

Introduction:

LEA: Coast Unified School District Contact: Dr. Rich Malfatti, Superintendent, rmalfatti@coastusd.org, 1-805-927-3880, LCAP Year:2013/2014

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and

special need subgroups. (Priority 3)

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

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

Section 1: Stakeholder Engagement

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

Coast Unified School District has worked diligently to elicit input and contributions from the stakeholders that make up our district. The staff and community have embraced the process of creating the LCAP, and their contributions are reflected in the plan that follows. Below, we provide a listing of many of the activities in which stakeholders participated. Also, we have convened an LCAP committee that is comprised of members from all our stakeholder groups; the committee has provided excellent feedback to the writing team on the process of crafting the LCAP.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

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

6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>General informational meeting for parents, staff and community members conducted in English/Spanish. Publicized via flyers sent home w/students, posted on all office doors, posted on district website and notification through district app. School to home calls via automated calling system. All notifications in English/Spanish. March 6th, 2014</p>	<p>Informed stakeholders and general community of LCAP/LCFF and encouraged participation in a transparent process.</p>
<p>LCAP Study Committee meetings consisting of ELAC/DELAC members, CTA, CSEA, Special Ed parents, Foster/Homeless Liaison, School Site Council members, Title 1 rep, PTA/Booster/Cambria Education Foundation board members, community members as well as business manager and superintendent. School board represented. Conducted in English/Spanish. Notification by same means as above. April 2nd, 9th, and May 1st, 2014</p>	<p>Developed an understanding of state priority areas and state standard implementation and a general understanding of LCAP/LCFF. Input from stakeholders and the public helped to begin to formulate district priorities.</p>
<p>Survey posted on district website and emailed to all district employees soliciting input for LCAP priorities. April 9th – 30th, 2014</p>	<p>Provided input from interested contributors who were unable to attend the meetings.</p>
<p>Ongoing district-level cabinet meetings to discuss and monitor stakeholder meetings. September 2013 to present</p>	<p>Helped managers to develop an intervention curriculum across all grade levels district-wide. Managers worked to identify shared resources (staff, curriculum, programs) to provide a cohesive programming.</p>
<p>Staff In-Service Day progress update for staff April 21st, 2014</p>	<p>Insured teachers were informed as plan developed.</p>
<p>LCAP Writing Committee meeting w/classified and certificated staff, and managers. April 24th, 2014</p>	<p>Reviewed and refined first draft of report</p>
<p>Business Manager was in attendance at all planning meetings to provide data. All meetings as listed above.</p>	<p>Assisted in developing and understanding of LCAP/LCFF</p>
<p>Members of the LCAP committee reviewed and evaluated current programs in light of increased support needs for all target populations. Committee members also evaluated proposed enrichment programs presented. Draft LCAP delivered to each site principal with instructions for discussion at school site council and teachers. Significant changes were made due to the LCAP and are scheduled to be implemented. April 2nd – ongoing.</p>	<p>Helped identify and prioritize district goals</p>
<p>Open budget study session for school board and public delivered by business</p>	<p>Developed understanding of LCAP/LCFF</p>

manager and Superintendent. May 1st, 2014.

Involvement of stakeholders at all meetings has improved communication amongst target population representatives. Programs to be implemented will support and improve outcomes for students. Data will be evaluated as it becomes available. Ongoing

Any complaint that the district has not complied with legal requirement pertaining to LCAP may be filed pursuant to AR1312.3 – Uniform Complaint Procedures. (Education Code 52075)

Improved communication and ensured all stakeholder groups were represented and provided input on priority areas.

Section 2: Goals and Progress Indicators

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for each state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?

- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (Based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COE's, <u>all priorities in statute must be included and identified</u> ; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
Student achievement and success: Need: Raise achievement	To show improvement on the CAASP assessments between 2015-16 and 2016-17 for	All	All		<u>Difference or Improvements for Students:</u> Students will be better prepared to succeed on the important	<u>Difference or Improvements for Students:</u> Students will continue to improve on the CAASPP	<u>Difference or Improvements for Students:</u> Increasing performance on the CCR measurement is a	Pupil Achievement (P4) Other Pupil Outcomes (P8)

<p>for all students and close the achievement gap. The needs assessment considered API growth and subgroup performance, 2012-2013, graduation rates 2012, graduates completing UC/CSU required courses, students redesignated fluent English proficient, AP exam results, API, AYP, CST, and EL reclassification rate. Student access to CCSS implementation and standards-aligned materials was considered.</p>	<p>all students including those in our significant subgroups and subject areas.</p>				<p>CAASPP assessments leading to college and career readiness upon graduation. <u>Metric:</u> Students will achieve a new baseline score for student achievement with new CAASPP measurement.</p>	<p>assessments, leading to college and career readiness upon graduation. <u>Metric:</u> Students will show significant improvement on CAASPP assessment. This goal will be redefined when new metrics are developed.</p>	<p>strong indicator of college and career readiness. It also helps students identify where they may need help or support on the road to graduation. <u>Metric:</u> A Coast Union High School students will pass the California High School Exit Exam. 2.5% increase in high school students taking the SAT.</p>	
<p>Student achievement and success: Need: Raise achievement for all students</p>	<p>To increase student performance on multiple measures of college and career readiness. Increase passage of College and Career</p>	<p>All</p>	<p>Santa Lucia Middle School, Coast Union High School, Leffingwell</p>		<p><u>Difference or Improvements for Students:</u> Increasing performance on the SBAC and CAHSEE measurement is</p>	<p><u>Difference or Improvements for Students:</u> Increasing performance on the SBAC and CAHSEE measurement</p>	<p><u>Difference or Improvements for Students:</u> Increasing performance on the SBAC and CAHSEE measurement is a</p>	<p>Pupil Achievement (P4) Other Pupil Outcomes (P8)</p>

