

# The School Plan for Student Achievement

**School:** Santa Lucia Middle School  
**CDS Code:** 40-75465-6042980  
**District:** Coast Unified School District  
**Principal:** Kyle Martin  
**Revision Date:** September 28, 2018

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**

### **Santa Lucia Middle School's Vision and Mission Statements**

#### **Vision and Mission Statements**

The vision for Santa Lucia Middle School is to produce happy, healthy, contributing members of a global society by providing an atmosphere that promotes higher level academic achievement, positive social development, and emotional maturity that encourages life-long learning.

In order to prepare students to live in and contribute to our changing world and engage in active, life-long learning, Santa Lucia Middle School's mission is to provide a balanced, varied school curriculum designed to meet the academic, cultural, and social needs of individuals from the diverse backgrounds of our community.

## **School Profile**

Santa Lucia has been recognized as an Apple Distinguished school for its integration of technology in instruction and student learning. Santa Lucia has also been recognized as a California Distinguished School for its overall performance and high levels of achievement.

Santa Lucia Middle School is in the Coast Unified School District.

Santa Lucia Middle School includes grades sixth through eighth and serves roughly 150 students from Cambria, San Simeon, and surrounding areas. Classes are arranged on a traditional seven period schedule. Curriculum is focused on core academics. The school supports cultural awareness through its diverse literature selections, foreign language offering and arts and music program. The staff of Santa Lucia use instructional strategies that accommodate diverse learning styles, interests, and developmental readiness utilizing hands-on activities, real life situations, questioning strategies, individual and group projects, and the use of technology.

The Santa Lucia staff have developed a very strong academic program, and a well balanced extra-curriculum program. These programs were developed to meet the ever growing demands of the early adolescent in our complex society today.

## **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).

Students participate in surveys as a way of gaining their input for school improvement. Students report positively on their overall experience at Santa Lucia and on the climate created here. Teachers have also provided information to the school through surveys. Similarly, teachers generally report positively about the school, its direction and its level of student achievement.

### **Classroom Observations**

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

Classroom observations are regularly occurring throughout the year at Santa Lucia. These observations are both formal/scheduled observations as well as informal "drop ins". All teachers participate in goal setting meetings with the principal at the start of the school year and observations are centered around progress on meeting these individual teacher goals as well as progress toward school and district goals. Data is collected and immediate feedback is provided to the teachers after each formal observation. In reviewing observation data, Santa Lucia has continued to make progress in implementing teaching practices with proven results and in assessing students in order to gather data used to drive instruction and refine teaching practices.

### **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)

Assessments used to modify instruction and improve student achievement include statewide assessments (CELDT, CAASP), school wide assessments (NWEA, Accelerated Reader) and teacher created assessments.

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

Interim assessments are created by all teachers and are given in all courses each quarter (minimally). Results of these assessments are collected in the district's student data system (Illuminate) and are analyzed for student achievement. Instruction is modified based on these results.

### **Staffing and Professional Development**

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

All teachers 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)

Santa Lucia 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, classroom management strategies, etc).

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

Student performance and teacher needs are assessed as the basis for professional development offerings.

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

Beyond professional development and trainings, teachers are given additional support through the Teacher Induction Program, instructional coaches, and constructive feedback from peers and administration.

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

Outside of the early release schedule for teacher collaboration, the Santa Lucia class schedule gives teachers common preparation periods to work with one another. Additional dates are set aside for the middle school staff to meet with grammar school and high school staff in order to better articulate curriculum and instructional practices.

#### Teaching and Learning

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

All curriculum and instruction are aligned to the California Common Core State Standards.

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

Recommended instructional minutes for reading/language arts and mathematics are adhered to. Each grade level is scheduled into a core period of combined language arts and social studies. Sixth and seventh grade students are scheduled into 92 minutes of reading/language arts with an additional 46 minutes of related social studies with the same teacher. Eighth grade students have 46 minutes of daily instruction in reading/language arts with an additional 46 minutes of related social studies instruction. All students receive a minimum of 46 minutes of mathematics instruction daily. English Learners receive a 46 minute period of additional English Language Development instruction.

