

The School Plan for Student Achievement

School: Coast Union High School
CDS Code: 40-75465-4032009
District: Coast Unified School District
Principal: Edward Arrigoni
Revision Date: January 2023

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Coast Union High School's Vision and Mission Statements

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.

School Profile

Coast Union High is one of two high schools in the Coast Unified School District. Although we may be a small school, we have high expectations for our students. Our goal is to produce independent and responsible citizens who are prepared for the challenges of the 21st century. Our curriculum is focused on meeting high school graduation and UC/CSU college entrance requirements. The school supports cultural awareness on a daily basis through its diverse literature selections and classroom instruction. We also offer four career pathways for our students, and they are able to obtain certification once they have completed those classes.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Stakeholders have several opportunities to provide input and gather information regarding Coast Union High School. Regular meetings are held for Boosters, the School Site Council, and English Learner Advisory Committee. Back to School Nights are held annually. Additionally, meetings are held with students through the Associated Student Body.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

All teachers are visited multiple times each year; approximately fifty percent of those visits are for the purpose of collecting data for teachers' performance evaluations. This allows the principal an opportunity to see the strengths and weaknesses of the school and make adjustments as needed.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

All classes gave formative and informative assessments to check for understanding of the material delivered in class. Students take the Northwest Evaluation Association (NWEA) assessment in reading and in mathematics. This test is given to all 9th through 12th graders to give a baseline and to examine their strengths and learning needs. From those results, teachers are able to determine next steps regarding their instruction.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

NWEA results are analyzed by the staff, with planning taking place by teachers based on the data.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All staff are highly qualified and are credentialed in their areas of instruction.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Coast Union High School has sufficient access to instructional materials. Both hardcopy and digital materials are utilized. Early release Wednesdays are used as opportunities for professional development and teacher/staff collaboration. Other professional development opportunities are scheduled throughout the year covering a variety of topics (technology in education, common core implementation, CAASPP preparation, AVID strategies, ELD strategies, etc).

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. During CUHS staff meetings, instructional strategies are also discussed and presented. Topics for staff development include: Technical writing, ELL strategies, WASC preparation, Instructional techniques, student assessment, technology, curriculum development, safety, Response to Intervention, Social Emotional learning and others.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Through District funding, Coast Union High School received professional training from an around English Language Learner strategies across the content areas of language arts, social studies, mathematics, science, and electives courses. Teachers are also encouraged to seek outside opportunities for their own professional growth, as well (e.g., AP summer institutes, and various workshops throughout the county and online).

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

The principal facilitates student data-driven dialogue and discussion among teachers in their respective departments, and supports them with guidance and resources for collaborative planning.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Coast Unified has determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks, instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. When instructional materials are adopted, instructional materials are displayed for review of the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

N/A

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

N/A

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Per the Williams consent decree, all students, including English learners and students with disabilities, had access to standards-based instructional materials.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All courses and materials are standards aligned, including intervention courses and materials.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All students were provided universal instruction in standards-based curricula and intervention classes are in place. Additional math and english support classes are scheduled as needed, along with students having Advisory for extra supports as requested.

14. Research-based educational practices to raise student achievement

All students were provided universal instruction, via research-based pedagogy, including English Learner strategies and Close Reading, which are implemented school-wide.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Coast Union High School greatly benefits from its supportive parents who are in regular contact with the school. Parents are also welcome to join ELAC, the School Site Council, and the Booster's Club. The school also benefits from several community partnerships, including Friends of the Library, the Lions Club and many local businesses. The school holds a number of family activities during the year, including Movie Nights, Awards Ceremonies, Grade Level Parent Nights, Back to School Night, Incoming 9th grade parent night, and other events that come up as needed. We communicate with parents utilizing Parent Square.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents are informed through DELAC, ELAC, School Site Council, Booster's and other parent meetings in the planning, implementation and evaluation of the ConApp programs. We also inform our stakeholders utilizing Parent Square, an App that notifies our parents, staff and students of pertinent dates and events.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Coast Unified is a basic aid school district. Coast Union High School does not receive categorical funding, other than Title I and Title III, which help pay for ELD materials and supplements the cost of intervention services.