<p>and close the achievement gap. The needs assessment considered API growth and subgroup performance, 2012-2013, graduation rates 2012, graduates completing UC/CSU required courses, students redesignated fluent English proficient, AP exam results, API, AYP, CST, EAP, and EL reclassification rate.</p>	<p>measurement on SAT and SBAC.</p>				<p>a strong indicator of college and career readiness. It also helps students identify where they may need help or support on the road to graduation. <u>Metric:</u> All middle and high schools will show 2.5% improvement on the SBAC measurement.</p>	<p>is a strong indicator of college and career readiness. It also helps students identify where they may need help or support on the road to graduation. <u>Metric:</u> All middle and high schools will show 2.5% improvement on the SBAC measurement.</p>	<p>strong indicator of college and career readiness. It also helps students identify where they may need help or support on the road to graduation. <u>Metric:</u> All middle and high schools will show 2.5% improvement on the SBAC measurement.</p>	
<p>Student achievement and success: Need: Raise achievement for all students and close the achievement gap. The needs assessment considered API growth and subgroup performance,</p>	<p>Increase the percentage of each graduating class that is eligible to attend (completing all requirements) and the percentage of students actually attending 4-year colleges or universities and community colleges.</p>	<p>All</p>	<p>CUHS, and Leffingwell</p>		<p><u>Difference or Improvements for Students:</u> Completing all requirements and actually attending 2-year, 4-year, or trade colleges or programs. <u>Metric:</u> Create cohort of 2014 graduates from CUHS and Leffingwell. Track data via</p>	<p><u>Difference or Improvements for Students:</u> Completing all requirements and actually attending 2-year, 4-year, or trade colleges or programs. <u>Metric:</u> Increase college enrollment by 2%. Add first graduating classes of CUHS</p>	<p><u>Difference or Improvements for Students:</u> Completing all requirements and actually attending 2-year, 4-year, or trade colleges or programs. <u>Metric:</u> Increase college enrollment by 2% at CUHS and Leffingwell.</p>	<p>Pupil Achievement (P4) Other Pupil Outcomes (P4) Course Access (P 7)</p>

<p>2012-2013, graduation rates 2012, gradeuates completing UC/CSU required courses, students redesignated fluent English proficient, AP exam results, API, AYP, CST, HS graduation rate, and EL reclassification rate.</p>					<p>Illuminate, CALPADS, or similar system. Increase college enrollment by 2% from 2014 cohort.</p>	<p>and Leffingwell.</p>		
<p>Student achievement and success: Need: Raise achievement for all students and close the achievement gap. The needs assessment considered API growth and subgroup performance, 2012-2013, graduation rates 2012, gradeuates completing UC/CSU required</p>	<p>To continue to improve the reclassification rate of English Learners, resulting in fluency in academic English and reduce the number of long-term English Learners.</p>	<p>English Learners, redesignated fluent English proficient students</p>	<p>All</p>		<p><u>Difference or Improvements for Students:</u> Fluency in the English language is a foundational skill for later success in school. Greater fluency is an important goal for every English Learner. <u>Metric:</u> Each site will improve their reclassification rate by 2% from the prior year.</p>	<p><u>Difference or Improvements for Students:</u> Fluency in the English language is a foundational skill for later success in school. Greater fluency is an important goal for every English Learner. <u>Metric:</u> Each site will improve their reclassification rate by 2% from the prior year.</p>	<p><u>Difference or Improvements for Students:</u> Fluency in the English language is a foundational skill for later success in school. Greater fluency is an important goal for every English Learner. <u>Metric:</u> Each site will improve their reclassification rate by 2% from the prior year.</p>	<p>Pupil Achievement (P4) Course Access (P7) Other Pupil Outcomes (P8) Pupil Engagement (P5)</p>