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

Intervention and support courses are built into the master schedule. English Learners and other students identified as having difficulty are given a double block (92 minutes) of structured English instruction designed to accelerate language skills. Support periods for students struggling in mathematics or other core classes are also an integral part of the Santa Lucia schedule.

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

All students, including English Learners and students receiving special education services, are instructed using standards based 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)

Services provided by the regular program that enable underperforming students to meet standards include the use of school wide, research based instructional practices (active reading strategies, note taking practices, structured writing format), multi-modality instruction (instruction given visually, auditorally, kinesthetically, high use of technology). Santa Lucia has two special education instructional aides and one bilingual instructional aide to support students in the English Language Development program, Resource Specialist Program, and within the general education setting.

14. Research-based educational practices to raise student achievement

Research based curriculum and instructional practices are implemented school-wide.

### Parental Involvement

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

Families and members of the community are invaluable elements to our students' educational achievement. Their input and involvement are solicited and incorporated into school practices. Santa Lucia benefits from parent and community volunteers and has an active School Site Council and English Learner Advisory Committee.

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)

School staff meets monthly to discuss programs at the school. Both the School Site Council and English Learner Advisory Committee meet throughout the year to discuss school programs and services and give input in regards to school improvement.

### Funding

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

Coast Unified is a basic aid school district. Santa Lucia does not receive categorical funding, other than Title III which helps to pay for ELD supplemental materials.

18. Fiscal support (EPC)

## **Description of Barriers and Related School Goals**

While Santa Lucia continues to be a high achieving school, there are barriers that must be addressed. Just over 50% of the students enrolled at Santa Lucia are English Learners and roughly 57% of our students are coming from socioeconomically disadvantaged households. Both of these student populations have made greater gains on the CAASPP measures in the spring, however, continue to underperform when compared with other student groups.

Increasing English Language Arts proficiency levels and increasing mathematics proficiency remain goals for Santa Lucia Middle School. Student engagement levels and students' effective use of technology in learning are additional goals for Santa Lucia related to our school's barriers and aspirations.

## 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	73	43	33	72	43	33	72	43	33	98.6	100	100
Grade 7	51	67	41	51	65	41	51	65	41	100	97	100
Grade 8	48	48	72	48	46	72	48	46	72	100	95.8	100
All Grades	172	158	146	171	154	146	171	154	146	99.4	97.5	100

\* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2556.0	2560.0	2577.3	22	23.26	33.33	44	44.19	42.42	22	25.58	15.15	11	6.98	9.09
Grade 7	2554.9	2558.9	2581.7	14	10.77	14.63	35	44.62	53.66	29	30.77	21.95	22	13.85	9.76
Grade 8	2611.8	2579.2	2586.1	31	17.39	18.06	40	34.78	36.11	21	39.13	26.39	8	8.70	19.44
All Grades	N/A	N/A	N/A	22	16.23	20.55	40	41.56	42.47	24	31.82	22.60	13	10.39	14.38

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	17-18
Grade 6	24	30.23	39.39	51	55.81	48.48	25	13.95	12.12	
Grade 7	24	24.62	26.83	43	52.31	51.22	33	23.08	21.95	
Grade 8	40	28.26	26.39	40	47.83	51.39	21	23.91	22.22	
All Grades	28	27.27	29.45	46	51.95	50.68	26	20.78	19.86	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	31	32.56	42.42	57	55.81	51.52	13	11.63	6.06
Grade 7	33	26.15	41.46	51	58.46	53.66	16	15.38	4.88
Grade 8	52	23.91	36.11	42	65.22	48.61	6	10.87	15.28
All Grades	37	27.27	39.04	51	59.74	50.68	12	12.99	10.27

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	21	20.93	21.21	69	74.42	72.73	10	4.65	6.06
Grade 7	22	18.46	7.32	61	60.00	78.05	18	21.54	14.63
Grade 8	19	15.22	18.06	71	82.61	62.50	10	2.17	19.44
All Grades	20	18.18	15.75	67	70.78	69.18	12	11.04	15.07

