

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA Name

Coast Unified School District

CDS Code:

40-75465-0000000

Link to the LCAP:

(optional)

<https://www.coastusd.org/about/lcfa-and-lcap>

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template for 2019/2020

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Coast Unified School District collects a variety of data to help guide us in instruction and decision making. Some of the data we collect as part of our LCAP include:

- *CAASPP scores
- *AP test passage rates
- *CELDT/ELPCA results and EL reclassification rates
- *Completion of a-g requirements
- *High School graduation rates
- *Suspension and expulsion rates
- *English Learner progress
- *NWEA scores
- *District and community input and feedback

This data is analyzed to reveal gains and successes, and to show areas to focus on for growth. Actions and services are developed to address identified needs under three district goals: to expand students' communication and critical thinking in literacy, to accelerate students' academic outcomes in mathematics, and to advance students' college and career readiness.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Along with using the most up to date information from the California Department of Education, Coast Unified School District collects and analyzes student data, staff input, and community feedback to drive decision making and to refine instructional programs. The district's three goals are monitored and reported on in our district LCAP. These are the same goals in our Single Plans for Student Achievement. Additionally, the district reports out on these goals in School Site Council meetings, English Learner Advisory Committee meetings and in a number of public meetings held to present information and gather input.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

Coast Unified School District determines student poverty based on information from free and reduced lunch applications. For the 2010/20 school year, it was determined that 76.8% of our students are socioeconomically disadvantaged.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Coast Unified School District has no teacher mis-assignments - all teachers are credentialed and qualified in their areas of instruction. Teacher assignments are closely monitored.

Parent and Family Engagement

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

All students receive instruction based on challenging academic standards. Student progress in attaining these standards is monitored by teacher observation, work samples and through formal assessments that include, but are not limited to; subject specific quarterly assessments and the California Assessment of Student Performance and Progress (CAASPP).

Assessment results and classroom performance are mailed to families. Course progress and assessment data are also available to families through the district's student information system (Illuminate). In addition to this access, parent teacher conferences are scheduled at the school sites, School Site Council and English Learner Advisory Committee meetings are held, District English Learner Advisory Committee meetings are offered, and Community Engagement meetings are scheduled throughout the year. Performance data is reviewed regularly at the site and district level and this information is shared with school staff and community stakeholders.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Coast Unified School District provides an array of services. Counseling services are available through school staff and through a partnership with San Luis Obispo County Mental Health which provides individual and group counseling at the school sites and offers outside referrals for services as needed. The district also works with with an outside agency to provide a Family Advocate at the school sites. This position assists families in accessing other services such as housing, clothing, food, and employment.

Special education programs are run throughout the district sites. Specialized services for low frequency disabilities are offered through Coast Unified and through partnerships with neighboring districts. The district follows the Student Study Team process and Special; Education Assessment process to qualify students for special education services which a re determined based on individual student needs identified through the Individual Education Plan process. Coast Unified also offers services for students through its continuation high school, Leffingwell. This school site provides smaller, individualized programs and a flexible schedule.

Students are referred for services through school staff, families or through self-identification. Data in areas such as academic performance, behavioral incidents, socioeconomic status, and parent education levels guide this referral process.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Enrollment and attendance of homeless youth are monitored through the Homeless and Foster Youth Liaison. If assistance is needed, students and families receive support either directly from the district or through the Family Advocate. The district provides necessary transportation. Other supports are available to assist with counseling, clothing, food, shelter, employment or transition services.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Early intervention services are provided for students with identified needs. This is done through partnerships with neighboring districts. Students also may receive assistance through a partnership with Head Start, which offers preschool instruction for students in the district. Transition and planning meetings are held with students and families as they move from the middle school to the high school and from the high school to either higher education or careers. Coast Union High School also offers two CTE pathways; (1) Arts, Multimedia and Entertainment, and (2) Agriculture. Both pathways offer certification to participating students who complete the pathways. AME offers certification in the suite of Adobe products, and the Agriculture pathway offers Veterinarian Tech certification. Coast Union High School also offers a wide array of Advanced Placement courses and courses that offer concurrent enrollment through our local community college, Cuesta College.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Coast Unified School District uses student performance and assessment data to identify gifted and talented students. Identified students have access to enrichment and advanced placement opportunities. This includes access to Algebra I for eighth grade students and Advanced Placement courses in Calculus, Statistics, Biology, Economics, English, Art and Spanish.