<p>courses, students redesignated fluent English proficient, AP exam results, API, AYP, CST, and EL reclassification rate.</p>								
<p>Student achievement and success:</p> <p>Need: Raise achievement for all students and close the achievement gap. The needs assessment considered API growth and subgroup performance, 2012-2013, graduation rates 2012, graduates completing UC/CSU required courses, students redesignated fluent English proficient, AP exam results, API, AYP, CST, and EL</p>	<p>Refine the SST/RTI process to better match student and staff needs.</p>	<p>All, especially students with disabilities</p>	<p>All</p>		<p><u>Difference or Improvements for Students:</u> Students who require access to Response to Intervention Level services need to be accurately assessed and placed to ensure proper service and to provide optimal learning conditions. <u>Metric:</u> Student Services will work to revise and implement an updated SST/RTI process Including implementation of the Read 180 program for grades 4-12. Implement DIBELS progress monitoring, Expand ILearn Math district-wide, Implement</p>	<p><u>Difference or Improvements for Students:</u> Students who require access to Response to Intervention services need to be accurately assessed and placed to ensure proper service and to provide optimal learning conditions. <u>Metric:</u> The SST/RTI process will be refined as needed including implementation of the Read 180 program for grades 4—12. Implement DIBELS progress monitoring, Expand ILearn Math district-wide, Implement PIP/2nd Step at</p>	<p><u>Difference or Improvements for Students:</u> Students who require access to Response to Intervention services need to be accurately assessed and placed to ensure proper service and to provide optimal learning conditions. <u>Metric:</u> The SST/RTI process will be refined as needed including implementation of the Read 180 program for grades 4-12. Implement DIBELS progress monitoring, Expand ILearn Math district-wide, Implement PIP/2nd Step at CGS, increase frequency of progress</p>	<p>Pupil Achievement (P4)</p> <p>Course Access (P7)</p> <p>Other Pupil Outcomes (P8)</p> <p>Pupil Engagement (P 5)</p>

reclassification rate.					PIP/2 nd Step at CGS, increase frequency of progress monitoring using the GMRT	CGS, increase frequency of progress monitoring using the GMRT	monitoring using the GMRT	
<p>Student achievement and success:</p> <p>Need: Raise achievement for all students and close the achievement gap. The needs assessment considered API growth and subgroup performance, 2012-2013, graduation rates 2012, graduates completing UC/CSU required courses, students redesignated fluent English proficient, AP exam results, API, AYP, CST, HS graduation and dropout rates, and EL reclassification</p>	Continue to build out the college and career pathways at district high schools. Include options for trade certification, vocational training and college credit where appropriate.	All	All high schools.		<p><u>Difference or Improvements for Students:</u> Students will have increasing access to college and career education with increase possibilities for trade certification, vocational training, and/or college credit. <u>Metric:</u> High schools will continue to add courses and train teachers as needed to meet this goal.</p>	<p><u>Difference or Improvements for Students:</u> Students will have increasing access to college and career education with increase possibilities for trade certification, vocational training and/or college credit. <u>Metric:</u> High schools will continue to add courses and train teachers as needed to meet this goal.</p>	<p><u>Difference or Improvements for Students:</u> Students will have increasing access to college and career education with increase possibilities for trade certification vocational training, and/or college credit. <u>Metric:</u> High schools will continue to add courses and train teachers as needed to meet this goal.</p>	<p>Pupil Achievement P4</p> <p>Course Access (P7)</p> <p>Other Pupil Outcomes (P8)</p> <p>Pupil Engagement (P5)</p>

rate.								
<p>Staff Success</p> <p>Need: Recruit, train, and retain highly qualified staff to meet the needs of 21st Century learners. Needs assessment considered: professional development schedules, teacher credentialing, teacher placement, and collaboration. Data source will include Illuminate.</p> <p>Student access and enrollment in all required areas of study. Student tracking using Illuminate.</p>	<p>Provide access to high-quality and ongoing support for certificated staff, confidential management, and classified staff.</p>	All	All		<p><u>Difference or Improvements for Students:</u> Every student deserves highly-trained teachers who are fluent in designing curriculum, delivering effective instruction, and diagnosing student performance to maximize student achievement. <u>Metric:</u> CUSD will host professional development clinics focused on Common Core implementation. CUSD will support articulation opportunities across grade levels and sites. In cooperation with the County Office of Education and San Luis Obispo SELPA, and local universities, sites will design more opportunities for</p>	<p><u>Difference or Improvements for Students:</u> Every student deserves highly-trained teachers who are fluent in designing curriculum, delivering effective instruction, and diagnosing student performance to maximize student achievement. <u>Metric:</u> Ongoing support for site and district professional development and professional development clinics. CUSD will support articulation opportunities across grade levels and sites. Continued work to offer more opportunities for professional development.</p>	<p><u>Difference or Improvements for Students:</u> Every student deserves highly-trained teachers who are fluent in designing curriculum, delivering effective instruction, and diagnosing student performance to maximize student achievement. <u>Metric:</u> Ongoing support for site and district professional development and professional development clinics. CUSD will support articulation opportunities across grade levels and sites. Continued work to offer more opportunities for professional development.</p>	<p>Student Achievement (P4)</p> <p>Course Access (P7)</p>