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	50	39.53	60.61	43	51.16	33.33	7	9.30	6.06
Grade 7	25	29.23	31.71	57	53.85	60.98	18	16.92	7.32
Grade 8	42	30.43	36.11	46	47.83	51.39	13	21.74	12.50
All Grades	40	32.47	40.41	48	51.30	50.00	12	16.23	9.59

**Conclusions based on this data:**

1. Students need continued practice and exposure to the requirements and format of the SBAC/CAASPP assessment.
2. Gains were made in reading, writing and research and inquiry (fewer students below standards and greater students above standard). We saw student performance drop in the area of listening
3. When looking at districts across the state, Santa Lucia students have continued to out perform their peers.



## 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	74	43	33	73	43	33	73	43	33	98.6	100	100
Grade 7	51	67	41	51	65	41	51	65	41	100	97	100
Grade 8	48	48	72	48	46	72	48	46	72	100	95.8	100
All Grades	173	158	146	172	154	146	172	154	146	99.4	97.5	100

\* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2521.3	2562.3	2571.8	16	39.53	39.39	19	9.30	21.21	36	39.53	30.30	29	11.63	9.09
Grade 7	2533.4	2549.8	2571.5	22	15.38	26.83	18	27.69	17.07	31	33.85	43.90	29	23.08	12.20
Grade 8	2565.3	2562.8	2566.7	25	23.91	26.39	19	15.22	13.89	27	26.09	31.94	29	34.78	27.78
All Grades	N/A	N/A	N/A	20	24.68	29.45	19	18.83	16.44	32	33.12	34.93	29	23.38	19.18

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	17-18
Grade 6	26	39.53	42.42	32	37.21	39.39	42	23.26	18.18	
Grade 7	25	29.23	29.27	31	32.31	39.02	43	38.46	31.71	
Grade 8	31	28.26	33.33	29	36.96	30.56	40	34.78	36.11	
All Grades	27	31.82	34.25	31	35.06	34.93	42	33.12	30.82	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	16	32.56	24.24	42	48.84	60.61	41	18.60	15.15
Grade 7	25	16.92	26.83	37	56.92	56.10	37	26.15	17.07
Grade 8	27	21.74	29.17	48	43.48	47.22	25	34.78	23.61
All Grades	22	22.73	27.40	42	50.65	52.74	35	26.62	19.86

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	16	25.58	39.39	59	44.19	45.45	25	30.23	15.15
Grade 7	29	20.00	19.51	33	60.00	73.17	37	20.00	7.32
Grade 8	23	32.61	22.22	48	32.61	51.39	29	34.78	26.39
All Grades	22	25.32	25.34	48	47.40	56.16	30	27.27	18.49

**Conclusions based on this data:**

1. Students need continued exposure and practice to the requirements and format of the SBAC/CAASPP assessment. Santa Lucia saw improvement (fewer students below standards and greater students nearly/at or above standard) in problem solving& modeling/data analysis and in communicating reasoning.
2. Santa Lucia needs to supplement and refine instruction around mathematical concepts and procedures in order to increase student performance. We saw an increase in the percentage of students testing below standard in this area.
3. When looking at districts across the state, Santa Lucia students continue to out performed their peers.

## School and Student Performance Data

### ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

### Conclusions based on this data:

1.

## 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:

<b>SUBJECT: Santa Lucia Middle School Goal #1</b>
<b>LEA GOAL:</b>
Maximizing Student Achievement
<b>SCHOOL GOAL #1:</b>
Increase ELA proficiency, having 70% of all students scoring in the "met or exceeded" standards level as measured by the CAASPP assessment.
<b>Data Used to Form this Goal:</b>
Student measures on interim assessments in ELD and ELA classes as well as other data collected from the NWEA reading and language tests and CAASPP results.
<b>Findings from the Analysis of this Data:</b>
During the 2017/2018 CAASPP assessment, 63% of all students tested in the "met or exceeded" standards levels in English Language Arts.
<b>How the School will Evaluate the Progress of this Goal:</b>
Students will be measured via grades, scores on interim assessments in ELA and ELD classes, CAASPP results, as well as through improvement on the CELDT.

