

The Single Plan for Student Achievement

School: Coast Union High School
CDS Code: 40-75465-4032009
District: Coast Unified School District
Principal: Scott Ferguson
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The Single 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

School Vision: The administration and staff of Coast Union High School offer a secure environment where the students have opportunities to grow and achieve to the utmost of their individual abilities.

School Mission: Coast Union High School is committed to the success of each individual student by promoting a healthy school environment which fosters the development of academic, technological, social, and physical skills, including the development of positive self-esteem, through the combined efforts of students, faculty, staff, parents, administration, and the community.

School Profile

Coast Union High is one of 2 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 2 career pathways for our students, and they are able to obtain certification once they have completed those classes.

During the 2016/17, 215 9th-12th grade students were enrolled at the school, with classes arranged on an alternating block schedule and traditional school calendar. Currently, there are 195 9th-12th grade students enrolled at Coast Union High School.

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).

Classroom Observations

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

During the 2016-2017 school year, the Principal conducted approximately seventy-eight (70) classroom observations. All teachers were visited, at least once; approximately eighty percent of those visited were for the purpose of collecting data for teachers' performance evaluation. This allowed 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)

During the 2016-2017 school year, Illuminate interim assessments were administered in mathematics, English language arts, social science and science classes. All classes gave formative assessments in their classes to check for understanding of the material delivered in class. From those results, teachers were able to determine next steps regarding their instruction. The SBAC summative assessment was administered in the spring of 2017 to all eleventh grade students.

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

Illuminate interim assessment data was analyzed by teachers and used to inform them of student performance, allowing our staff to make adjustments and reteach as deemed necessary.

Staffing and Professional Development

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

There were two professional development days during the 2017-2018 school year.

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

Teacher mis-assignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

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 during the 2017-2018 school year include: Technical writing, Argumentative Writing, WASC preparation, Instructional techniques, student assessment, technology, curriculum development, safety, Response to Intervention 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 TOSA Nancy Thompson, around literacy strategies across the content areas of language arts, social studies, science, and electives courses. Also through District funding, Coast Union High School utilizes an instructional coach for the math and science teachers. Teachers are 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)

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 held a public hearing in October 2017 and determined that each school within the district had 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 or 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)

In 2014-2015 Coast Union High School adopted Scholastic Inc.'s English 3D curriculum to support English language development of English learners. This year, our ELD teacher was trained, along with other district ELD teachers, by the Scholastic Inc.'s coach at an all day training. The math department has adopted the iLearn curriculum for those students who need assistance with mathematics, along with utilizing the CPM curriculum which spirals back and covers previous content.

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.

14. Research-based educational practices to raise student achievement

All students were provided universal instruction, via research-based pedagogy, including SDAIE strategies and Close Reading.

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, CEF, the Lions Club and many local businesses. The school holds a number of family activities during the year, including BBQ's, Movie Nights, Awards Ceremonies, Back to School Night, Showcase Night, and other events that come up as needed.

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 and other parent meetings in the planning, implementation and evaluation of the ConApp programs.

Funding

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

Information is provided in the section entitled "Planned Improvements in Student Performance."

18. Fiscal support (EPC)

Information is provided in the section entitled "Planned Improvements in Student Performance."

Description of Barriers and Related School Goals

- *Low number of reclassified students
- *Cuesta Promise/Cost of 4-year institution
- *Decreasing enrollment
- *Increasing testing

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 and digital arts and media, 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.

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	47	55	61	47	55	57	47	54	57	100.0	100	93.4
All Grades	47	55	61	47	55	57	47	54	57	100.0	100	93.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2596.3	2625.6	2625.4	17	41	26.32	36	22	47.37	30	31	17.54	17	6	8.77
All Grades	N/A	N/A	N/A	17	41	26.32	36	22	47.37	30	31	17.54	17	6	8.77

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	36	41	43.86	45	44	43.86	19	15	12.28
All Grades	36	41	43.86	45	44	43.86	19	15	12.28

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	30	46	36.84	47	39	54.39	23	15	8.77
All Grades	30	46	36.84	47	39	54.39	23	15	8.77

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	13	22	28.07	74	69	57.89	13	9	14.04
All Grades	13	22	28.07	74	69	57.89	13	9	14.04

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	30	50	35.09	45	39	49.12	26	11	15.79
All Grades	30	50	35.09	45	39	49.12	26	11	15.79

Conclusions based on this data:

1. The majority of Coast Union High School students achieve "At or Near Standard" performance on the CAASPP.
2. The majority of Coast Union High School students demonstrate effective listening skills.
3. Research/inquiry is an area of growth for Coast Union High School students.

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	47	55	61	47	55	58	46	54	58	100.0	100	95.1
All Grades	47	55	61	47	55	58	46	54	58	100.0	100	95.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2546.4	2578.7	2588.9	2	4	6.90	15	33	34.48	45	30	29.31	36	33	29.31
All Grades	N/A	N/A	N/A	2	4	6.90	15	33	34.48	45	30	29.31	36	33	29.31

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 11	2	13	12.07	63	48	46.55	35	39	41.38	
All Grades	2	13	12.07	63	48	46.55	35	39	41.38	

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	7	19	17.24	61	54	53.45	33	28	29.31
All Grades	7	19	17.24	61	54	53.45	33	28	29.31

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2	13	15.52	63	67	55.17	35	20	29.31
All Grades	2	13	15.52	63	67	55.17	35	20	29.31

Conclusions based on this data:

1. One-third of Coast Union High School students fail to achieve conceptual understanding of mathematics.
2. One-third of Coast Union High School students struggle with real-world applications of mathematics.