					staff to participate in professional development.			
<p>Staff Success</p> <p>Need: Recruit, train, and retrain highly qualified staff to meet the needs of 21st Century learners. Needs assessment considered: professional development schedules, teacher credentialing, teacher placement</p>	<p>Provide embedded professional development through weekly site professional development.</p>	All	All		<p><u>Difference or Improvements for Students:</u> Every student deserves highly-trained teachers who are fluent in designing curriculum, delivering effective instruction, and diagnosing student performance to maximize student achievement. <u>Metric:</u> All schools will seek out and access support for teachers in the Common Core transition.</p>	<p><u>Difference or Improvements for Students:</u> Every student deserves highly-trained teachers who are fluent in designing curriculum, delivering effective instruction, and diagnosing student performance to maximize student achievement. <u>Metric:</u> Staff will continue to be supported by professional development and ongoing training.</p>	<p><u>Difference or Improvements for Students:</u> Every student deserves highly-trained teachers who are fluent in designing curriculum, delivering effective instruction, and diagnosing student performance to maximize student achievement. <u>Metric:</u> Staff will continue to be supported by professional development and ongoing training.</p>	<p>Basic (P1)</p> <p>Pupil Engagement (P5)</p> <p>Pupil Achievement (P4)</p> <p>Other Pupil Outcomes (P8)</p>
<p>School Climate</p> <p>Need: Positive attendance habits and high parent involvement levels increase pupil engagement</p>	<p>CUSD will continue to improve parent involvement by hosting at least three parent nights at each site and adding parent education courses made available in the evenings. GED prep, computer skill classes, and English</p>	All, especially English Learners.	All schools		<p><u>Difference or Improvements for Students:</u> Involved parents are one of the keys to student success. Students whose parents participate in parent education</p>	<p><u>Difference or Improvements for Students:</u> Involved parents are one of the keys to student success. Students whose parents participate in parent</p>	<p><u>Difference or Improvements for Students:</u> Involved parents are one of the keys to student success. Students whose parents participate in parent education will benefit from more parent</p>	<p>Parent Involvement (P3)</p> <p>State Standards Implementation (P2)</p> <p>Pupil Engagement (P5)</p> <p>School Climate (P6)</p>

<p>and enhance school climate. Needs assessment considered: attendance data, suspension and expulsion rates, stakeholder input and parent participation percentage. Illuminate will be used for student tracking.</p> <p>District and school surveys related to WASC, ELAC/ DELAC, CHKS, and single plan student achievement.</p>	<p>language classes for parents will continue to be supported and enhanced.</p>				<p>courses will benefit from more parent involvement. All parents will be able to access help and assistance during site-based parent nights.</p> <p><u>Metric:</u> Schools will schedule and implement three parent nights. Identified schools will implement Positive Discipline parent trainings, GED training and computer skills and English Language Development courses.</p>	<p>education courses will benefit from more parent involvement. All parents will be able to access help and assistance during site-based parent nights.</p> <p><u>Metric:</u> Attendance will increase at parent nights. Identified schools will implement Parent education courses.</p>	<p>involvement. All parents will be able to access help and assistance during site-based parent nights.</p> <p><u>Metric:</u> Attendance will increase at parent nights and/or expand the number of parent nights. Identified schools will implement parent education courses with increased attendance.</p>	
<p>School Climate</p> <p>Need: Positive attendance habits and high parent involvement levels increase pupil engagement and enhance school climate. Needs</p>	<p>Art and music programs help increase positive attendance habits and increased pupil engagement. Art and music enhance the school climate.</p>	<p>All</p>	<p>All</p>		<p><u>Difference or Improvements for Students:</u> Students that have access to art and music programs are more engaged in school. Art and Music programs are one of the keys to student success. Students who</p>	<p><u>Difference or Improvements for Students:</u> Students that have access to art and music programs are more engaged in school. Art and Music programs are one of the keys to student success.</p>	<p><u>Difference or Improvements for Students:</u> Students that have access to art and music programs are more engaged in school. Art and Music programs are one of the keys to student success. Students who participate in</p>	<p>State Standards Implementation (P2)</p> <p>Pupil Engagement (P5)</p> <p>School Climate (P6)</p>

<p>assessment considered: attendance data, suspension and expulsion rates, stakeholder input. Illuminate will be used for student tracking.</p> <p>District and school surveys related to WASC, ELAC/ DELAC, CHKS, and single plan student achievement.</p>					<p>participate in art and music courses will benefit from being exposed to educational opportunities outside of the core curriculum.</p>	<p>Students who participate in art and music courses will benefit from being exposed to educational opportunities outside of the core curriculum.</p>	<p>art and music courses will benefit from being exposed to educational opportunities outside of the core curriculum.</p>	
<p>School Climate</p> <p>Need: Positive attendance habits and high parent involvement levels increase pupil engagement and enhance school climate. Needs assessment considered: attendance data, suspension and</p>	<p>Continue to maintain strong attendance habits for all students and improve attendance for all student groups. Special focus will be given to habitual truants. The District will support alternative education programs</p>	<p>All</p>	<p>All</p>		<p><u>Difference or Improvements for Students:</u> School attendance is a primary indicator of school success. Students who struggle with attendance will receive special attention. <u>Metric:</u> Schools will increase attendance rate by .25%. CUSD will support alternative education programs such</p>	<p><u>Difference or Improvements for Students:</u> School attendance is a primary indicator of school success. Students who struggle with attendance will receive special attention. <u>Metric:</u> Schools will increase attendance rate by .25%. CUSD will support alternative education programs such</p>	<p><u>Difference or Improvements for Students:</u> School attendance is a primary indicator of school success. Students who struggle with attendance will receive special attention. <u>Metric:</u> Schools will increase attendance rate by .25%. CUSD will support alternative education programs such as Leffingwell High School and</p>	<p>Pupil Engagement (P5)</p> <p>School Climate (P6)</p>