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 close reading practices along with the district wide literacy, and writing strategies. Students of highest need will receive smaller group instruction/intervention in the ELA program than those students who are proficient or above. ELD teachers will collaborate with staff.	8/18-6/19	District/School administration and teaching staff	NWEA assessment program and training	5800: Professional/Consulting Services And Operating Expenditures	General Fund	5,440.50
			District/school training's in common core practices, close reading strategies and school wide teaching methods	1000-1999: Certificated Personnel Salaries	General Fund	1,500.00
			Curriculum for English 3D program to be used with English Learners and students struggling with language skills - Purchased in 2014-15. New training in 2018-19.	4000-4999: Books And Supplies	General Fund	560.56
			Newsela subscription for 8th grade in order to bring nonfiction readings and assessments into the language arts classes and technology course	5800: Professional/Consulting Services And Operating Expenditures	General Fund	1,500.00
ELD Students will be scheduled into English classes according to needs. Students who are proficient or above on multiple measures may receive help on an as needed basis. Students who are not proficient in ELA on multiple measures will receive smaller class sizes and/or intensive instruction in English taught by a fully credentialed English teacher. English Learner students who are below basic or far below basic in multiple measures will be placed in ELD specialty classes combining ELA instruction with ELD techniques.	8/18-6/19	District/School administration and teaching staff	ELD Teacher	1000-1999: Certificated Personnel Salaries	Title III	24,612.11

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All students will receive reading and writing intervention as determined by teacher recommendation, SST recommendation and performance on past CAASPP and other measures. A dedicated reading intervention teacher may use English 3D, Read Naturally and SRA as tools, as well as small group instruction.	8/18-6/19	District/School administration and teaching staff				
Special Education students will receive support in special education and core support classes as well as push-in programs in mainstream classes.	8/18-6/19	District/School administration and teaching staff	Special Education Aide			
Teachers will continue to be trained in using the district wide literacy and writing strategies.	8/18-6/19	District/School administration and teaching staff	Training for English 3D	5000-5999: Services And Other Operating Expenditures	General Fund	2,950
All subject areas will incorporate the teaching of literacy into the curriculum including; teaching and using pre-reading strategies, writing support, explicit vocabulary instruction and focusing on academic vocabulary, and post activities.	8/18-6/19	District/School administration and teaching staff				
All teachers will incorporate writing and writing instruction into their curricular areas using the Jane Schaffer writing techniques (chunking format) and will participate in writing articulation activities provided by the district.	8/18-6/19	District/School administration and teaching staff				
All students will utilize the NWEA program to help identify students who need additional support or extension opportunities and to assist in measuring growth in reading and language.	8/18-6/19	District/School administration and teaching staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to familiarize with new English Language Arts/English Language Development curriculum (StudySynch published by McGraw Hill).	8/18-6/19	District/School administration and teaching staff				

## 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:

<b>SUBJECT: Santa Lucia Middle School Goal #2</b>
<b>LEA GOAL:</b>
Maximize Student Achievement
<b>SCHOOL GOAL #2:</b>
Increase Mathematics performance by students, with 60% of all students scoring in the "met or exceeded" standards levels as measured by the CAASPP assessment.
<b>Data Used to Form this Goal:</b>
Math homework completion, course assessments, interim assessment results, iPass assessments (within the program), NWEA mathematics results, CAASPP results
<b>Findings from the Analysis of this Data:</b>
During the 2017/2018 school year 46% of students tested scored in the "met or exceeded" standards levels on the CAASPP assessment in mathematics.
<b>How the School will Evaluate the Progress of this Goal:</b>
The number of students participating in a particular intervention program will be recorded. Progress will be monitored in math intervention via the iPass computer program. Additional information will be gathered via the results of the NWEA, CAASPP, student interim assessments and course assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Math intervention: The iPass math program will be continued (originally implemented in November, 2010). 27 students (approximately 23% of all students at SLMS) identified by teacher recommendation and who scored nearly meeting or not meeting standards on CAASPP tests, will participate in the program. Baseline data will be collected for students who will then be placed in appropriate level of intervention. Teachers monitor and adjust the math instruction given.	8/15 - 6/19	Santa Lucia administration and teaching staff	The iPass math program	4000-4999: Books And Supplies	General Fund	4,500.00



