



Coast Union High School

**ACS WASC/CDE Mid-Cycle Visit
School Progress Report**

2950 Santa Rosa Creek Rd

Cambria, CA 93428

May 5, 2021

Accrediting Commission for Schools

Western Association of Schools and Colleges

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I: Student/Community Profile Data

School and District

Coast Union High School (CUHS), home of the Broncos, is nestled along the beautiful California Central Coast. It serves the student population of the unincorporated coastal communities of Cambria, Cayucos, San Simeon, Southern Big Sur, and surrounding rural areas, and currently has an enrollment of approximately 171 students in grades 9 through 12. Coast Union is a California Distinguished School, receiving this honor in 2007 and 2011. It has also been awarded the U.S. News Silver Medal list for best high schools for seven consecutive years, 2013-2019, by U.S. News and World Report. The high school is one of four schools in the Coast Unified School District, which also includes Cambria Grammar School, Santa Lucia Middle School and Leffingwell Alternative High School.

Our school continues to strive for a well-rounded educational program to meet the needs of all students. An alternating A/B block schedule, designed to give students and teachers an opportunity for in-depth study by extending learning time, has been implemented successfully for many years. Students enroll in 8 courses, required and electives, each semester. The 4 daily block periods are 88-minutes long. CUHS has 12 regular classrooms, a school farm with greenhouse and livestock facilities, two computer labs, both of which are teaching labs for classroom instruction, three science labs, an art studio, a ceramics lab, a resource learning center, an agriculture/woodshop, a dedicated ASB room, and a performing arts room for drama and chorus, as well as a fully functioning sound studio and silk screening print shop, and all of which are easily accessible to all students.

The administration, teachers and staff are committed to providing a rigorous core curriculum for all students. Equal access to the curriculum is provided for all students, including many support services to meet the needs of individual students. In addition to college prep courses, RSP classes and English Language Development classes, a variety of electives are offered, along with student activities and clubs, athletic teams, and a quality visual and performing arts program. The district's commitment to small class sizes, averaging 20 students per class, and the school's high academic expectations support our goals to meet the needs of all students. A majority (85-95%) of Coast graduates enrolls in colleges and universities. Through the combined efforts of faculty, staff, parents, administration and the community, we continue to work with students who are struggling to meet state proficiency standards.

CUHS Vision/Mission Statement

The administration and staff of Coast Union offer a secure environment where all students have opportunities to grow and achieve to the utmost of their individual abilities. With the support of all stakeholders to achieve academic excellence, all students at Coast Union High School will graduate prepared for the rigors and demands of 21st century college programs and careers.

Student Learning Outcomes

I. Communication and Critical Thinking - Coast Union High School students will:

- Communicate effectively through listening, speaking, and writing
- Express critical, creative, and conceptual thinking to independently analyze and solve problems
- Pursue bi-literacy and bilingualism
- Develop and demonstrate the ability to work cooperatively in a variety of settings

II. Responsible citizens - Coast Union High School students will:

- Understand and participate in the democratic process
- Foster appreciation for individual differences and cultural diversity
- Contribute time and talents to improve the quality of life for their community and the environment
- Possess a sense of personal integrity and honesty

III. Technology - Coast Union High School students will:

- Demonstrate digital citizenship, digital literacy, and be a responsible user of technology tools and digital information

IV. Lifelong Learners - Coast Union High School students will:

- Exhibit behaviors that contribute to physical, social, mental health, and hygiene
- Develop a lifelong curiosity and appreciation of the arts