<p>expulsion rates, stakeholder input. Illuminate will be used for student tracking.</p> <p>District and school surveys related to WASC, ELAC/DELAC, and single plan student achievement.</p>	<p>to meet the needs of students.</p>				<p>as Leffingwell High School and Cambria Community Day School.</p>	<p>as Leffingwell High School and Cambria Community Day School.</p>	<p>Cambria Community Day School.</p>	
<p>Stewardship of Resources</p> <p>Need: Students need a safe and effective learning environment, both in the classroom and on the school grounds. Needs assessment considered: facilities and maintenance analysis, technology readiness analysis</p> <p>Our facilities will be in good</p>	<p>Implement the Facilities Master Plan, resulting in facilities that match the demands of 21st Century learning</p>	<p>All</p>	<p>All</p>		<p><u>Difference or Improvements for Students:</u> Students need safe and modern facilities in which to learn. The FMP will support this goal. <u>Metric:</u> Stakeholders will begin to explore a variety of funding sources for the Facilities Master Plan to be implemented at each site.</p>	<p><u>Difference or Improvements for Students:</u> Students need safe and modern facilities in which to learn. The FMP will support this goal. <u>Metric:</u> Funding, timeline, and priorities for the Facilities Master Plan at each site will be determined.</p>	<p><u>Difference or Improvements for Students:</u> Students need safe and modern facilities in which to learn. The FMP will support this goal. <u>Metric:</u> Work on the Facilities Master Plan for each site.</p>	<p>School Climate (P6) Basic (P1)</p>

repair and will be measured based on our facilities master plan.								
<p>Stewardship of Resources</p> <p>Need: Students need a safe and effective learning environment, both in the classroom and on the school grounds. Needs assessment considered: facilities and maintenance analysis, technology readiness analysis</p> <p>Our facilities will be in good repair and will be measured based on our facilities master plan.</p>	<p>CUSD needs to provide ongoing technology support to achieve a sustainable refresh and replacement protocol within Coast Unified to include iPads and computer labs, additional full-time employee to address growing technology needs, technology professional development for certificated and classified staff.</p>	All	All		<p><u>Difference or Improvements for Students:</u> Reliable, fast, technology is a significant benefit to learning and teaching. <u>Metric:</u> IT Department will receive a budget with directive to refresh and replace hardware and software as needed at sites, provide professional development for certificated and classified, and add additional staffing as the demands on the technology department grows to enhance 21st century learning. Update CGS computer lab.</p>	<p><u>Difference or Improvements for Students:</u> Reliable, fast, technology is a significant benefit to learning and teaching. <u>Metric:</u> Budget will continue contingent on funding. Update SLMS computer lab.</p>	<p><u>Difference or Improvements for Students:</u> Reliable, fast, technology is a significant benefit to learning and teaching. <u>Metric:</u> Budget will continue contingent on funding. Update CUHS computer lab.</p>	<p>School Climate (P6)</p> <p>Basic (P1)</p>

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1. What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English Learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
 2. How do these actions/services link to identified goals and performance indicators?
 3. What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
 4. In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
 5. In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English Learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
 6. In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
 7. In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update : Review of Actions / Services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Student Achievement and Success	Pupil Achievement (P4), Course Access (P7), Other Pupil Outcomes (P8), Pupil Engagement (P5)	Full-time Teacher at Cambria Grammar School to support class size reduction, RTI, and ELD	1 FTE position at Cambria Grammar School		Teacher will support core teachers through class size reduction assisting in response to intervention at CGS. Cost: \$80,000 Resource: Targeted/ Supplemental Funding	Ongoing support for instruction Cost: \$80,000 Resource: Targeted/ Supplemental Funding	Ongoing support for instruction. Cost: \$80,000 Resource: Targeted/ Supplemental Funding
Student achievement and success	Pupil Achievement (P4), Course Access (P7), Other Pupil Outcomes (P8), Pupil Engagement (P5)	RTI/ELD teacher for CGS	1 FTE position at CGS		Teacher will support English Language development through RTI and direct services Cost: \$80,000 Resource: Title I and Title III funding	Teacher will support English Language development through RTI and direct services Cost: \$80,000 Resource: Title I and Title III funding	Teacher will support English Language development through RTI and direct services Cost: \$80,000 Resource: Title I and Title III funding
Student Achievement and Success	Pupil Achievement (P4), Course Access (P7), Other Pupil Outcomes (P8), Pupil Engagement (P5)	One half-time teacher at Santa Lucia Middle School to support ELD, RTI, and one full-time teacher to support class size reduction	1 FTE and .5 FTE positions at Santa Lucia Middle School		Response to Intervention and ELD teacher will support core teachers by targeting instruction for neediest students as designated by diagnostic assessments at the sites. RTI/ELD teacher will provide services at SLMS. Cost: \$40,000 Resource: General Fund	Ongoing support for Intervention/ELD teachers. Add additional full-time teacher to accommodate anticipated increased student enrollment at SLMS. Total Cost: \$120,000 Resource: General Fund	Ongoing support for Intervention/ ELD teachers. Total Cost: \$120,000 Resource: General Fund
Student Achievement	Pupil Achievement (P4), Course Access (P7), Other	One half-time teacher at Coast Union High	.5 FTE position at		Response to Intervention and ELD teacher will support core teachers by	Ongoing support for Intervention/ELD teacher to maintain	Ongoing support for Intervention/ELD teacher to maintain