All school sites have libraries and librarians on staff (Leffingwell accesses librarian services at Coast Union High School). Each library is connected to a student computer lab. CUSD librarians attend countywide meetings and training sessions. Current methods are implemented and librarians work in conjunction with classroom teachers to instruct students in digital citizenship while providing access to the most up to date technologies.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent or At Risk

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Coast Unified School District works with San Luis Obispo County Office of Education (SLOCOE) to provide an alternative school program to serve children and youth involved in the juvenile justice system. CUSD also operates its own alternative school site, Leffingwell High School, to offer students a smaller, more individualized environment for students.

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

CUSD works closely with SLOCOE to communicate and coordinate services.

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

To facilitate the successful transition of children and youth returning from correctional facilities, students have access to counseling services (individual or group), Family Advocate services, flexible scheduling, and/or flexible settings.

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As mentioned above, students have access to counseling services (individual or group), Family Advocate services, flexible scheduling, and/or flexible settings. Student Study Teams meet at all CUSD school sites to identify students in need of additional supports. Teams develop plans based on the assessed needs. Implementation and progress are monitored and plans are refined. Individualized Education Plans can also be developed for students eligible for special education services. The array of services, accommodations, and modifications are available as needed.

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As mentioned above, students have access to counseling services (individual or group), and Family Advocate services. The Family Advocate primarily manages referrals for community resources in areas such as prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Transition and planning meetings are held with students and families as they move from the middle school to the high school and from the high school to either higher education or careers. Coast Union High School also offers two CTE pathways; (1) Arts, Multimedia and Entertainment, and (2) Agriculture. Both pathways offer certification to participating students who complete the pathways. AME offers certification in the suite of Adobe products, and the Agriculture pathway offers Veterinarian Tech certification. Coast Union High School also offers a wide array of Advanced Placement courses and courses that offer concurrent enrollment through our local community college, Cuesta College.

Parent and Family Involvement

ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Coast Unified School District works with San Luis Obispo County Office of Education (SLOCOE) to provide an alternative school program to serve children and youth involved in the juvenile justice system. SLOCOE operates Loma Vista, the county's Court and Community School in San Luis Obispo.

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Each student is handled as a unique case. Needs are assessed and a plan is formed by stakeholders to address the academic and social-emotional needs of the student. Outside agencies are brought in as partners in the process. These outside agencies include, but are not limited to County Mental Health, County Sheriff's Office, Probation, and the Department of Rehabilitation. Goals are established and supports are put in place to assist in student success.

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As mentioned above, the district and school sites will work closely with probation as necessary to promote student success.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As required, IEP information is shared with outside agencies under the direction of the district's Director of Special Education and with the Director of Student Services.

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The team of stakeholders will research educational options and inform the student, their families/care givers, and other stakeholders of the educational options available. As a team, the most appropriate placement will be pursued by the district.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Coast Unified School District has implemented a number of actions to focus on professional growth and improvement for teachers, administration and all district staff members. Coast Unified has three districtwide professional development days. The focus of these sessions is determined on the needs of the district. Coast Union has established relationships with our local community college, Cuesta, and has provided subject specific training where high school teachers receive direct coaching from college personnel in order to better prepare its students for the expectations of higher education. CUSD also participates in ongoing trainings and professional development sessions through the San Luis Obispo County Office of Education. These sessions include topics such as: Integrated and Designated English Language Development, a variety of subject specific trainings, assessment, sessions on supporting homeless and foster youth, compliance, library and media clerk trainings, educational technology, and others. New teachers receive support through an induction program offered through the county office as well. CUSD has established committees on curriculum, technology, and student wellness. In addition, CUSD has established an early release Wednesday at all of its school sites. On Wednesdays, students are released one hour earlier in order to allow time for department meetings, articulation across school sites, and site specific meetings.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Coast Unified has examined assessment data and long term trends in the district. English Language Development and mathematics are two areas where Coast Unified School District has focused its professional development opportunities.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