18. Fiscal support (EPC)

N/A

Description of Barriers and Related School Goals

Coast Union has a large number of long-term English Language Learners. Additionally, we have declining enrollment. Like many schools, we have students who are struggling after returning to in-person learning after the COVID pandemic. Coast Union is working with its students to navigate the requirements for college enrollment, like the application process, exposure to college campuses, and managing related costs.

One of the goals of Coast Union High School is to prepare students for college and careers. To effectively accomplish this goal, Coast Union High School is developing its career pathways in Agriculture, Arts Multimedia and Entertainment, and Cyber Security through career technical education (CTE) courses that also meet the UC/CSU A-G college preparatory requirements, coupled with career industry partnerships. Teachers focus on making the learning relevant to the students, showing why the content they are learning is important. We strive to make our classroom experiences more like the real world. Another goal is to strengthen our ELD program with trainings and collaboration, along with building in continuity with our ELD teaching staff. An ongoing goal is to increase our achievement in literacy and math through data analysis and modifying our instruction as needed.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	42	53	35	42	39	34	42	39	34	100	73.6	97.1
All Grades	42	53	35	42	39	34	42	39	34	100	73.6	97.1

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2621.2	2554.2	2605.2	30.95	12.82	23.53	40.48	28.21	41.18	16.67	30.77	26.47	11.90	28.21	8.82
All Grades	N/A	N/A	N/A	30.95	12.82	23.53	40.48	28.21	41.18	16.67	30.77	26.47	11.90	28.21	8.82

2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	40.48	12.82	20.59	42.86	61.54	70.59	16.67	25.64	8.82
All Grades	40.48	12.82	20.59	42.86	61.54	70.59	16.67	25.64	8.82

2019-20 Data:

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	35.71	15.38	23.53	54.76	58.97	70.59	9.52	25.64	5.88
All Grades	35.71	15.38	23.53	54.76	58.97	70.59	9.52	25.64	5.88

2019-20 Data:

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	35.71	7.69	14.71	57.14	79.49	73.53	7.14	12.82	11.76
All Grades	35.71	7.69	14.71	57.14	79.49	73.53	7.14	12.82	11.76

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	38.10	17.95	20.59	50.00	61.54	67.65	11.90	20.51	11.76
All Grades	38.10	17.95	20.59	50.00	61.54	67.65	11.90	20.51	11.76

2019-20 Data:

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Conclusions based on this data:

1. Overall achievement returned to nearly the same level as before the COVID pandemic and school closure.
2. Students reading near standard increased but those reading above standards decreased.
3. Grade 11 enrollment shows a decline that aligns to the overall decline in district enrollment

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	42	53	35	42	39	34	42	39	34	100	73.6	97.1
All Grades	42	53	35	42	39	34	42	39	34	100	73.6	97.1

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2573.8	2540.6	2582.8	11.90	10.26	5.88	19.05	10.26	23.53	26.19	25.64	32.35	42.86	53.85	38.24
All Grades	N/A	N/A	N/A	11.90	10.26	5.88	19.05	10.26	23.53	26.19	25.64	32.35	42.86	53.85	38.24

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	21.43	7.69	8.82	23.81	41.03	58.82	54.76	51.28	32.35
All Grades	21.43	7.69	8.82	23.81	41.03	58.82	54.76	51.28	32.35

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	14.29	10.26	14.71	54.76	71.79	67.65	30.95	17.95	17.65
All Grades	14.29	10.26	14.71	54.76	71.79	67.65	30.95	17.95	17.65

2019-20 Data:

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	14.29	15.38	11.76	52.38	61.54	67.65	33.33	23.08	20.59
All Grades	14.29	15.38	11.76	52.38	61.54	67.65	33.33	23.08	20.59

