition *AP Statistics	instruction 1000-1999: Certificated Personnel Salaries Base $116,838	instruction 1000-1999: Certificated Personnel Salaries LCFF Base $121,769
Coast Unified supports the Agriculture pathway and coursework through the purchase of needed materials and supplies, participation in agriculture/FFA specific field trips and competitions and through necessary stipends. This is funded by matching available state funds designated for these purposes.	Agricultural materials, field trips, competition fees and stipends 4000-4999: Books And Supplies Supplemental and Concentration $6,555 Agricultural materials, field trips, competition fees 4000-4999: Books And Supplies LCFF Supplemental and Concentration	Agricultural stipends 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $9,662 Agricultural materials, field trips, competition fees 4000-4999: Books And Supplies LCFF Supplemental and Concentration 0
CGS will continue the Primary Intervention Program (PIP). PIP is a school based program enhancing the educational experience with additional one-to-one support to our Kindergarten to 5th grade student population. It is designed to help children feel positive about their school environment and enhance their (emotional, behavioral or social) development by early intervention. This one-to-one individual support program builds self esteem and promotes personal development of children in the primary grades. In addition to developing a plan for implementation of the Primary Intervention Program (PIP) at Cambria Grammar School (CGS), colleagues at CGS will consider other research-based instructional strategies in social emotional learning to support students and parents. Expenditures to support such social emotional learning will include assemblies by an outside consultant, professional learning expenses and needed materials. CGS also runs a Peace Leader Program: designed to build inclusiveness, positive school climate, and recognition for positive acts on campus.	PIP Program for CGS 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $3,000 Related costs to the Peace Leader Program 4000-4999: Books And Supplies LCFF Supplemental and Concentration $750	PIP Program for CGS 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 0 Related costs to the Peace Leader Program 4000-4999: Books And Supplies LCFF Supplemental and Concentration 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Summer school be made available for students in grades K-8 who are identified as needing additional academic support	Expanded Summer School 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $22,000	Expanded Summer School (CUHS only) 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $7,500
The district's Computer Support Technician supports the following actions and services for the three LCAP goals the NWEA diagnostic program, 1:1 device implementation, Illuminate assessment and report services	.5 classified position 2000-2999: Classified Personnel Salaries Supplemental and Concentration $44,902 Illuminate training/conference 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $16,975	.5 classified position 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $51,635 Illuminate training/conference 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 0
Coast Unified School District provides transportation to and from school. This service is principally directed to support socioeconomically disadvantaged students and their families.	A portion of driver salary and Transportation front office expenses 2000-2999: Classified Personnel Salaries Supplemental and Concentration $146,556	A portion of driver salary and Transportation front office expenses 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $136,890

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

On March 13, 2020, CUSD closed its campuses due to the COVID 19 conditions in our county and state. While this was initially thought to be a short term situation our campuses remained closed until April of 2021. During this time we conducted instruction through distance learning and the incorporation of Learning Pods for our most at-risk students. Many of the actions and services that were a part of the Coast LCAP were unable to be carried out due to COVID 19 restrictions and precautions. Trainings were canceled and purchases were postponed. A shift in funding occurred as we prepared our campuses for safe reopening and for the implementation of learning pods. Again, these learning pods targeted our most at risk students populations: English learners, foster youth, students with disabilities and students from low socioeconomic backgrounds. For these students, some of what CUSD provided included individual student supplies, wi-fi access to access distance learning, transportation for learning pod attendance and a continuation of food services.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Despite the challenges listed above, CUSD achieved many success for our students and families. We adjusted transportation services in order to have students continue to receive necessary services. We expanded our student device program to reach all students to allow access to distance learning instruction. Teachers made significant adjustments to their curriculum and teaching methods in order to provide quality instruction to all students. Attendance and engagement levels remained high among our students.