3. One-third of Coast Union High School students have difficulty demonstrating mathematical conclusions.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9	29	21	33	47	50	33	18	29	20				6		13
10	57	47	11	36	32	78	7	16	11		5				
11	46	13	56	38	75	38	15	13				6			
12	36	50	38	45		38	9	25	25	9	25				
Total	42	33	38	42	42	44	13	20	13	2	4	2	2		4

Conclusions based on this data:

1. Larger number of students scored advanced and/or early advanced on the CELDT.
2. More EL students will become RFEP as a result.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9	35	25	33	45	44	33	15	25	20		6		5		13
10	53	47	11	33	32	78	13	16	11		5				
11	46	10	53	38	60	35	15	20	6			6		10	
12	33	40	33	42		33	17	40	22	8	20				11
Total	42	32	36	40	38	42	15	22	14	2	6	2	2	2	6

Conclusions based on this data:

1. Eighty-two percent of English learners achieved Advanced or Early Advanced scores on the CELDT.
2. Fifteen percent of English learners achieved Intermediate scores on the CELDT.
3. Early Intermediate and Beginning English learners represent the smallest group of English learners.

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:
English-Language Arts (ELA): To expand students' communication and critical thinking in literacy
SCHOOL GOAL #1:
Increase literacy skills of all students. For the 2017-2018 school year, the proficiency level on the SBAC assessment for ELA will be monitored, by quarterly interim assessments, including performance tasks and formative assessments.
Data Used to Form this Goal:
CAASPP results; NWEA results; English learner re-designation rates.
Findings from the Analysis of this Data:
EL re-designation continues to be low.
How the School will Evaluate the Progress of this Goal:
Student achievement will be measured via grades in ELA and ELD courses, NWEA, as well as previous CELDT data (for EL); Quarterly Illuminate interim assessments, including performance tasks, via Illuminate; Smarter Balanced Assessment Consortium (SBAC) assessment for 11th graders in spring 2017.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will be trained in implementing District-wide literacy strategies, through professional development around literacy strategies, under guidance of literacy consultant Kristin Nason from the previous years. Teachers will be trained on Technical writing during our October professional development day and will also get focused professional development from the newly hired K-12 Teacher on Special Assignment.	September 2017- June 2018	Principal, teachers	Common Core LCAP		Common Core LCFF - Base	

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:
Mathematics: To accelerate students' academic outcomes in mathematics
SCHOOL GOAL #2:
For the 2017-2018 school year, the proficiency level on the California State Standards assessment for Mathematics will be monitored, through the CAASPP.
Data Used to Form this Goal:
Student enrollment in advanced mathematics courses (e.g., Math Analysis, AP Stats, AP Calculus), and CAASPP
Findings from the Analysis of this Data:
Increased enrollment of students in Math Analysis, AP Stats and AP Calculus for the 2017-2018 school year.
How the School will Evaluate the Progress of this Goal:
Quarterly interim assessments, including performance tasks, via Illuminate; Smarter Balanced Assessment Consortium (SBAC) assessment for 11th graders in spring 2017.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Math teachers will implement the California Standards, emphasizing the Eight Mathematical Practices, through professional development; instructional coaching for math teachers will also be provided by District and Cuesta College staff.	September 2017- May 2018	Principal, Teachers	Common Core		Common Core	

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: English Language Development (ELD)
LEA GOAL:
English Language Development (ELD): To expand English learners' communication and critical thinking in literacy
SCHOOL GOAL #3:
For the school year 2017-2018, increase by 5% the number of EL's re-designated.
Data Used to Form this Goal:
CELDT scores, teacher grades, quarterly CCSS-aligned benchmark assessments, NWEA results.
Findings from the Analysis of this Data:
Long-term English Learners (LTEL) have not re-designated after five years in Coast Unified School District
How the School will Evaluate the Progress of this Goal:
Continue quarterly progress monitoring of ELD students, and provide intervention as necessary (Rtl)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Identify current and incoming students struggling in reading comprehension and ELD students with benchmark assessments and CELDT scores. Implement English 3-D curriculum and progress monitor EL student performance. Employ bilingual instructional aide to support EL groups in general education courses.	September 2017- June 2018	Principal, ELD Teacher	ELD Teachers to support students struggling in reading and comprehension. Salary including benefits	1000-1999: Certificated Personnel Salaries	General Fund	65,957
			Bilingual Instructional Aide to support EL groups. Salary including benefits	2000-2999: Classified Personnel Salaries	General Fund	18,401
			3-D Curriculum	4000-4999: Books And Supplies	Unrestricted	2,881.36
			3-D Curriculum - Training	5000-5999: Services And Other Operating Expenditures	Unrestricted	2,950.00