2019-20 Data:

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Conclusions based on this data:

1. Overall math achievement was better than pre-pandemic levels.
2. The number of students in all sub-areas working above standards decreased but those at or near standard increased for concepts & procedures and supporting mathematical conclusions

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	1541.6	*	*	1531.9	*	*	1551.1	*	*	11	*	6
10	1608.5	*	*	1604.5	*	*	1611.9	*	*	11	4	*
11	*	*	*	*	*	*	*	*	*	7	6	*
12	*	*	*	*	*	*	*	*	*	5	5	4
All Grades										34	18	12

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	18.18	*	*	18.18	*	*	45.45	*	*	18.18	*	*	11	*	*
10	45.45	*	*	54.55	*	*	0.00	*	*	0.00	*	*	11	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	32.35	17.65	16.67	32.35	52.94	41.67	20.59	17.65	16.67	14.71	11.76	25.00	34	17	12

2019-20 Data:

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	18.18	*	*	27.27	*	*	36.36	*	*	18.18	*	*	11	*	*
10	72.73	*	*	18.18	*	*	9.09	*	*	0.00	*	*	11	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	41.18	41.18	25.00	26.47	41.18	33.33	17.65	5.88	16.67	14.71	11.76	25.00	34	17	12

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	0.00	*	*	27.27	*	*	54.55	*	*	18.18	*	*	11	*	*
10	18.18	*	*	72.73	*	*	9.09	*	*	0.00	*	*	11	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	11.76	11.76	0.00	50.00	29.41	41.67	23.53	47.06	33.33	14.71	11.76	25.00	34	17	12

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	
9	18.18	*	*	54.55	*	*	27.27	*	*	11	*	*	
10	18.18	*	*	81.82	*	*	0.00	*	*	11	*	*	
11	*	*	*	*	*	*	*	*	*	*	*	*	
12	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades	11.76	5.88	8.33	64.71	88.24	66.67	23.53	5.88	25.00	34	17	12	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	
9	27.27	*	*	45.45	*	*	27.27	*	*	11	*	*	
10	90.91	*	*	9.09	*	*	0.00	*	*	11	*	*	
11	*	*	*	*	*	*	*	*	*	*	*	*	
12	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades	58.82	64.29	50.00	23.53	21.43	25.00	17.65	14.29	25.00	34	14	12	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	0.00	*	*	63.64	*	*	36.36	*	*	11	*	*
10	27.27	*	*	72.73	*	*	0.00	*	*	11	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.65	17.65	25.00	58.82	52.94	58.33	23.53	29.41	16.67	34	17	12

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	18.18	*	*	63.64	*	*	18.18	*	*	11	*	*
10	36.36	*	*	63.64	*	*	0.00	*	*	11	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	20.59	17.65	16.67	67.65	76.47	66.67	11.76	5.88	16.67	34	17	12

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The numbers of ELLs are decreasing over the years indicated
2. The ELLs tested were all grades 9-10