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
CUSD has enhanced its infrastructure to improve safety and hygiene on its campuses and district sites. This includes hand washing stations, air purifying/filtration systems, hand sanitizer stations, isolation rooms and related personal protective equipment.	101,015.30	101,015.30	Yes
CUSD has continued its partnership with SLO County Behaviopral Health to provide counseling services for students as well as our Family Advocate position to assist families in accessing needed resources.	94,000	94,000	Yes
In response to COVID-19, CUSD has purchased individual school supplies and student materials in order to reduce common touchpoint around these types of items.	25,244.40	25,244.40	Yes
CUSD has librarians at its three comprehensive sites to assist students in research and literacy.	141,576	141,576	Yes
As mentioned elsewhere, CUSD employs EL, Sped and general education support staff to assist students in areas of need	Accounted for earlier	0	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

CUSD has been able to successfully provide the actions and services listed in the above table.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Coast Unified has successfully transitioned from closed campuses to distance learning, to learning pod implementation, to a hybrid model with in-person instruction for the majority of our students.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
T-mobile internet hot spots and service contracts	7,200	7,200	Yes
CUSD purchased additional iPads and Chromebooks for student use	14,836	14,836	Yes
CUSD has continued its partnership with SLO County Behavioral Health to provide individual and group counseling.	Accounted for Earlier	0	Yes
CUSD provided opportunities for teachers and instructional staff to participate in training related to distance learning	5,706	5,706	Yes
Service contracts have been developed to provide specialized supports and services; behavioral supports, occupational therapy, speech	12,000	12,000	Yes
To ensure readiness for distance learning, additional teacher laptops and webcams were purchased	27,612	27,612	Yes
Virtual learning tools have been purchased. These include Screencastify, Green Ninja, Google Apps for Education, and others.	2,500	2,500	Yes
CUSD has held numerous stakeholder engagement meetings in order to gather input and disseminate information regarding the changing plans under distance learning. Zoom accounts have been purchased to make this possible.	1,199	1,199	Yes
CUSD has hired one full time substitute teacher to be on campus and available for coverage purposes during distance learning. Our district substitute teacher has participated in district trainings in order to be prepared in utilizing the distance learning teaching tools.	29,999.27	30,000	Yes
As mentioned elsewhere, CUSD purchased individual school supplies and student materials in order to reduce common touchpoint around these types of items. A set of these supplies were sent home with students to help them while in distance learning.	Accounted for earlier	0	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

CUSD has been able to successfully implement the actions and services listed on the table above.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

CUSD has been very successful in its development and implementation of a distance learning program. Teachers and educational staff altered curriculum and practices to continue to provide high quality instruction. The district expanded its technology program to provide all students with school issued devices and wi-fi access for students and families in need. Our attendance rate has remained high throughout this at 97%. Teachers and related instructional staff continued to provide services and supports needed for pupil's unique needs.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
To measure student learning and progress CUSD has purchased assessment programs through Illuminate, NWEA, DIBELS and STAR	13,924.00	13,924	Yes
To help address student learning loss and and support remediation, CUSD will continue to offer its expanded summer school offerings to grades K through eight.	22,000	22,000	Yes
Distance learning at CUSD has ELD, RTI, special education services and additional supports incorporated into students' schedules. Additionally, site schedules have time allocated for individual and small group instruction. CUSD employs three FTE in special education.	328,920	328,920	Yes
To support ELD instruction, CUSD has 1.5 FTE ELD teachers at CGS, .42 FTE EDL teachers at SLMS and .25 FTE ELD teachers at CUHS.	176,019	176,019	Yes
To support EL students in both the ELD and general education classes, CUSD has bilingual aides at all sites.	93,459	93,459	Yes
To support students in their academics and promote a college going climate on our school sites, CUSD continues its partnership with the AVID program	6,650	6,650	Yes
As part if its ELD curriculum, CUSD purchases English 3D consumables annually	2,881	2,881	Yes
CUSD continues to budget for the purchase of bilingual books and graphic novels.	1,200	1,200	Yes
To address math remediation, CUHS has dedicated teachers in order to offer math support periods.	155,990	155,990	Yes
CUSD is continuing its use of the iLearn Math and REFLEX math programs	6,566	6,566	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
To support students in the special education and general education settings and assist in working on individual goals, CUSD has special education aides at its sites.	208,343	208,343	Yes
CUSD continues to offer Advanced Placement courses for students to access college level instruction and earn college credits. The district employs a total of 1.25 FTE for AP instruction.	116,838	116,838	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

CUSD has been able to implement the actions and services included on the table above.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

CUSD has assessed its students in order to gather data on academic achievement and to provide information needed to identify students who need targeted supports and to refine instruction to meet the needs of students.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