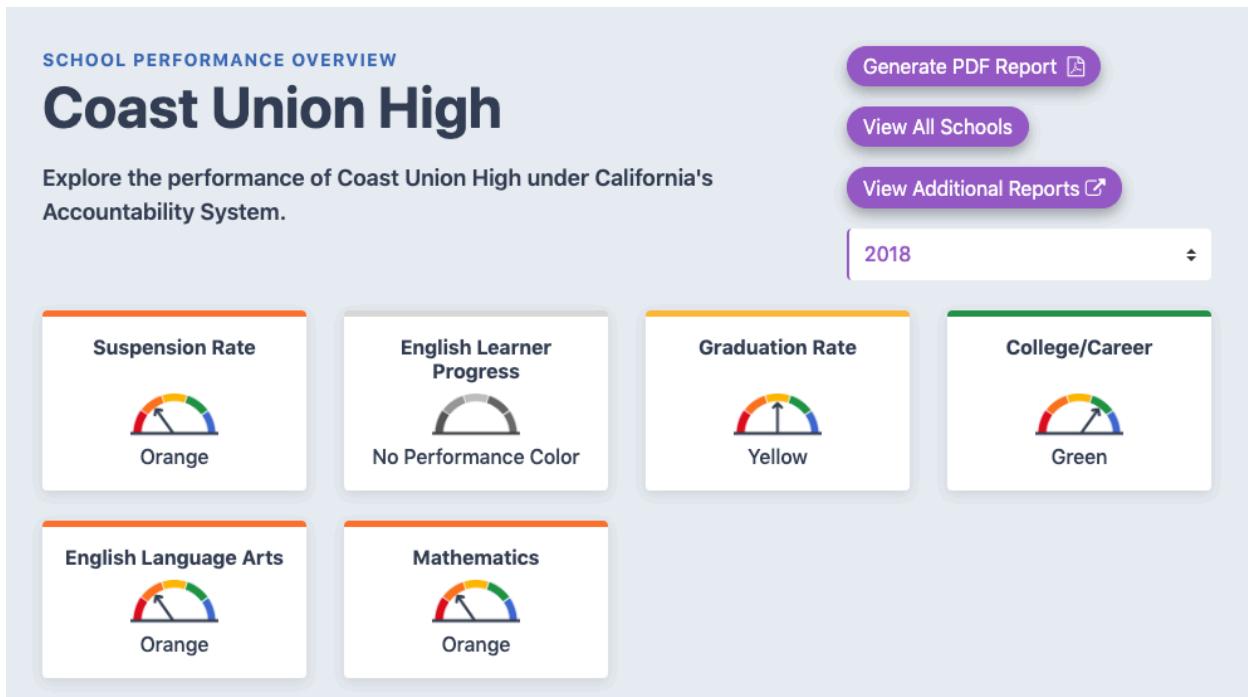
Measuring our Student Learning Outcomes

The staff at Coast Union High School have utilized a variety of methods to measure our SLO's. To measure that students are communicating and using critical thinking skills, the students work in groups to solve problems and share with the class. They organize their thoughts and findings and share with their peers via presentations, projects, class discussions, socratic seminars, journal writes, research papers and also through getting feedback from wrong answers. To show that they are responsible citizens, the students show respect through their actions and communication while sharing their opinions and thoughts in class. They discuss and write about the cultural, social and diverse world around them and learn how to agree to disagree. They also show

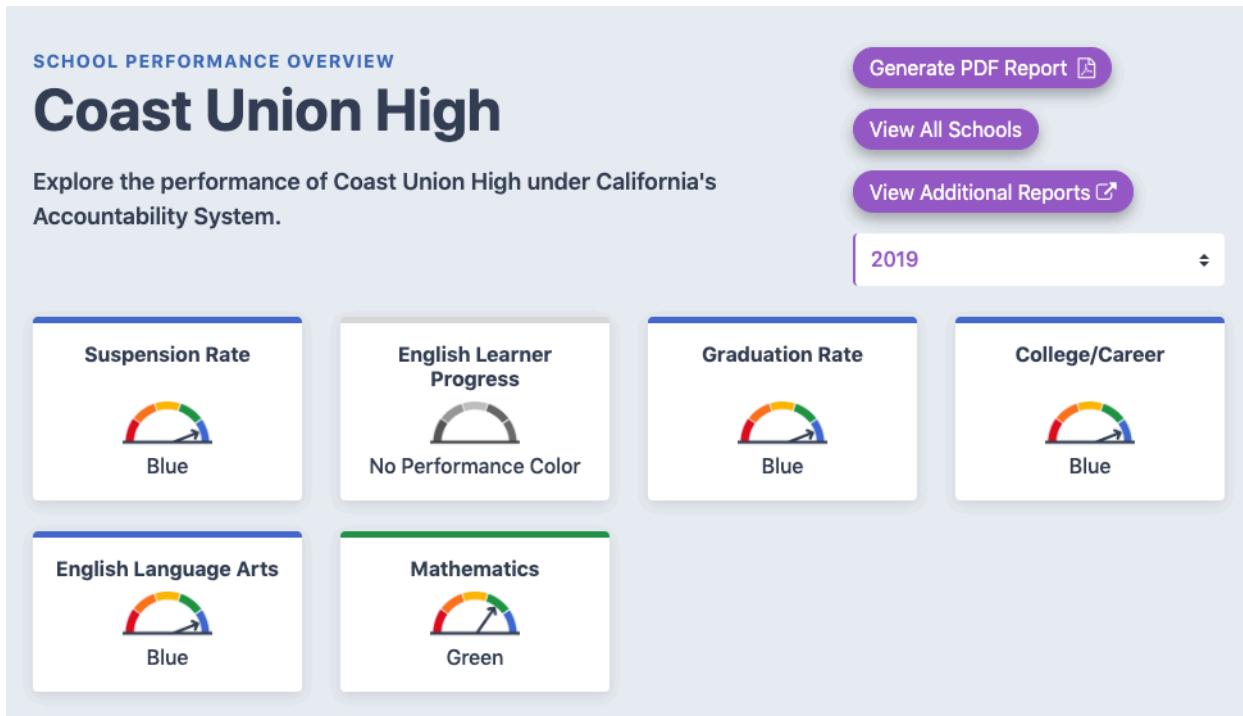
responsibility by being given deadlines for completed work and holding students accountable to turn their work in on time, and how to communicate with their teachers when an issue arises.