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Arts (ELA)
LEA GOAL:
District LCAP-To Expand students communication and critical thinking in literacy
SCHOOL GOAL #1:
Teachers will create lessons and learning opportunities that allow for students to demonstrate their learning orally and in formal & informal writing. (CSTP 3.6) Maintain CAASPP levels of at least 58% of students Meeting or Exceeding standard Maintain or increase ELPAC performance at 58% or better Increase Fall 2022 reading map score from 207 to 213. Reclassify at least 20% of ELLs
Data Used to Form this Goal:
CAASPP results; NWEA results; ELPAC results; English learner re-designation rates.
Findings from the Analysis of this Data:
CA Dashboard-Students will be 10.5 points above standard (2019 benchmark) through 2023-2024 CAAAP by 2023-2024 58% of students will meet or exceed state standards on the CAASPP ELA Test (CUHS is 64.71% for 2021-2022) By 2023-2024 70% of students will perform at the moderately developed or well developed level on the ELPAC (CUHS is 58.34% for 2021-2022) By 2023-2024 NWEA RIT Scores will average 227 in Reading (CUHS was 216 in Winter 2022 and 207 in Fall 2022) By 2023-2024 20% of ELLs will reclassify as fluent in English (RFEP)
How the School will Evaluate the Progress of this Goal:
Student achievement will be measured via grades in ELA and ELD courses, NWEA results, as well as previous CELDT and ELPAC data (for EL); Quarterly interim assessments, including performance tasks and CAASP assessment for 11th graders.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
NWEA MAP Language test for ELLs only	8/22-6/23	ELL teacher Principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
NWEA Reading assessment will be given to grades 9-12 and will be analyzed by staff throughout the year.	8/22-6/23	District/School administration and teaching staff	Common Core	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2,000
ELD Supports (Classes, curriculum and staffing)	8/22-6/23	District/School administration and teaching staff	ELD teacher (two periods)			0
			Bilingual Instructional Aide	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	42,254
			English 3D Curriculum-cost included above			0
			Bilingual library materials			
			Bilingual librarian (1.0 FTE classified)			
			ELA/ELD Morning Tutoring			
Student with IEPs will receive support in Directed Studies and core support classes as well as push-in programs in mainstream classes. A special education aide works on campus for six hours per day.	8/22-6/23	District/School administration and teaching staff	Special Education Aide	2000-2999: Classified Personnel Salaries	Special Education	40,175
			Special Education Paraeducator			
ELA/ELD Supplemental Literacy Programs	8/22-6/23	District/School administration and teaching staff	Newsela subscription for CUHS in order to bring nonfiction materials to struggling readers and writers.	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	900
			Learning Ally Subscription			

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics
LEA GOAL:
District LCAP Goal 2: To accelerate students academic outcomes in mathematics
SCHOOL GOAL #2:
By 2023-2024 44% of students will meet or exceed standard on the CAASPP math test (30% of students at CUHS met or exceeded math standards for the 2021-2022 CAASPP administration). For 2022-2023 the site goal is to increase to 35%.
By 2023-2024 students will average a NWEA RIT score of 236 or better (CUHS was 229 in Winter 2022 and 212 in Fall 2022). For 2022-2023 the goal is to increase RIT scores to 218 by Winter 2023.
Data Used to Form this Goal:
Student enrollment in advanced mathematics courses (e.g., Math Analysis, AP Stats, AP Calculus), NWEA and CAASPP
Findings from the Analysis of this Data:
For 2022-2023 there was a decrease in the number of freshman ready for Algebra potentially due to learning loss as a result of the COVID 19 pandemic.
How the School will Evaluate the Progress of this Goal:
Quarterly interim assessments, including performance tasks and CAASP assessment for 11th graders, along with two administrations of the NWEA test.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Grade 6-12 Math Adoption & Curriculum Meetings	8/22-6/23	Principal & Staff	Three district articulations meetings Librarian/Textbook Clerk			
Districtwide math articulation meetings	8/22-6/23	Principal Teachers	Math articulation time - no additional cost to Districts			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Daily tutoring in math from credentialed math teacher	8/22-6/23	Principal Teachers	Homework Club	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2,500
Schedule students strategically to provide support and enrichment in mathematics to address their needs using grades, CAASPP and NWEA data	8/22-6/23	Principal Counselor	Scheduling - no additional cost to District			0
College Preparatory Mathematics curriculum and materials	8/22-6/23	Principal Teachers	Math curriculum and materials	4000-4999: Books And Supplies	General Fund	1,000
Math support	8/22-6/23		Math support Class (one period) Math support certificated staff (1 period)			