CUSD continued its counseling and related services. There have been challenges with connecting and communicating with students and families online.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Our parent communication has been very strong and parent support has been exceptional throughout the district's transitions to distance learning, learning pods, in-person/hybrid. Holding parent and stakeholder meetings online has made attendance a challenge, however, CUSD and its school sites were able to hold its regularly scheduled School Site Council meetings, English Learner Advisory Committee meetings, District English Learner Advisory Committee meetings, and District Board Meetings.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

CUSD continued its breakfast and school lunch programs throughout the 20/21 school year. Participation in the program dropped significantly. While we did not see the same participation rates, we did have an increase when food pick-up sites were established at various spots within Cambria and San Simeon. The district additionally provided all students with a supply of healthy snacks during distance learning.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

CUSD is implementing the actions and services outlined in this plan.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The needs of our students have become more diverse during the 2019/20 and 2020/21 school years. We have a variety of needs that we are preparing for. This includes expanding the staffing at our alternative education site (Leffingwell), expanding the support of para-educators, expanding after school and summer programs for academic support, expanding social emotional supports, and investing in the technology needed for successful implementation.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Learning loss will be assessed through the analysis of CAASPP, ELPAC, NWEA and other assessment data including teacher observation.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

CUSD is able to offer and implement the actions and services included throughout this plan.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

As mentioned earlier, COVID-19 created a major challenge and disruption to the instruction offered by CUSD in the 2019/20 and 2020/21 school years. We have a gap in the data that we have been collecting and analyzing as a district. The district will be reestablishing proven practices and will be measuring growth from newly established baselines during the 2021/22 school year. In many ways we are restarting our cycle of data collection and analysis, sharing of this data, gathering stakeholder input for meeting the goals of the district, making refinements to our programs, and then repeating this process.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year
Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- o Pupil Participation and Progress,
- o Distance Learning Professional Development,
- o Staff Roles and Responsibilities, and
- o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	1,596,014.00	1,706,741.68
	0.00	0.00
Base	125,403.00	0.00
LCFF Base	0.00	124,769.00
LCFF Supplemental and Concentration	252,603.00	1,559,472.68
Other	25,500.00	22,500.00
Supplemental and Concentration	1,192,508.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	1,596,014.00	1,706,741.68
	22,500.00	22,500.00
1000-1999: Certificated Personnel Salaries	621,562.00	616,532.00
2000-2999: Classified Personnel Salaries	709,453.00	682,374.00
4000-4999: Books And Supplies	75,966.00	56,307.18
5000-5999: Services And Other Operating Expenditures	76,130.00	258,048.50
5800: Professional/Consulting Services And Operating Expenditures	90,403.00	70,980.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	1,596,014.00	1,706,741.68
		0.00	0.00
	Other	22,500.00	22,500.00
1000-1999: Certificated Personnel Salaries	Base	116,838.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Base	0.00	121,769.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	494,763.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	504,724.00	0.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	208,343.00	682,374.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	501,110.00	0.00
4000-4999: Books And Supplies	LCFF Base	0.00	0.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	3,250.00	56,307.18
4000-4999: Books And Supplies	Supplemental and Concentration	72,716.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	5,515.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	0.00	3,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	40,416.00	255,048.50
5000-5999: Services And Other Operating Expenditures	Other	3,000.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	27,199.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Base	3,050.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	594.00	70,980.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	86,759.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	512,645.00	780,593.68
Goal 2	172,581.00	172,660.00
Goal 3	910,788.00	753,488.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$361,835.70	$361,835.70
Distance Learning Program	$101,052.27	$101,053.00
Pupil Learning Loss	$1,132,790.00	$1,132,790.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$1,595,677.97	$1,595,678.70

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$361,835.70	$361,835.70
Distance Learning Program	$101,052.27	$101,053.00
Pupil Learning Loss	$1,132,790.00	$1,132,790.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$1,595,677.97	$1,595,678.70

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Coast Unified School District	Kyle Martin Assistant Superintendent	kmartin@coastusd.org 805-927-3880

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

The Coast Unified School District is located on California's beautiful Central Coast in San Luis Obispo County. The District serves grades TK-8 student population of Cambria, San Simeon and surrounding rural areas and the grades 9-12 students of that area and the town of Cayucos. The District has one TK-5 school, one 6-8 middle school, one comprehensive high school, and one continuation high school.There are approximately 582 students with an ethnic makeup of 25% White, 71% Hispanic, and 4% other groups.
The largest target populations served in the district are:

*Socioeconomically Disadvantaged: 76.8% of our district population
CGS 82.8%
SLMS 79.5%
CUHS 66.8%
Leffingwell 75%

*English Learners
43.1% of the district population
CGS 61.8%
SLMS 41%
CUHS 18.4%
Leffingwell 50%

Looking at these student groups across the school sites, it is clear that our demographics are changing within the community. We are seeing ever increasing percentages of both low socioeconomic students and English Learners as we move down the grades across the school sites.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The Governing Board, staff, parents, students and community are committed to educational excellence. The District enjoys a sound budget based on basic aid status, collaborative union and management relationships, excellent support service departments. strong academic success as evidenced by three California State Distinguished School awards, two U. S. News and World Report Silver Medal awards for Coast Union High School, and most recently, SLMS and CUHS were named star schools on the 2017-18 California Honor Roll by the Educational Results Partnership and the Campaign for Business and Education Excellence and Santa Lucia Middle School has been recognized as a California Distinguished School for 2019. Staff and parents are committed to helping all students achieve the highest standards. Meaningful participation of all stakeholders is encouraged and expected. The District is, in fact, blessed by the generous support of parents and many other community groups who provide significant financial, personal, and organizational resources.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In reviewing the California School Dashboard for Coast Unified School District, the areas of mathematics and chronic absenteeism both fell within the orange range. As a district, performance in mathematics declined by 4.7 points (average performance from meeting the standard in mathematics) and chronic absenteeism saw a 0.7% increase (this equates to 26 students who were absent for 10% or more of the instructional days on the calendar - an increase of roughly three students from the previous year). In both of these areas we see encouraging trends as students progress through the district. By middle school, students are surpassing the state standards in mathematics and we have seen a decline in student absences, moving into the green range.

The district has worked to address mathematics performance and chronic absenteeism. In mathematics there has been a significant increase in professional development. A number of factors go into addressing absences, including improvements in parent communication, a focus on student engagement in our classrooms, and a focus on positive learning environments and school spirit across our campuses.

In response to COVID-19 and in coordination with all districts in San Luis Obispo County, Coast Unified closed its campuses on March 13, 2020. Classes were moved to online instruction and state testing (CAASPP and ELPAC) were waived for the 2019/20 school year. CUSD made significant investments in the technology to make this transition possible (instructional tools, student devices, internet access for families). For the 2020-21 scholastic's year, CUSD campuses had been inviting our most at-risk students to participate in learning pods (small cohorts of students on campus to receive support in their distance learning) and safely reopened campuses for in-person instruction in April of 2021. CUSD proctored state testing (CAASPP and ELPAC) in the spring of 2021. For the remainder of this year the district continued to offer distance learning to students who chose this option.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Coast Unified School District has focused its efforts on three main goals:
*To expand students' communication and critical thinking in literacy
*Accelerate students' academic outcomes in mathematics
*To advance students' college and career readiness

In these three goals the district has seen continued growth and improvement. The impacts of COVID-19 (closing of campuses, transitioning to distance learning and the remaining restrictions as we offer in-person instruction)   have been a major disruption and challenge to our district and the implementation of the actions and services included in our LCAP.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Currently, there are no Coast Unified school sites eligible for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

While there are no CUSD schools eligible for this level of support, the district continues to offer a wide array of remediation nd support services for its students.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

The LCAP is a critical tool used for monitoring and evaluating the effectiveness of supports provided to students and ongoing school improvement.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The LCAP goals for Coast Unified School District are included as a standing item in all School Site Council Meetings, ELAC meetings and DELAC meetings. Additional public hearings/meetings are also held for stakeholder engagement and input. The following list summarizes these meetings:

ELAC Cambria Grammar School January 19th 2021 6pm (Administrator, TK-5th grade parents of English Learners)
went over the new LCAP and there was discussion regarding the areas that addressed English Learners.

Shared School Site Council Meeting - February 3rd 2021 3pm (Administrators, Teaching Staff, Parents of CUSD)
Reviewed goals, actions and services from CUSD's LCAP

DELAC - March 31st 2021 3pm (Administrators, K-12th Grade Parents of English Learners)
Reviewed goals from Coast Unified's LCAP

LCAP Stakeholder Input - March 23rd 2021 2pm (Administrator, Special Education Department, Representative of Certificated Staff, Representative of Classified Staff)
ELA - Programs used to assist ELD and SPED that need support in reading - continue to develop
Math - Khan Academy, continue UDL training
College Career - SPED enrichment program at Cuesta, Computer Tech assisting with SEIS, Online credit recovery (Suggestions: TK for all students, College Counselor)

Community Stakeholder Input, CUSD Board Meeting April 14, 2021 6pm
Reviewed LCAP actions and services - had positive feedback with no additional suggestions.