In regards to the use of technology, Coast Union High School is a 1 to 1 device school with all students receiving Chromebooks to use on-site and at home for the duration of their attendance at CUHS. The teachers and students utilize the Google Suite platform as a learning management system and the use of this system has increased during distance learning due to the COVID 19 pandemic. Many of our students utilize technology such as graphing calculators, Desmos, Khan Academy, iLearn, videos, and audio software for their classes and the work they complete. To show that our students are lifelong learners, we spend countless hours focusing on learning something new everyday and trying to instill in them to develop an appreciation for knowledge and discovering new ideas. We share pictures, videos, poetry, articles, novels, short stories and lessons to prepare them to have an open mind and confidence in their ability to problem solve for the future.

CUHS CDE Dashboard Data 2018



CUHS CDE Dashboard Data 2019



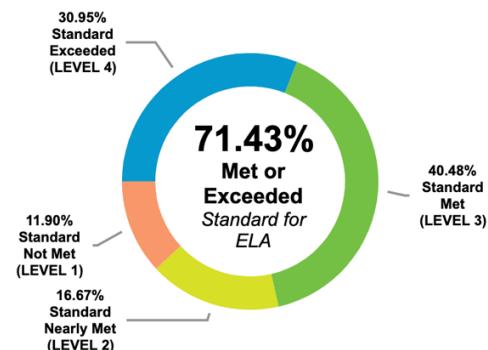
CAASPP Results 2019

English Language Arts

Year	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
2016	41	22	31	6
2017	26.32	47.37	17.54	8.77
2018	15.38	38.46	28.21	17.95
2019	30.95	40.48	16.67	11.90

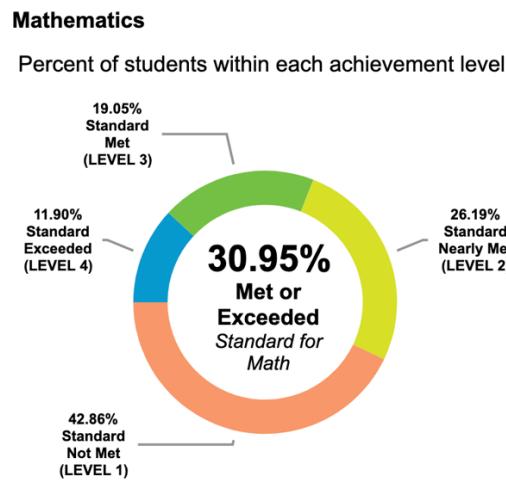
ELA

Percent of students within each achievement level



Mathematics

Year	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
2016	4	33	30	33
2017	6.9	34.48	29.31	29.31
2018	7.69	23.08	30.77	38.46
2019	11.9	19.05	26.19	42.86



ELPAC Results 2018-19

		Oral	Written	Overall
Number of students tested		34	34	34
Level 4		41.18%	11.76%	32.35%
Level 3		26.47%	50%	32.35%
Level 2		17.65%	23.53%	20.59%
Level 1		14.71%	14.71%	14.71%

The above data was taken from the previous years' state testing, as the onset of the Covid-19 has had implications on the testing process. We did not take the ELPAC test or the CAASPP tests during the 2020 school year.