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Spirit/Social-Emotional Learning/MTSS
LEA GOAL:
N/A
SCHOOL GOAL #3:
Teachers/staff will greet students at the door each period. Teachers and staff will use a 5:1 complement to corrective ration in class (CSTP 2.3). CUHS will use a systematic (MTSS) approach to student intervention CUHS will create a welcoming atmosphere through a variety of student activities (assemblies, rallies, field trips, athletics, etc.)
Data Used to Form this Goal:
Staff intervention referrals Grades ASB Events
Findings from the Analysis of this Data:
Previous WASC visits indicated a need to increase school spirit in addition to student needs coming out of the COVID pandemic.
How the School will Evaluate the Progress of this Goal:
Teacher reporting/surveys on greetings at the door and 5:1 complement to correctives Staff MTSS monthly meetings and Tier 2 team monthly meeting notes Student Intervention Plans ASB/CTE/FFA event calendars CA Healthy Kids Survey Results

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
One staff meeting monthly for COST/MTSS	8/22-6/23	Principal Teachers Counselors				
1.0 FTE Mental Health Counselor	8/22-6/23	Principal				
Advisory Class	8/22-6/23	Principal Teachers Counselor				
Monthly Tier 2/MTSS Team Meetings to track at-risk students	8/22-6/23	Principal Teachers Counselor				
After School Guitar Lessons/Guitar Club	8/22-6/23	Principal				
Quarterly School Rallies	8/22-6/23	Principal Teachers				
Monthly perfect attendance raffles	8/22-6/23	Principal				
Monthly Lunch Activities	8/22-6/23	Principal Teachers				
ASB/Boosters Activities (lunches, movies, etc.)	8/22-6/23	Principal Teachers				
CUHS Athletic Program	8/22-6/23	Principal Teachers	Transportation Staffing/Coaching Program Expense/Uniforms			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Districtwide Character Strong Professional Development	8/22-6/23	District Administration Certificated Staff Classified Staff				
Clubs (FNL, Coffee House, Interact, etc.)	8/22-6/23	Administration Teachers				
Parent Information Nights (Fentanyl awareness, teen mental health)	8/22-6/23	Administration Counseling				

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: College & Career Readiness
LEA GOAL:
College and Career Readiness: To advance students' college and career readiness.
SCHOOL GOAL #4:
95% of 12th graders will graduate on time 76% of 12 the graders will be college/career "prepared" on the CA State Dashboard 75% or better will meet A-G requirements 25% of students taking AP exams will pass the exam Students attendance will be at or better than 97%. 33% of students or better will be CTE completers 100% of 12th graders will apply to Cuesta College in addition to any other college applications
Data Used to Form this Goal:
High school graduation rate, college acceptance/enrollment, CTE completers, FFA State Degree Recipients, % of students UC/CSU ready at graduation, Dual enrollment
Findings from the Analysis of this Data:
In the 2021-2022 school year (last year of data collection from the state), 100% of Coast Union High School twelfth graders graduated on time. 30% of students were CTE completers.
How the School will Evaluate the Progress of this Goal:
Coast Union High School will continue to monitor the graduation rate, enrollment in CTE courses, and the intended college enrollment rate.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Coast Union High School has developed Career Technical Education pathways in Agriculture, Cybersecurity, and Arts Multimedia and Entertainment and increased the student exposure to these classes. As students move through the three class pathway, they will become a Pathway Completer and receive certifications in that said field. Expansion of Floral Pathway (starting 8/22) and Ag Mechanics Pathway (starting 8/23)	8/22-6/223	CTE Pathway Teachers Teachers Teachers Counselor Principal	CTE Pathway Teachers Pathway Expenses FFA Summer Hours for Certificated Staff	1000-1999: Certificated Personnel Salaries	General Fund Agriculture Vocational Incentive	148,347
Coast Union High School provides college tours for students to gain access and exposure to the opportunities and demands of college.	8/22-6/23	Principal Teachers Counselor	College Tours	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	5,000
Dual enrollment courses are offered in Digital Media, Robotics, Cyber Security, Information Processing, Career Global Studies/Get Focused Stay Focused and Ag Mechanics.	8/22-6/23	Principal Teachers Counselor	Dual Enrollment Courses Materials	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	General Fund Unrestricted	148,783 4,000
1 to 1 Technology (currently issuing Chromebooks to all students)	8/22-6/23	Principal Teachers Library Tech	1:1 Technology	4000-4999: Books And Supplies	General Fund	58,000
Summer school opportunities for credit recovery and Freshman/Bronco summer bootcamp	8/22-6/23	Principal Teachers Counselor	Salary and materials	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	13,200
AG/CTE specific college/industry tours and field trips	8/22-6/23	Principal Teachers Counselor	Staffing Transportation			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
APEX licenses for subject specific credit recovery	8/22-6/223	Principal Teachers	Licensing fee One APEX-specific period daily/Staffing	5000-5999: Services And Other Operating Expenditures	CARES Act	2,000
CTE Printshop Learning Experience	8/22-6/23	Principal Teachers Print Shop Staff	Classified Staffing Student Workers Program Expenses/Machinery/Training			
Work Experience Class	8/22-6/23	Principal Teachers	Certificated Staff			
Non-CTE Electives (Art, Theatre, Mock Trial, Foreign language)	8/22-6/23	Principal Teachers	Certificated Staffing Non-CTE funded or AG Funded program costs			