ELAC - Santa Lucia Middle School April 22, 2021
Agendized and reviewed the actions and services included in the LCAP and the Expanded Learning Opportunities Grant Plan - no additional suggestions given

Shared School Site Council Meeting - May 12, 2021 3pm (Administrators, Teaching Staff, Parents of CUSD)
Agendized and reviewed the actions and services included in the LCAP and the Expanded Learning Opportunities Grant Plan

Coast Unified Board Meetings - June 10 and 24, 2021 6pm (Public Meeting)
Public hearing and discussion to review the CUSD LCAP

A summary of the feedback provided by specific stakeholder groups.

Feedback from stakeholder engagement meetings has been extremely positive. These meetings have resulted more in an awareness of the actions and services put in place by CUSD. There have been minor suggestions to look into some additional programs to serve our unduplicated student population. Where applicable we have included these suggestions into our plan.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

May actions and services included in the CUSD LCAP are the result of stakeholder input from past and present years. These include after school supports, increased ELD staffing, funding of outside field trips and other off campus experiences, technology investments, and social emotional supports such as increased counseling services.

Goals and Actions

Goal

Goal #	Description
1	To expand students' communication and critical thinking in literacy (Priorities 1, 2, 4, and 8)

An explanation of why the LEA has developed this goal.

Coast Unified has continued to focus on this literacy goal. Literacy skills are foundational to succeeding in other academic areas. Additionally, CUSD has a large English learner student population with whom strengthening literacy skills in English is critical for future achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA State Dashboard - English Language Arts Performance	10.5 points above standard (2019)				Maintain ELA performance on CA School Dashboard
CAASPP Performance (ELA)	52% of students tested met or exceeded state standards (2019)				58% of students tested will meet or exceed ELA state standards as measured on the CAASPP
ELPAC Performance	64% of students tested performed at the Moderately Developed (a score of 3)(45.7%) or Well Developed (a score of 4) (18.1%) level (2019)				70% of students tested will perform at the Moderately Developed or Well Developed level on the ELPAC
NWEA Performance (ELA)	CUSD Average RIT scores on NWEA:				CUSD RIT scores on the NWEA will reach

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	222.5 (Reading) 215.3 (Language) (2020)				an average of 227 in Reading and 221 in Language
EL reclassification Rate	14% (2019/20)				20% Reclassification Rate

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional development and training	PD and training with a focus on English Language Development and Integrated/Designated ELD instruction	$2,325.00	Yes
2	Bilingual libraries	To bridge literacy skills for English Learners, bilingual libraries and literature in home languages and/or with graphic support will continue to be purchased to be made available in school libraries	$1,200.00	Yes
3	Designated ELD Instruction	In addition to all teachers providing integrated ELD to English Learners, designated ELD will be taught and supported by the following teachers: 1.5 FTE ELD/ELA support teachers at CGS .75 FTE ELD teacher at SLMS .25 FTE ELD teacher at CUHS	$264,029.42	Yes
4	Bilingual aide support	Bilingual aides support English Learners 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.	$111,053.53	Yes

Action #	Title	Description	Total Funds	Contributing
5	Librarians	All three comprehensive sites have librarians to assist in research skills and instructing literacy strategies. Librarians also manage books and resources, including digital books and subscriptions and support students in need.	$153,846.79	No
6	Librarian Oversight	In partnership with SLOCOE, librarians receive training on library practices and resources	$3,025.00	No
7	Research based programs and curriculum to support ELD instruction	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; English 3D, Renaissance Place, NEWSELA, and ETC portal subscription provide rating materials and comprehension quizzes that are leveled for emerging readers and those in need of bilingual support. The districtwide adoption of NWEA provides longitudinal assessments providing direction for RTI grouping and student scheduling and support.	$16,637.00	No
8	ELPAC Training	CUSD participates in annually required ELPAC training in order to proctor these assessments for English Learners	$425.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	To accelerate students' academic outcomes in mathematics (Priorities 1, 2, 4, and 8)

An explanation of why the LEA has developed this goal.