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: Special Education
LEA GOAL:
Special Education: Maximize achievement of Students with Disabilities (SWD)
SCHOOL GOAL #4:
For school year 2017-2018, continue to develop literacy and mathematics intervention goals, and teaching and reinforcing expectations and outcomes.
Data Used to Form this Goal:
Grades, assessments, NWEA data, SBAC scores
Findings from the Analysis of this Data:
Enrollment of students with disabilities (SWD) continues to increase.
How the School will Evaluate the Progress of this Goal:
Evaluate RSP ELA and mathematics programs, via quarterly Illuminate interim assessments, teacher grades, and IEP/504 Plan.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Special Education students will receive support in Special Day Class, resource classes, as well as general education classes. The teacher, along with the instructional aide will push in to classes, charting data and assisting all students as needed.	September 2017- June 2018	SDC and RSP Teachers	Special Education	0000: Unrestricted	Special Education	

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: Career Technical Education (CTE)
LEA GOAL:
College and Career Readiness: To advance students' college and career readiness.
SCHOOL GOAL #5:
College and Career Readiness: To advance students' college and career readiness.
Data Used to Form this Goal:
High school graduation rate, college acceptance/enrollment, and enrollment in career technical education (CTE) courses
Findings from the Analysis of this Data:
In school year 2016-2017, 95% Coast Union High School twelfth graders graduated on time; all but one student enrolled in college, as this student went into the Marines.
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 will develop Career Technical Education pathways in Agriculture and Digital Arts Media and increase the student exposure to these classes.	August 2017-June 2018	TOSA and two Pathways Support teachers	SLOPE Grant	None Specified	Other	

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:
Expand students' communication and critical thinking in literacy. For the 2017-2018 school year, the proficiency level on the CAASPP assessment for ELA will be monitored, by interim assessments, including performance tasks

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional development under the guidance of past consultant Kristen Nason; prominent strategy implemented is Technical writing across the curriculum along with other literacy standards presented by our Teacher on Special Assignment.	September 2017-June 2018	Principal and teachers	Professional Learning	1000-1999: Certificated Personnel Salaries	General Fund	15,144

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:
For the 2017-2018 school year, the proficiency level on the CAASPP for Mathematics will be monitored, by interim assessments, including performance tasks and formative assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Math teachers will implement California Standards around mathematics, through District-sponsored professional development, emphasizing the Eight Mathematical Practices, and instructional coaching for teachers.	September 2017- June 2018	Principal and Math Teachers				

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Development (ELD)
SCHOOL GOAL #3:
For the school year 2017-2018, increase by 5% the number of EL's re-designated.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will implement District-wide literacy strategies, through professional development under the guidance of the principal and Teacher on Special Assignment. The prominent strategy implemented is Close Reading across ELA and ELD courses. Implementation of Scholastic 3-D curriculum will be used to support English learners.	September 2017- June 2018	TOSA, Principal and ELD teacher				

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Students with Disabilities
SCHOOL GOAL #4:
For school year 2017-2018, continue to develop literacy and mathematics intervention goals, and teaching and reinforcing expectations and outcomes.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students with disabilities will continue to receive services in resource classes and general education classes	September 2017- June 2018	RSP teachers, school psychologist/SpEd director	RSP Teacher	1000-1999: Certificated Personnel Salaries	Special Education	76,567

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in College and Career Readiness
SCHOOL GOAL #5:
College and Career Readiness: To advance students' college and career readiness.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Coast Union High School will continue to develop CTE pathways in agriculture and digital arts media, adding to the students' awareness for their future. Teachers will work with outside agencies to enhance the learning in those classes, preparing them for the real world.	September 2017- June 2018	TOSA, two Pathways Support teachers, school counselor, principal, CUSD personnel	SLOPE Grant	1000-1999: Certificated Personnel Salaries	Other	29,450
			SLOPE Grant	2000-2999: Classified Personnel Salaries	Other	32,900
			SLOPE Grant	3000-3999: Employee Benefits	Other	26,223
			SLOPE Grant	4000-4999: Books And Supplies	Other	56,057
			SLOPE Grant	5000-5999: Services And Other Operating Expenditures	Other	2,600

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
General Fund	84,358.00
Unrestricted	5,831.36

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	65,957.00
2000-2999: Classified Personnel Salaries	18,401.00
4000-4999: Books And Supplies	2,881.36
5000-5999: Services And Other Operating Expenditures	2,950.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	General Fund	65,957.00
2000-2999: Classified Personnel Salaries	General Fund	18,401.00
4000-4999: Books And Supplies	Unrestricted	2,881.36
5000-5999: Services And Other Operating	Unrestricted	2,950.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 3	90,189.36

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
Scott Ferguson	X				
Sean Spradley		X			
Shannon Sutherland			X		
Scott Stern				X	
Steve Kniffen				X	
Raely Barbosa					X
Numbers of members of each category:	1	1	1	2	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 Single 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):

Booster Club

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 10-26-17.

Attested:

Scott Ferguson

Typed Name of School Principal

Signature of School Principal

Date

Sean Spradley

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date