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Arts (ELA)
SCHOOL GOAL #1:
Teachers will create lessons and learning opportunities that allow for students to demonstrate their learning orally and in formal & informal writing. (CSTP 3.6)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional development opportunities	8/2-6/22	Principal Teachers	Professional Learning	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	3,750

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Mathematics
SCHOOL GOAL #2:
By 2023-2024 44% of students will meet or exceed standard on the CAASPP math test (30% of students at CUHS met or exceeded math standards for the 2021-2022 CAASPP administration). For 2022-2023 the site goal is to increase to 35%. By 2023-2024 students will average a NWEA RIT score of 236 or better

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in School Spirit/MTSS
SCHOOL GOAL #3:
<p>Teachers/staff will greet students at the door each period.</p> <p>Teachers and staff will use a 5:1 complement to corrective ration in class (CSTP 2.3).</p> <p>CUHS will use a systematic (MTSS) approach to student intervention</p> <p>CUHS will create a welcoming atmosphere through a variety of student activities (assemblies, rallies, field trips, athletics, etc.)</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in College & Career Readiness
SCHOOL GOAL #4:
<p>95% of 12th graders will graduate on time 76% of 12 the graders will be college/career "prepared" on the CA State Dashboard 75% or better will meet A-G requirements 25% of students taking AP exams will pass the exam Students attendance will be at or better than 97%. 33% of students or better will be CTE completers 100% of 12th graders will apply to Cuesta College in addition to any other college applications</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
CARES Act	2,000.00
General Fund	356,130.00
LCFF - Supplemental	65,854.00
Special Education	40,175.00
Unrestricted	4,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	312,830.00
2000-2999: Classified Personnel Salaries	82,429.00
4000-4999: Books And Supplies	63,000.00
5000-5999: Services And Other Operating Expenditures	9,000.00
5800: Professional/Consulting Services And Operating	900.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
5000-5999: Services And Other Operating	CARES Act	2,000.00
1000-1999: Certificated Personnel Salaries	General Fund	297,130.00
4000-4999: Books And Supplies	General Fund	59,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	15,700.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	42,254.00
5000-5999: Services And Other Operating	LCFF - Supplemental	7,000.00
5800: Professional/Consulting Services And	LCFF - Supplemental	900.00
2000-2999: Classified Personnel Salaries	Special Education	40,175.00
4000-4999: Books And Supplies	Unrestricted	4,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	85,329.00
Goal 2	3,500.00
Goal 3	0.00
Goal 4	379,330.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Edward Arrigoni	X				
Laura Weaver		X			
Monica Melendrez			X	X	
Numbers of members of each category:	1	1	1		1

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 1/18/23.

Attested:

Edward Arrigoni

Typed Name of School Principal

Signature of School Principal

Date

Heather Callier

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date