Coast Unified has seen improvement in the area of mathematics performance, however, student performance in mathematics continues to lag behind the performance in other academic areas. Success in mathematics is a critical element to higher education and a variety of careers.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA State Dashboard - Mathematics Performance	25.5 points below the standard (2019)				Meeting Mathematics standards on the CA School Dashboard
CAASPP Performance (Mathematics)	38% of students tested met or exceeded state standards (2019)				44% or more of students tested will meet or exceed state standards in Mathematics
NWEA Performance (Mathematics)	CUSD Average RIT scores on NWEA: 230.8 (Math) (2020)				CUSD Average RIT scores on NWEA 236 or better in Mathematics

Actions

Action #	Title	Description	Total Funds	Contributing
1	All CUHS mathematics	Coaching will be provided through partnerships with Cuesta College and/or neighboring school districts	$2,500.00	No

Action #	Title	Description	Total Funds	Contributing
	teachers will receive coaching to increase student performance and college readiness of graduates			
2	Math Support	To increase pupil achievement and course access, math support will be provided through offering an additional math period for students who need further instruction	$55,338.16	Yes
3	Math trainings	CUSD will provide grade level specific training in mathematics. TK-12 math teachers participate in professional learning sessions on the standards for mathematical practice. Teachers of mathematics will participate in a minimum of one workshop.	$6,000.00	No
4	Supplemental mathematics programs	To increase pupil achievement and due to the success of the iLearn math program, its use will be maintained in grades four through 12. REFLEX Math will be used at CGS.	$6,565.50	No
5	College Preparatory Mathematics	CUSD will renew/continue its contract with CPM for grades 6-12	$7,000.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	To advance students' college and career readiness (Priorities 3, 4, 5, 6, 7, and 8)

An explanation of why the LEA has developed this goal.

The success of our students in their chosen areas of college and careers is the ultimate goals of the district.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA State Dashboard - College/Career Readiness	70.2% prepared (2019)				76% or more categorized as "prepared" under College/Career Readiness on the CA State Dashboard
A-G Requirement Completion Rate	74% of graduates completed A-G requirements (2020)				A 6% increase in the percentage of students completing A-G requirements
AP Tests Passage Rate	62% (2020)				A 6% increase in AP test passage rate
CUHS Graduation Rate	87.8% (2019/20)				91.5%
Suspension	1% (2020)				Maintain 1% rate or lower

Actions

Action #	Title	Description	Total Funds	Contributing
1	1.5 FTE for CTE course instruction	Career Technical Education instructors for Coast Union's two CTE pathways (Arts Multimedia Entertainment and Agriculture)	$121,606.06	No
2	Staffing after school homework assistance	Targeting our students most in need of support, Coast Unified offers after school homework assistance at all sites.		Yes
3	College Tours	College tours are scheduled to expose students to the variety of higher education options and to help them in understanding paths to higher education and the steps necessary in getting there. In addition, CUHS will add smaller, subject specific college tours when opportunities arise. Students with IEPs will also have a college tour that will introduce them to the Disabled Students Programs and Services.	$4,700.00	Yes
4	Outside learning and field trips	CUSD offers numerous outside learning opportunities and filed trips to expand students' understanding and exposure.	$10,000.00	No
5	Intervention services	CUSD partners with SLO County Behavioral Health to provide group and individual counseling services, family advocacy, and parent education services.	$94,700.00	Yes
6	Advanced Placement courses	In preparing students for college, Coast Union High School provides and array of AP courses, including; AP Spanish, AP Calculus, AP Government/Economics, AP US History, AP English Literature, AP Art, AP Biology, AP Language and Composition, AP Statistics.	$129,877.02	No
7	Agriculture Pathway	Coast Unified supports the Agriculture pathway and coursework through the purchase of needed materials and supplies, participation agriculture/FFA specific field trips and competitions and through	$11,637.00	No