A number of data sources are analyzed in Coast Unified School District. These include but are not limited to; CAASPP, CELDT/ELPAC, Advanced Placement test results, NWEA (given twice annually in grades five through eleven), and teacher created assessments. At a minimum, CUSD school sites examine their assessment data at the end of each quarter/trimester in order to discover student success and struggles. This is a driving factor in ongoing refinement of curriculum and effective teaching strategies.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Coast Unified School District has implemented a number of actions to focus on professional growth and improvement for teachers, administration and all district staff members. Coast Unified has three districtwide professional development days. The focus of these sessions is determined on the needs of the district. Coast Union has established relationships with our local community college, Cuesta, and has provided subject specific training where high school teachers receive direct coaching from college personnel in order to better prepare its students for the expectations of higher education. CUSD also participates in ongoing trainings and professional development sessions through the San Luis Obispo County Office of Education. These sessions include topics such as: Integrated and Designated English Language Development, a variety of subject specific trainings, assessment, sessions on supporting homeless and foster youth, compliance, library and media clerk trainings, educational technology, and others. New teachers receive support through an induction program offered through the county office as well. CUSD has established committees on curriculum, technology, and student wellness. In addition, CUSD has established an early release Wednesday at all of its school sites. On Wednesdays, students are released one hour earlier in order to allow time for department meetings, articulation across school sites, and site specific meetings.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Each school site in CUSD has dedicated ELD teachers and bilingual instructional aides. All teaching staff are CLAD certified and receive ongoing training in integrated and designated ELD instruction. English Language Arts curriculum adopted in grades K-8 have integrated ELD standards included. Additionally, separate curriculum specifically designed to address the ELD standards is implemented in grades 6-12.

Each site in CUSD has bilingual staff in their front offices in order to provide translation, general school information, or other supports in Spanish. The district also has a contracted Family Advocate to assist families in need and to connect these families with available resources.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As mentioned above, all CUSD teaching staff are CLAD certified and receive ongoing training in integrated and designated ELD instruction. English Language Arts curriculum adopted in grades K-8 have integrated ELD standards included. Additionally, separate curriculum specifically designed to address the ELD standards is implemented in grades 6-12.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (C) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (D) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

All English learners participate in the CELDT/ELPAC assessment. This data is collected and analyzed along with CAASPP data, classroom performance, and classroom observation. Parent meetings are held for students who are found eligible for reclassification. Reclassified students are monitored for a minimum of two years in order to assure progress. Students who continue to need support in English Language Development receive the supports and services scheduled into their school day.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

A) Transition and planning meetings are held with students and families as they move from the middle school to the high school and from the high school to either higher education or careers.

Leffingwell students are involved in a marine biology unit through the Monterey Bay Marine Sanctuary. These students are also able to gain credits through outside work experience.

Coast Union High School has established two Career technical Education pathways; Arts Multimedia Entertainment and Agriculture. Student who participate in these pathways are able to earn certification in Adobe products through the AME pathway or a Veterinarian Tech Certificate through the Agriculture pathway. Students are able to interact with industry professionals through participation in these pathways and through opportunities provided in a number of courses.

Coast Union High School also offers a wide array of Advanced Placement courses and courses that offer concurrent enrollment through our local community college, Cuesta College.

B) Coast Unified School District has developed a well-rounded program to meet the needs of all students. The district runs comprehensive programs in grades TK-12 on four sites; Cambria Grammar School (TK-5), Santa Lucia Middle School (6-8), Coast Union High School (9-12), and Leffingwell Continuation School (10-12). Beyond the regular education offerings at each site, programs are implemented for English Language Development, Special Education, and Advanced Placement. The quality of these services is reflected in the districts high rate of English Learner Progress, College and Career readiness and academic achievement.

Students at risk of academic failure are identified in a number of ways. Parents have access to student grades and assessment results through the student information system used by the district (Illuminate). Additionally, parent teacher conferences are scheduled and held twice a year at the grammar and middle schools in order to discuss student progress. In the middle school and high school, grade checks are sent home to alert parents of any grades falling below 70%. All sites hold Student Study Team meetings regularly to discuss struggling students and to develop plans of support and intervention. This process also identifies students who may need further assessment to qualify for special education services.

At a minimum, all education staff participate in monthly meetings to discuss individual student progress and common instructional practices. Quarterly assessments are analyzed by teachers and school administration to identify how students perform on state academic standards. Effective classroom strategies and interventions are introduced/reviewed to address identified needs.

C) CUSD gathers California Healthy Kids Survey data every two years. These results are examined to help determine program implementation and coordination of support services. Health instruction is given to all seventh and ninth grade students utilizing the Positive Prevention Plus curriculum.

D) Coast Unified School District will continue to implement a 1:1 technology device program (currently iPads at Santa Lucia Middle School and Chrome Books at Coast Union High School) in order to more deeply integrate technology into its courses, instruct students in 21st century skills, and support all district LCAP goals including increasing college and career readiness. With our high percentage of socioeconomically disadvantaged students, this provides access to research materials, presentation and publishing software, books and other digital media for all students. A presentation by administration will be made to seek allocation of this funding coming from Fund 17 to pay for 1:1 devices, computer lab upgrades and other technology materials.

E) Program progress is continually monitored and reported on annually through the Coast Unified School District LCAP.