and Success	Pupil Outcomes (P8), Pupil Engagement (P5)	School to support ELD, RTI and one .5 Bilingual Instructional Aide at Coast Union High School	Coast Union High School and .5 Bilingual Instructional Aide		targeting instruction for neediest students as designated by diagnostic assessments at the sites. RTI/ELD teacher will provide services at CUHS. \$40,000 Bilingual instructional aide at Coast Union High School will support core teachers by targeting instruction intervention for the neediest students as designated by diagnostic assessment and administrative guidance. Cost: \$65,000 Resource: General Fund	position. Ongoing support by a Bilingual instructional aide at Coast Union High School will support core teachers by targeting instruction intervention for the neediest students as designated by diagnostic assessment and administrative guidance. Cost: \$65,000 Resource: General Fund	position. Ongoing support by a Bilingual instructional aide at Coast Union High School will support core teachers by targeting instruction intervention for the neediest students as designated by diagnostic assessment and administrative guidance. Cost: \$65,000 Resource: General Fund
Student Achievement and Success	Pupil Achievement (P4), Course Access (P7), Other Pupil Outcomes (P8), Pupil Engagement (P5)	Reestablish the AVID program at Coast Union High School	CUHS/SLMS		Explore implementation of AVID Program Cost: No Cost	AVID Program training will to be implemented at CUHS Cost: \$5,000 Resource: General Fund	AVID program will expand to SLMS Cost: \$5,000 Resource: General Fund
Student Achievement and Success	State Standards Implementation (P2), Pupil Engagement (P5), Basic (P1), Course Access (P7)	Fund RTI programs to address struggling students, special ed students, and English Learners using Read 180 for grades 4-12 th . Implement DIBELS progress monitoring, Expand iLearn Math district-wide, implement PIP/2 nd Step at CGS, increase frequency of progress monitoring	District Wide		Read 180 program to include licenses total cost \$80,000 DIBELS progress monitoring program \$7,000 iLearn Math expanded district-wide \$7,000 2 nd Step anti-bullying curriculum and the PIP	Continue ongoing support intervention programs and monitoring. Cost: \$30,000 Resource: General Fund	Continue ongoing support intervention programs and monitoring. Cost: \$30,000 Resource: General Fund

		using the GMRT			program at CGS \$12,000 Resource: General Fund		
Student Achievement and success	Pupil Achievement (P4), Course Access (P7), Other Pupil Outcomes (P8), Pupil Engagement (P5)	Support vocational education at CUHS by partnering with Hearst Castle and Cuesta College	CUHS		Explore vocational educational partnership with Hearst Castle and Cuesta College \$7,000 General Fund	Implement vocational educational partnership with Hearst Castle and Cuesta College \$7,000 General Fund	Implement vocational educational partnership with Hearst Castle and Cuesta College \$7,000 General Fund
Student Achievement and success	Pupil Achievement (P4), Course Access (P7), Other Pupil Outcomes (P8), Pupil Engagement (P5)	Support ongoing afterschool programs for students district-wide including the YMCA programs at CGS, SLMS, and CUHS	District-wide		In-kind facility use and direct bi-lingual instructional support personnel \$112,800 General Fund	In-kind facility use and direct bi-lingual instructional support personnel \$112,800 General Fund	In-kind facility use and direct bi-lingual instructional support personnel \$112,800 General Fund
Student Achievement and Success	Pupil Achievement (P4), Course Access (P7), Other Pupil Outcomes (P8), Pupil Engagement (P5)	Provide summer school as an intervention strategy for targeted subgroups and underperforming students. Provide summer school for three weeks.	Summer school will be open for students LEA-wide, and offered at centrally located site.		Provide three (3) weeks of summer school as an intervention strategy for targeted subgroups and underperforming students. Cost: \$29,000 Resc: General Fund	Provide three (3) weeks of summer school as an intervention strategy for targeted subgroups and underperforming students. Cost: \$29,000 Resc: General Fund	Provide three (3) weeks of summer school as an intervention strategy for targeted subgroups and underperforming students. Cost: \$29,000 Resc: General Fund
Student Achievement and Success	Pupil Achievement (P4), Course Access (P7), Other Pupil Outcomes (P8), Pupil Engagement (P5)	Provide Ag program at CUHS and Leffingwell.	Ag program will be open to students at CUHS and Leffingwell		Provide Ag program at CUHS and Leffingwell. Cost: \$6,000 Resc: General Fund	Provide Ag program at CUHS and Leffingwell. Cost: \$6,000 Resc: General Fund	Provide Ag program at CUHS and Leffingwell. Cost: \$6,000 Resc: General Fund
Staff Success	Basic (P1), Pupil Engagement (P5), Pupil Achievement (P4), Other Pupil Outcomes (P8)	Provide ongoing professional development relating to the common core implementation, and technology training	District wide		Provide ongoing professional development relating to the common core implementation, and technology training	Provide ongoing professional development relating to the common core implementation, and technology training	Provide ongoing professional development relating to the common core implementation,