Action #	Title	Description	Total Funds	Contributing
		necessary stipends. This is funded by matching available state funds designed for these purposes.		
8	CGS will implement social emotional curriculum and supports	Social emotional curriculum will be implemented to help students feel positive about their school environment and enhance their development by early intervention. Currently Teach Town and Second Step are used.	$900.00	No
9	Summer School	Coast Unified will expand its summer school program to offer credit recovery at the high school level as well as summer school offerings in grades K-8 to work on remediation in the areas of English Language Arts and mathematics.	$32,408.02	
10	Transportation	CUSD has offered targeted transportation services to our most at-risk students in order to bring them back to our campuses for in-person instruction.	$124,953.36	Yes
11	Technology - Student Devices	CUSD continues to implement a 1:1 technology device program 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. With our high percentage of socioeconomically disadvantaged students, this provides access to research materials, presentation and publishing software, books and other digital media for students. The student devices have been expanded to CGS students.	$52,680.00	Yes
12	Computer Support Technician	CUSD has a full time Computer Support Technician to assist with 1:1 implementation and data entry.	$52,520.00	No

Action #	Title	Description	Total Funds	Contributing
13	Afterschool Homework Support	CUSD funds afterschool homework support for students targeted as needing extra support	$72,800.00	Yes
14	AVID	CUSD has begun implementation of AVID at SLMS with plans to expand to CUHS. Membership provides access to AVID curriculum and professional development.	$4,694.00	
15	Concurrent Enrollment Courses	CUHS, in partnership with Cuesta College, offers seven concurrent enrollment courses (Ag Mechanics, Career and Global Studies, Digital Media, Advanced Digital Media, Cyber Security, Robotics, Information Processing). This increases course access and increases college and career readiness.	$148,617.54	No
16	Extracurricular offerings at CUHS	Due to the success of the programs, a Mock Trial club and community funded summer enrichment course in Arts Multimedia and Entertainment will be offered.	$1,700.00	No
18	Expanded hours for paraeducators	CUSD is expanding hours for paraeducators to support our targeted student populations	$42,145.26	Yes
19	Individual student supplies	In order to reduce common touchpoint and to provide students with needed materials during COVID-19, CUSD purchased individual student supplies and materials and provided these for students in need,	$39,225.00	Yes
20	Mi-Fi	During distance learning, CUSD purchased individual mi-fi units and accounts for families in need to be able to access online courses.	$16,560.00	Yes

Action #	Title	Description	Total Funds	Contributing
21	Credit recovery programs at CUHS	CUHS offers summer school for credit recovery and additionally has added APEX accounts for students to make up units online in specific subjects during the year and in the summer. This is an especially cost effective way to assist low socioeconomic students and families.	$3,600.00	Yes
22	Parent Communication Tools	CUSD has invested in Parent Square for parent communication. This technology	$3,000.00	

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
20.83%	$1,305,289

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Many of the actions provided site-wide or districtwide are done with consideration of foster youth, English learners and low-income students first. These actions and services are seen as ways for our district to "level the playing field" for our unduplicated student populations. Resources such as technological devices, or college tours may be easily available for students whose families are in higher income brackets or who are well versed in the steps necessary for college enrollment. However, without district support, these same tools or information would not be accessed by our unduplicated students and their families.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Many of the actions and services that are included in the LCAP for CUSD have been developed, offered and refined in the district over the last several years. Through the LCAP process of gathering of analyzing data, establishing district goals, monitoring our metrics, gathering stakeholder input, delivering actions and services and repeating these steps, we have seen significant growth and improvement among our unduplicated student populations and across our district as a whole. Areas where we have increased or improved our services have included an expansion of counseling services, increased support offered through paraeducators (general education, special education and bilingual).

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$1,598,268.66				$1,598,268.66

Totals:	Total Personnel	Total Non-personnel
Totals:	$1,309,895.16	$288,373.50

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners	Professional development and training	$2,325.00				$2,325.00
1	2	English Learners	Bilingual libraries	$1,200.00				$1,200.00
1	3	English Learners	Designated ELD Instruction	$264,029.42				$264,029.42
1	4	English Learners	Bilingual aide support	$111,053.53				$111,053.53
1	5	All	Librarians	$153,846.79				$153,846.79
1	6	All	Librarian Oversight	$3,025.00				$3,025.00
1	7	All	Research based programs and curriculum to support ELD instruction	$16,637.00				$16,637.00
1	8	English Learners	ELPAC Training	$425.00				$425.00
2	1	All	All CUHS mathematics teachers will receive coaching to increase student performance and college readiness of graduates	$2,500.00				$2,500.00
2	2	English Learners Foster Youth Low Income	Math Support	$55,338.16				$55,338.16
2	3	All	Math trainings	$6,000.00				$6,000.00
2	4	All	Supplemental mathematics programs	$6,565.50				$6,565.50
2	5	All	College Preparatory Mathematics	$7,000.00				$7,000.00
3	1	All	1.5 FTE for CTE course instruction	$121,606.06				$121,606.06