NWEA Test Results

NWEA Mathematics				
RIT Scores 2019-21	228.7		Percentile	58%
RIT Scores 2020-21	233.8		Percentile	66%
NWEA English/Reading				
RIT Scores 2019-21	220.9		Percentile	57%
RIT Scores 2020-21	225.5		Percentile	67%

We utilize the Northwest Evaluation Association test to assess our students two times a year, in the first semester and then again in the second semester. This allows us to practice with our students and also analyze the data. From there, the data becomes talking points in our English, Mathematics and Advisory periods and allows our staff to set goals and encourage our students to find weaknesses to improve upon.

II: Significant Changes and Developments

Staffing Transitions and Changes

Since the last full visit in March of 2018, many significant changes have happened at Coast Union High School. CUHS has hired multiple new staff members due to retirement, resignations, or release. We have a new English department, with the hiring of two English teachers, who also serve as our ELD teachers. We hired a new Resource teacher and also a new Ag Science teacher. Our academic counselor also retired in June of 2018 and she was replaced by a current teacher in our school district. In October of 2018, we replaced our librarian with a new staff member and then to start the 2019-20 school year, we shifted a part-time bilingual aide to the grammar school and replaced her with a full-time bilingual aide for our campus, who was a current staff member. During the 2020-21 school year, our long time PE teacher retired in the middle of the year and we just recently hired their replacement. Also, because of our small size, we have had many shared teachers that worked at CUHS, the middle school and also the elementary school. This past year, we have fewer shared teachers, and they are only working at two sites instead of three different locations. These staffing changes have brought about a significant climate change on campus and staff morale has risen drastically. A student change that is significant is that all of our students now receive free lunch, as we have transitioned to a Provision 2 free lunch program. This has allowed all of our students to be fed and taken care of by our nutrition programs at CUHS.

Curriculum and Content Changes

In a concentrated effort to focus on student needs, CUHS has added multiple classes to the master schedule. We have added AP Chemistry, AP Literature, Psychology, Ag Chemistry and Soil science class, and a revamped Art/Digital Media collaboration class and Audio Production collaboration class, which allowed our Art and Music teachers to co-teach with the AME Pathway teacher in his classes. This allows them to cover standards and skills normally taught in the art and music classes to be taught in the Pathway classes. The AME Pathway is now utilizing a student-run enterprise model, where they are designing and printing banners, shirts, posters, hats and other school wear. We have also added two classes taught at the middle school (Intro to Agriculture and Intro to Digital Media) that are taught by our Pathway teachers, which gives exposure to the future CUHS students. Due to the Pathway offerings, lower enrollment has been seen in the more traditional art classes and electives. Also, our Advisory class has been moved to period 4B for all students, which allows students to have access to almost all their teachers during this time if they need extra assistance on work or time to work on projects and labs, along with allowing us to meet with students with low impact on their schedules. This time period also allows for clubs such as Mock Trial, Drama, Publications and others to meet. Also, we have started Poetry Out Loud, a performance-based poetry competition, with our English classes and this new program has brought on a renewed spirit and vigor on campus.

School Climate

Another significant change that has taken place on campus is a renewed school spirit. With the staff changes that took place in recent years, it was the optimum time to unite our school and district. On the first meeting day for staff, organized binders and new staff shirts were given out to all staff and teachers. With staff dressing in spirit wear, they were an example to the students. For the students, free spirit wear shirts were given out to all students to wear on Fridays.

Teachers tallied how many students were wearing spirit wear during the first period and then the percentages were kept and shared with all students and staff. For each quarter, the winning class (freshmen, sophomores, juniors or seniors) received a class prize. For the first quarter, ice cream sandwiches were provided. The second quarter, In-n-Out Burger was given. For the third quarter, Jamba Juice was the reward, and for the fourth quarter we provided El Pollo Loco. With this renewed enthusiasm on campus, it has had a profound impact on student achievement, with indicators such as a rise in reclassification rates, improved A-G completion, higher test scores, and overall grades improving. With the onset of COVID-19 and distance learning, this renewed spirit has taken a decline but we are planning to have another rise when we come back to in person learning for the 2021-22 school year. We have continued to encourage school spirit by continuing Spirit Fridays virtually, hosting virtual spirit weeks and talent shows, and engaging the student community via social media.