		utilizing SLO SELPA, COE and other providers			Cost: \$10,000 Resc: General Fund	Cost: \$20,000 Resc: General Fund	and technology training Cost: \$10,000 Resc: General Fund
Staff Success	Basic (P1), Pupil Engagement (P5), Pupil Achievement (P4), Other Pupil Outcomes (P8)	Provide training on new RTI program administration. Fund RTI/SST school site leaders. Provide substitute teachers for staff collaboration district wide.	District-wide		Provide training on new RTI program administration. Fund RTI/SST school site leaders. Provide substitute teachers for staff collaboration district wide. Cost: \$10,000 Resc: General Fund	Support RTI program administration/Implementation. Fund RTI/SST school site leaders. Provide substitute teachers for staff collaboration district wide. Cost: \$10,000 Resc: General Fund	Support RTI program administration/Implementation. Fund RTI/SST school site leaders. Provide substitute teachers for staff collaboration district wide. Cost: \$10,000 Resc: General Fund
Staff Success	Basic (P1), Pupil Engagement (P5), Pupil Achievement (P4), Other Pupil Outcomes (P8)	Provide opportunities for staff observations at neighboring schools and within district. Provide funding to include training for classified staff.	District-wide		Provide opportunities for staff observations at neighboring schools and within district. Provide funding to include training for classified staff. Cost: \$5,000 Resc: General Fund	Provide opportunities for staff observations at neighboring schools and within district. Provide funding to include training for classified staff. Cost: \$5,000 Resc: General Fund	Provide opportunities for staff observations at neighboring schools and within district. Provide funding to include training for classified staff. Cost: \$5,000 Resc: General Fund
Stewardship of Resources	Basic (P1)	Provide all school sites with a budget to meet individual school needs relative to targeted subgroups	District-wide		Provide school sites funds to meet need individual site needs for targeted subgroups. Distribution of funds is based on number of EL, economically disadvantaged, and foster youth at each site. Cost: Resource:	Provide school sites funds to meet need individual site needs for targeted subgroups. Distribution of funds is based on number of EL, economically disadvantaged, and foster youth at each site. Cost: Resource:	Provide school sites funds to meet need individual site needs for targeted subgroups. Distribution of funds is based on number of EL, economically disadvantaged, and foster youth at each site. Cost: Resource:
Student Achievement	Pupil Achievement (P4), Course	Final iPad lease payment to provide	SLMS and CUHS		Total Cost: \$65,774 General Fund	No cost	No Cost

and Success	Access (P7), Other Pupil Outcomes (P8), Pupil Engagement (P5)	students with the tools needed for 21 st Century learning needs.					
Student Achievement and Success	Pupil Achievement (P4), Course Access (P7), Other Pupil Outcomes (P8), Pupil Engagement (P5)	Provide nstructional aides, including four bilingual aides, to assist in student learning and achievement and to improve parent communication and involvement	District-wide		Provide instructional aides, including four bilingual aides, to assist in student learning and achievement and to improve parent communication and involvement Cost: \$139,169.80 Resc: General Fund	Provide instructional aides, including four bilingual aides, to assist in student learning and achievement and to improve parent communication and involvement Cost: \$139,169.80 Resc: General Fund	Provide instructional aides, including four bilingual aides, to assist in student learning and achievement and to improve parent communication and involvement Cost: \$139,169.80 Resc: General Fund

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English Learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of Actions/ Services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Student Achievement and Success	Pupil Achievement (P4), Course Access (P7), Other Pupil Outcomes (P8), Pupil Engagement (P5)	For low income pupils, English Learners, foster youth, and redesignated fluent English proficient pupils: Intervention/ELD teachers for CGS, SLMS and CUHS. Bilingual Aide at CUHS	2 FTE CGS, 1 FTE SLMS/CUHS (shared), 1 FTE SLMS .5 Bilingual Aide CUHS		Intervention/ELD teachers will support core teachers by targeting instruction for neediest students as designated by diagnostic assessments at the sites. Intervention/ELD teachers will provide RTI services at sites.	Ongoing support for intervention/ELD teachers. Total Cost: \$175,000 General Fund \$80,000 Title I and Title III Funding	Ongoing support for intervention/ELD teachers. Total Cost: \$175,000 General Fund \$80,000 Title I and Title III Funding