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	English Learners Foster Youth Low Income	Staffing after school homework assistance					
3	3	English Learners Foster Youth Low Income	College Tours	$4,700.00				$4,700.00
3	4	All	Outside learning and field trips	$10,000.00				$10,000.00
3	5	English Learners Foster Youth Low Income	Intervention services	$94,700.00				$94,700.00
3	6	All	Advanced Placement courses	$129,877.02				$129,877.02
3	7	All	Agriculture Pathway	$11,637.00				$11,637.00
3	8	All	CGS will implement social emotional curriculum and supports	$900.00				$900.00
3	9	English Learners Foster Youth Low Income	Summer School	$32,408.02				$32,408.02
3	10	English Learners Foster Youth Low Income	Transportation	$124,953.36				$124,953.36
3	11	English Learners Foster Youth Low Income	Technology - Student Devices	$52,680.00				$52,680.00
3	12	All	Computer Support Technician	$52,520.00				$52,520.00
3	13	English Learners Foster Youth Low Income	Afterschool Homework Support	$72,800.00				$72,800.00
3	14	English Learners Foster Youth Low Income	AVID	$4,694.00				$4,694.00
3	15	All	Concurrent Enrollment Courses	$148,617.54				$148,617.54
3	16	All	Extracurricular offerings at CUHS	$1,700.00				$1,700.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	18	English Learners Foster Youth Low Income	Expanded hours for paraeducators	$42,145.26				$42,145.26
3	19	English Learners Foster Youth Low Income	Individual student supplies	$39,225.00				$39,225.00
3	20	English Learners Foster Youth Low Income	Mi-Fi	$16,560.00				$16,560.00
3	21	Low Income	Credit recovery programs at CUHS	$3,600.00				$3,600.00
3	22		Parent Communication Tools	$3,000.00				$3,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$885,734.73	$885,734.73
LEA-wide Total:	$804,634.73	$804,634.73
Limited Total:	$124,953.36	$124,953.36
Schoolwide Total:	$81,100.00	$81,100.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**1**	Professional development and training	LEA-wide	English Learners	All Schools	$2,325.00	$2,325.00
1	**2**	Bilingual libraries	LEA-wide	English Learners	All Schools	$1,200.00	$1,200.00
1	**3**	Designated ELD Instruction	LEA-wide	English Learners	Specific Schools: CGS, SLMS, CUHS	$264,029.42	$264,029.42
1	**4**	Bilingual aide support	LEA-wide	English Learners	All Schools	$111,053.53	$111,053.53
1	**8**	ELPAC Training	LEA-wide	English Learners	All Schools	$425.00	$425.00
2	**2**	Math Support	LEA-wide	English Learners Foster Youth Low Income		$55,338.16	$55,338.16
3	**2**	Staffing after school homework assistance	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	**3**	College Tours	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SLMS, CUHS, Leffingwell	$4,700.00	$4,700.00
3	**5**	Intervention services	LEA-wide	English Learners Foster Youth Low Income	All Schools	$94,700.00	$94,700.00
3	**9**	Summer School		English Learners Foster Youth	All Schools	$32,408.02	$32,408.02

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
3	10	Transportation	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$124,953.36	$124,953.36
3	11	Technology - Student Devices	LEA-wide	English Learners Foster Youth Low Income	All Schools	$52,680.00	$52,680.00
3	13	Afterschool Homework Support	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: CGS, SLMS, CUHS	$72,800.00	$72,800.00
3	14	AVID		English Learners Foster Youth Low Income	Specific Schools: SLMS	$4,694.00	$4,694.00
3	18	Expanded hours for paraeducators	LEA-wide	English Learners Foster Youth Low Income	All Schools	$42,145.26	$42,145.26
3	19	Individual student supplies	LEA-wide	English Learners Foster Youth Low Income	All Schools	$39,225.00	$39,225.00
3	20	Mi-Fi	LEA-wide	English Learners Foster Youth Low Income	All Schools	$16,560.00	$16,560.00
3	21	Credit recovery programs at CUHS	Schoolwide	Low Income	Specific Schools: CUHS	$3,600.00	$3,600.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

o   Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

 In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.