Math

Our math department has been intact for the past three years and they have had the opportunity to develop and plan together. We have adapted our math support classes to fill in the learning gaps utilizing the online program i-Learn and Khan Academy. The teacher is able to monitor the students' progress, along with providing support and tutoring as needed. We also have added AP Statistics to our curriculum, which is another advanced level class that will prepare our students for college and career. Another support that has been added is the addition of tutoring before school. One of our teachers is in their room every morning at 7:10 am for tutoring any student who needs extra support or preparation. With our students so involved in extracurricular activities, this is a way for students to get the extra support needed. Lastly, we as a district value time collaborating, and therefore we have allowed multiple meetings for math teachers at the fifth grade through twelfth grade levels to meet and plan to enhance our math program. During the 2019-20 school year, we partnered with San Luis Obispo High School and visited multiple math classes on their campus. The staff was able to observe lessons and see other effective teaching strategies, along with collaborating and building relationships with the other site.

English

With the hiring of two new English teachers, they have reformed the curriculum maps and the overall department to strengthen collaboration on our campus. They have articulated and planned out the curriculum at all four grade levels and have developed a cohesive reading program, along

with a focus on student choice. Their primary focus utilizes informational and expository reading texts, along with other literature and media platforms to engage the students in critical thinking. They also work together with the Social Studies department to use texts that are across historical periods and that are also diverse, so students can find a way to connect to the material.

ELD Support

CUHS has brought consistency and collaboration to our ELD department with the hiring of our two new English teachers, along with the hiring of a full-time bilingual aide. In prior years, the ELD classes were always the last ones staffed and did not have a consistent teacher. However, with the new staff, these classes have become a strength. Applying our adopted curriculum English 3D, our trained teachers have utilized the strategies and built strong relationships with our students. This focus has brought on higher reclassification rates, along with stronger readers, writers, listeners and speakers in the English language. For the 2020-21 school year, we placed both our ELD classes during the same period so our students can move levels and interchange classes with ease, and this also allows for stronger collaboration between the two teachers.

Dual Enrollment

Students that are enrolled in the multiple dual enrollment classes at CUHS are also able to receive Cuesta College credit. By adding Digital Media, Advanced Digital Media, Ag Mechanics, Information Processing, Career and Global Studies and Robotics, our students have the opportunity to start their college careers with up to six college classes completed, plus more opportunities with their AP classes.

Distance Learning

In March of 2020, our school district shut down to in person instruction and we transitioned to a Distance Learning model. Since that time, our staff have focused their time, energy and efforts into instructing our students in the best way possible with all the challenges that the pandemic has presented. In January of 2021, the CUSD School Board made a decision to continue Distance Learning for the remainder of the 2020-21 school year. Therefore we will be striving to continue our efforts and find ways to engage our students in learning and school spirit from a distance.

III: Engagement of Stakeholders in Ongoing School Improvement

Engagement of Stakeholders in Review of Achievement Data

Faculty, parents, and students regularly review student achievement data. The most common way we look at data is through student grades in our Infinite Campus system. Every four weeks, we publish and send our progress reports or quarter grades to parents. We also have given a log in to parents so they have access to their child's grades. At this time, our staff looks at grades and works with students to assist those who need intervention. In Advisory classes, we have a small set of homeroom students that the teacher works with and mentors. Advisory teachers do grade checks and give suggestions or send the students to other teachers to receive extra support in that subject area as needed.

At CUHS, we test all of our ninth, tenth and eleventh graders in the Northwest Evaluation Association test (NWEA) in reading and mathematics. We are then able to access the data and set goals and share with the students where they are and where they need to be. This allows us to observe growth and weaknesses in each student. During the 2020-21 school year, we tested our students again with the NWEA test remotely, and found that to be very difficult, as the students had many challenges taking and completing tests. This process will be strengthened when we return to in person instruction.

Process of Preparing the Progress Report

During the 2018-19 school year, the staff spent time reviewing and analyzing our action plan, discussing the key components that were listed. We spent Wednesday early release time discussing strategies and ways to address the plan. We looked at strengths and weaknesses of our school wide plan and then worked on said weaknesses. Because that year was a Probationary visit, we had made significant progress. The week following that visit, our school district shut down and moved to Distance Learning. Since then, we have spent the majority of our time planning for virtual learning delivery and very little time on preparing the progress report. That has been done using Google Documents and gathering information remotely, which has been a challenge but we are overcoming that issue. The staff have had access to the document, and they have made edits and changes as needed to accurately reflect our school, devoting time in our virtual staff meetings to this process.