					\$175,000 General Fund \$80,000 Title I and Title III Funding		
Staff Success	Basic (P1), Pupil Engagement (P5), Pupil Achievement (P4), Other Pupil Outcomes (P8)	For low income pupils, English Learners, foster youth, and redesignated fluent English proficient pupils: Provide ongoing professional development including SLO SELPA, COE relating to the common core implementation, Response to Intervention, and technology training. Continue staff observations at neighboring schools and within district classrooms. Provide funding to include training for classified staff.	District-wide		Professional development and teacher observations will support core teachers with curriculum development and instructional strategies to achieve the Common Core. Professional development and observations will support classroom teachers in providing RTI services at sites. Total Cost \$25,000 General Fund	Ongoing support for teacher observations and professional development in the areas of common core implementation, RTI, and technology Total Cost \$35,000 General Fund	Ongoing support for teacher observations and professional development in the areas of common core implementation, RTI, and technology Total Cost \$25,000 General Fund
Stewardship of Resources	Basic (P1)	For low income pupils, English Learners, foster youth, and redesignated fluent English proficient pupils: Provide all school sites with a budget to meet individual school needs relative to targeted subgroups.	LEA-wide		Provide all school sites with a budget to meet individual school needs relative to targeted subgroups. Distribution of funds is based on number of EL, economically disadvantaged, and foster youth at each site.	Provide all school sites with a budget to meet individual school needs relative to targeted subgroups. Distribution of funds is based on number of EL, economically disadvantaged, and foster youth at each site.	Maintain site Provide all school sites with a budget to meet individual school needs relative to targeted subgroups. Distribution of funds is based on number of EL, economically disadvantaged, and foster youth at each site..
Student Achievement and Success	Pupil Achievement (P4), Course Access (P7), Other Pupil	For low income pupils, English Learners, foster youth, and redesignated	Summer school will be open for		Provide summer school as an intervention strategy for targeted subgroups	Provide summer school as an intervention strategy for targeted	Provide summer school as an intervention strategy

	Outcomes (P8), Pupil Engagement (P5)	fluent English proficient pupils: Provide summer school as an intervention strategy for targeted subgroups and underperforming students and district-wide if possible.	students LEA-wide, and offered at centrally locally site.		and underperforming students and district-wide if possible. Total cost: \$29,000 Resource: General Fund	subgroups and underperforming students and district-wide if possible. Total cost: \$29,000 Resource: General Fund	for targeted subgroups and underperforming students and district-wide if possible. Total cost: \$29,000 Resource: General Fund
School Climate	Parent Involvement (P3), State Standards Implementation (P2)	For English Learners and redesignated fluent English proficient pupils: District sites will run a parent education program to support parents. Such programs may include English Language Development, technology training, and Love and Logic parenting classes	SLMS and CGS		District sites will run a parent education program to support parents. In kind facility use. Cost: \$2,880 General Fund	District sites will run a parent education program to support parents. In kind facility use. Cost: \$2,880 General Fund	District sites will run a parent education program to support parents. In kind facility use. Cost: \$2,880 General Fund
Student Achievement and Success	Pupil Achievement (P4), Course Access (P7), Other Pupil Outcomes (P8), Pupil Engagement (P5)	Monitor redesignated fluent English proficient pupils (R-FEP) for two years to ensure student success	CGS, SLMS, CUHS		Monitor redesignated fluent English proficient pupils (R-FEP) for two years to ensure student success Cost: Embedded	Monitor / revise plan per new standards and state assessments Cost: Embedded	Monitor / revise plan per new standards and state assessments Cost: Embedded

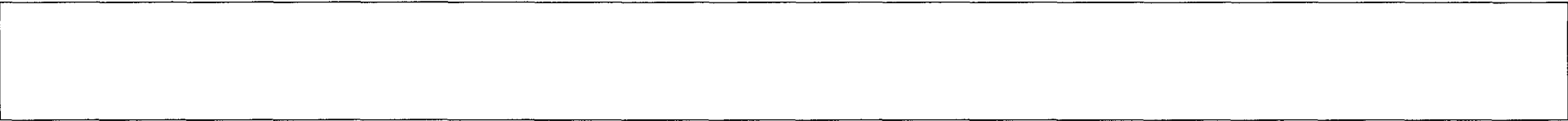
C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

Coast Unified School Districts is allocating \$xxx,xxx to support the goals and student learning. The district is a basic aide district with an unduplicated

count of xx%. Funds are being used districtwide to provide programs and services to address the needs of English Learners, low income students and foster youth and to improve parent involvement/communication and education. These include, additional teachers, Read 180, PIP/Second Step, Family Advocate services, Adult and Vocational Education, iLearn Math support, Targeted professional development, technology funding to bring 21st century skills to our students and families.

- D. Consistent with the requirements of 5 CCR 15486, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English Learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

Coast Unified School District is offering a number of services for low income pupils, foster youth and English Learners in order to meet the MPP of 7.X%. This includes adding additional teachers to reduce class size numbers and provide more targeted instruction. Read 180 curriculum is being brought in to provide instruction for English Learners. PIP and Second Step curriculum is funded for implementation to help address school climate and peer interactions. Courses in Agriculture, Vocational Education and Adult Education are offered to provide students and members of the community with greater training opportunities and educational options. Family advocates are provided at the grammar and middle school to improve school climate, parent communication, student achievement, and to connect members of the community to the services that are available to them.



NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312