IV: Progress on the Implementation of the Schoolwide Action Plan/SPSA

Accomplishment of Schoolwide Action Plan Goals and explanation

Goal 1: Increase literacy skills for all students

Task 1: Establish a shared understanding among staff about what rigorous reading and writing looks like in each discipline by developing a school-wide writing rubric.	A school wide rubric for writing was worked on and discussed by former staff. The Math and English departments both focus on the rigorous wording of the CAASPP performance tasks, noting the high-level questions that are asked. Also, the English and Social Science departments have collaborated and developed class texts to achieve more advancement in independent reading. During the 2019-20 school year, we added a schoolwide advisory period for collaboration with SSR time every other day.
Task 2: Identify and provide support for students who are unable to read or write at grade level.	Starting in the 2017-18 school year, we implemented the NWEA testing of all ninth through eleventh graders in reading. The students test twice in the year and staff is able to analyze data and do goal setting with students. The data allows us to see gaps in learning and make placements. This supports decisions utilizing grades and test data. Students are able to be placed into ELD classes where they receive specialized instruction. In the 2019-20 school year, the district allowed us to have a full-time bilingual aide to assist our students in multiple classes, upgrading from a part time staff member. We continue to grow professionally in the support of our EL and SPED students via in-services and collaboration.
Task 3: Continue to utilize the English 3D curriculum to more effectively address the needs of English learners.	With the hiring of two new English teachers, they were able to be trained in the English 3D curriculum and have implemented this in our ELD class. They have provided continuity in the program, as this has been overshadowed for many years. With an increase in the EL population in CUSD, we have to address the many needs of our English Learners. A struggle that we have seen in our past data has been the lack of reclassification of our long-term English learners (LTEL's). One way to address these needs was to level our classes based on language level so the teachers can focus on the specific needs regarding their reading, writing, listening and speaking skills. As student's skills improve, they may move to another class level where they can focus on their needs.

Task 4: Implement formative assessments that regularly measure EL student progress on key standards and for reclassification monitoring.	During the 2018-19 school year, an English Language Learner specialist was brought in to train all sixth through twelfth grade teachers on EL Strategies. With continuity in our program the past two years, the ELD teachers are able to collaborate and monitor their students closer than they have in previous years. As a school, we have devoted more time to sharing the reclassification process with the students, staff and parents. Therefore, the stakeholders are more informed.
Task 5: Plan and implement effective lessons that allow opportunities for student academic conversations and critical thinking activities in all courses.	Staff have been given time to develop lessons for their classes that raise the rigor and promote collaboration. Students are creating presentations, debating information, participating in Socratic seminars, pair/share activities, and many other lessons that allow high level conversations and activities.

Goal #2: Accelerate students' outcomes in Mathematics

Task 1: Increase student math achievement as measured by grades, summative assessments, the 11 th grade SBAC/CAASPP Math assessment, and the NWEA data.	Teachers are utilizing computer programs such as iLearn and Khan Academy in support classes to fill in the gaps in the learning process. The NWEA test is given twice per year, allowing teachers to look at data, set goals and monitor growth with advisory students. We have also established a homework club before school with a math teacher for students who need extra help in any level of math class.
Task 2: Continue math course planning and pacing.	Math teachers have been given time to collaborate together to pace and plan out curriculum. With master schedule consistency, teachers are able to focus on their lessons and they are able to adjust previous curriculum and assessments.
Task 3: Increase Math "Team" capacity	Vertical articulation meetings have been increased since the 2019-20 year. Meetings happen two to three times a year with fifth through twelfth grade math teachers. We have also planned out a planning day for the CUHS and Santa Lucia Middle School mathematics teachers to meet and visit another local high school in San Luis Obispo County to observe effective strategies and collaborate. Due to the COVID-19 situation, this collaboration time has decreased.

Task 4: Build student capacity and engagement by developing research-based instructional practices that promote student engagement with math and academic conversations in all subject areas.	The staff have been working together to utilize strategies that engage students in math and academic conversations. The science and math teachers have worked on STEM activities to expand their experiences. They have also been utilizing warm-ups, Kahoots, Exit Tickets, Khan Academy, group reviews and Socratic Seminars to encourage academic language in the classroom. A Career Technical Education teacher and math staff have collaborated on units together, which has helped students see the importance and significance of learning in both classes. We strive to improve this cross-curricular teaching in other content areas to build up collaboration on campus.
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Goal #3: College and Career Readiness

Task 1: Review current standards-based curriculum; ensure priority standards are addressed.	Teachers and staff have been given time to collaborate and plan together. Many teachers have posted their standards, class objectives and essential questions on the board, so that students are aware of the direction of the class and what they are going to accomplish. Along with re-aligning the standards, teachers are modifying their curriculum maps to meet the needs of the students. Our counselor meets with all students individually each semester to review transcripts and go over potential career plans with them.
Task 2: Augment and support the use of technology to enhance student achievement.	In the 2016-17 school year, the school district implemented 1:1 Chromebooks. Since that time, teachers have been implementing lessons that enhance technology. Most, if not all teachers, use Google Classroom daily, along with many computer warm ups, slide show presentations, Kahoot quizzes, lab simulations and digital portfolios. Our counselor and teachers also assist our students when they enroll for college, SAT/ACT/PSAT tests and the FAFSA.
Task 3: Continue to strengthen the Career Pathways and prepare students for certification.	At CUHS, our Pathway teachers work together to enhance and build continuity in their programs. Currently, students can earn Adobe Certification or a Veterinarian Tech Certification if they complete the three-class pathway. Our CTE coordinator has helped write grants that allow us to grow our programs and prepare our students for college and career. Our staff at CUHS take our students on multiple field trips to get a perspective of the real world, although this practice has decreased due to the COVID-19 pandemic.

Goal #4: Utilize Collaboration and Staff Development Time in a More Effective Manner

Task 1: Design and implement training that supports best practices and create PLG agendas that provide ongoing support in cultivating best practices.	Since the elimination of the District Academic Coach position, CUSD has brought in professional development from the county. In the 2018-19 school year, the focus was on English Learner strategies, delivered by the Monterey County Office of Education. The strategies were delivered to support 6 th - 12 th grade teachers in all content areas. In 2019-20, AVID strategies were presented to all 6 th – 12 th grade teachers, hoping to enhance the effectiveness of lessons in all classes. In the 2018-19 school year, administration also passed out a new staff meeting binder that contained important dates, staff meeting schedules, test data, WASC Action plan, emergency plans and other pertinent information that all staff brought to every staff meeting. New information that was passed out or discussed would be placed in the binders and readily available all year and for future years. As we analyze our data, we will work together to implement strategies in our professional development days that address gaps and weaknesses of our students, as we prepare them for the future. Some future professional development plans are to focus on mental health, literacy best practices, AVID strategies and test taking strategies. As a district, we will sit down in the Spring and discuss professional development for the next year and develop a plan together. During the 2020-21 school year, the focus has been on collaboration and engagement while we have been in Distance Learning. The majority of our time has been spent with support, collaboration and practice.
Task 2: Schedule annual Vertical Alignment Meetings.	The past two years have seen Vertical Articulation Meetings happen for content area teachers, but this year it was enhanced with collaboration from 5 th to 12 th grade in Math, ELA, Social Studies, Science and electives. This allows for greater collaboration amongst all teachers and it builds a positive climate for the whole district as teachers get to meet, share and discuss strategies and curriculum. Due to the COVID-19 situation, this collaboration time has decreased.

Task 3: Establish goals/procedures/schedule for relevant and timely data analysis.	In the 2018-19 school year, we had a transition with many new staff members being hired at CUHS and therefore our data analysis process has dissolved. We are in the midst of growing from within and developing plans and procedures. We have spent some time analyzing our SBAC/CAASPP, NWEA data and grades as a staff and in departments. Our NWEA data will be analyzed looking at the previous tests in February, once the second round of testing is complete. This will allow the staff to adjust to curriculum and pacing as needed and also strategically work with students to set goals for themselves in English and Mathematics. During the COVID-19 pandemic, many challenges have taken place regarding the testing, but we managed to give a shortened version of the assessment and plan to analyze data at the end of the year, looking at growth. Once we return to campus, we plan to implement a Data protocol developed collaboratively to encourage staff interaction with student data and analysis of student learning needs.
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Goal #5: Improve School Spirit and Student Engagement

Task 1: Continue to build a positive environment in individual classrooms and throughout the whole school with growing strength in ASB class.	In the 2018-19 school year and this school year, a renewed emphasis was put on the climate and spirit of the school. All teachers were given new red staff shirts to wear on Fridays and all CUHS students were given spirit wear shirts to wear also. A spirit tally is taken every Friday and the class that has the highest percentage of participation for each quarter is rewarded. The ASB class oversaw the tally and then together, they built in incentives, rally themes and ideas, having competitions and sports rallies to encourage student spirit. An increase in student attendance was seen at sporting events and other extracurricular events. Due to the COVID-19 situation, this spirit has decreased with a lack of activities and athletics. However, the ASB class is still a strong presence virtually. ASB has sponsored multiple virtual events, including the annual talent show and spirit weeks. In addition, ASB strives to keep students connected to campus using Google Classroom and official ASB social media to share with all stakeholders. ASB has also begun creating biweekly school news videos featuring leadership students and distributed via email, social media, and played during Advisory class.
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Task 2: Weekly sports schedules posted in all classrooms.	The CUHS Boosters have created sports calendars for each of the sports seasons (Fall, Winter, and Spring) and they are given out to the community, parents and staff to put up. Staff place them in their rooms so all students and staff can be aware of all home games. Also, with the common Advisory period, we are able to remind students and staff of extracurricular events.
Task 3: Positive acknowledgments in daily announcements.	As a site, our ASB and staff have shared positive acknowledgments about outcomes of students and teams when applicable in our bulletins. We read the morning bulletin every day at the start of 1 st period and try to share highlights that promote school spirit. As a staff, we write out Positive Postcards to students' parents that promote and acknowledge the good things that our students do at school or in the community. During distance learning, ASB has begun a biweekly process of creating an announcement video to recognize birthdays and achievements, such as college acceptances. ASB official social media is also used to promote student achievements in a similar manner.

Goal #6: Establish Schoolwide Learner Outcomes

Task 1: Develop SLO's by using previous ESLR's and Graduate Profile.	During the 2018-19 school year, our curriculum committee met and revised our ESLR's and Graduate profile into a new document. Our new Student Learning Outcomes (SLO's) were developed with staff input and shared out during that year and the staff was presented a new copy of SLO's for the 2019-20 school year. Those documents have also been placed in classrooms and banners put up in the library and gymnasium. We spent time during the 2020-21 school year looking at our SLO's and how we are utilizing them with our students, including how we show evidence of our SLO's.
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V: Schoolwide Action Plan/SPSA Refinements

The staff at CUHS continue to refine and deliver instruction that supports our goals to increase literacy skills and accelerate students' outcomes in mathematics. By delivering more training that is geared to EL students and focusing on best practices, we will see an increase in these areas. As a staff, we are looking at utilizing strategies such as pair/share, mind maps/graphic organizers and kinesthetic learning activities for future professional development dates. These strategies are effective for all students, but they are very effective for our at-risk populations such as SPED, EL and low-socioeconomic students.

Also, with the new implementation of AVID (Advancement Via Individual Determination) at Santa Lucia Middle School, we should see an impact on our goals and student achievement. We are also working this year to add incentives and encouragement to our students as we motivate them for CAASPP testing. We are working to set aside time and efforts to build up our students and encourage them to do their best on the tests as they represent CUHS when testing.

With the return to in-person learning for the 2021-22 school year, we plan to collaborate and spend time working with other Mathematics and English teachers in other high schools in San Luis Obispo County. We will be looking to visit schools, share strategies and make major implementations regarding instructional strategies. We also plan to strengthen our capacity for peer observations for staff, allowing them to visit and see effective strategies amongst each other. Then, we will give time for collaborating and sharing out ideas at faculty meetings. During our faculty meetings, we will spend time determining what we feel are the most effective strategies to focus on school wide to improve the academic success of our students.

Another refinement that we have identified as a need at CUHS is a focus on mental health support for our staff and students. We have brought in support from San Luis Obispo County Mental Health and Transitions Mental Health, with guest speakers at assemblies and other special smaller group meetings for students. The CUSD district has increased spending towards mental health support on our campus, and with the placement of our counselor in the 2019-20 school year, we have had more consistency and improved communication with staff and students, which has helped build student morale. With the pressures and stresses that our students are facing daily, we are looking to increase our services and support so our students can come to school in a safe environment where they can learn.

As a staff, we are looking to continue to refine our action with the input from others and from the data that we see. An action that still needs addressing is the focus on our School Site Council and parent involvement. These have been challenges for years, and continue to be a weakness at CUHS. During the 2020-21 school year, the district has gone to a district School Site Council model, where we meet as a team and collaborate on the plans for all sites. This has been effective, as many of our staff work at multiple campuses and we are able to share best practices to all stakeholders. We are looking at ways to involve our parents more and to get better attendance from them, as this declines at the secondary level.