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide training opportunities for teachers in the areas of College Preparatory Mathematics, Common Core Mathematics and standards of mathematical practice	6/18-6/19	District and school site administration, teaching staff	Math trainings	5800: Professional/Consulting Services And Operating Expenditures	General Fund	1,500.00
Teachers and staff will continue to provide support for students after school and at lunch. All students have the opportunity for extra math help from fully credentialed teachers.	8/18 - 6/19	School site administration, teaching staff	Scheduling			
Schedule students strategically to provide support and enrichment in mathematics	8/18 - 6/19	School site administration, teaching staff	Scheduling			
College Preparatory Mathematics curriculum and materials	8/18 - 6/19	District and school site administration, teaching staff				

## 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:

<b>SUBJECT: Santa Lucia Middle School Goal #3</b>
<b>LEA GOAL:</b>
Developing People/Increase Efficiency and Effectiveness
<b>SCHOOL GOAL #3:</b>
Use of Illuminate and interim assessments to guide instruction.
<b>Data Used to Form this Goal:</b>
Illuminate has created grade level interim assessments in the areas of English Language Arts, Mathematics Next Generation Science and has a bank of assessment questions in all subject areas. These, in addition to teacher created questions and assessment activities, will be used at Santa Lucia to create quarterly interim assessments. Student results on these assessments will be analyzed to improve instruction and address student needs.
<b>Findings from the Analysis of this Data:</b>
Third quarter interim assessment results were used as measures of student learning. The ELA and math results were reported to our School Site Council and are included as measures in this report.
<b>How the School will Evaluate the Progress of this Goal:</b>
<ol style="list-style-type: none"><li>1. Teachers will create/utilize interim tests to measure student progress and identify concepts that need re-teaching.</li><li>2. Interim tests will be given at least quarterly with a comprehensive assessment at the end of the year.</li><li>3. Teachers will examine data to guide teaching and improve learning.</li><li>4. Teachers will collaborate with other grade level and/or subject level teachers to review data and improve instruction.</li></ol>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Administration will provide release time to teachers as needed to support development of benchmark exams and targeted trainings as needed to learn Illuminate	8/18 - 6/19	District and school site administration	Illuminate training to support development of benchmark exams	5800: Professional/Consulting Services And Operating Expenditures	General Fund	1,700
			2 Teachers to attend Illuminate training. Includes cost of conference and release time.	5000-5999: Services And Other Operating Expenditures	General Fund	4,000
Teachers will use Wednesday early release times to review data and collaborate with other teachers on using best practices.	8/18 - 6/19	School site administration and teaching staff				
Administrators will facilitate collaboration between the campuses for a holistic perspective on subject area teaching.	8/18 - 6/19	District and school site administration and teaching staff				
The District has facilitated trainings that have focused on, among other things, creating and analyzing interim assessments/performance tasks, and using the data to help guide instruction and gain deeper levels of knowledge among students.	8/18-6/19	District and school site administration and teaching staff				

## 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:

<b>SUBJECT: Santa Lucia Middle School Goal #4</b>
<b>LEA GOAL:</b>
Maximize Student Achievement
<b>SCHOOL GOAL #4:</b>
Increase student engagement (maintenance goal)
<b>Data Used to Form this Goal:</b>
SLMS will continue to have an attendance rate of over 95% and CAASPP scores surpassing state averages.
<b>Findings from the Analysis of this Data:</b>
ELA: AR scores, improvement in fluency rates in Read Naturally program, course grades, teacher assessments, NWEA result, and CAASPP results.
Math: homework completion, teacher assessments, iPass assessments (within the program), NWEA results, and CAASPP results.
<b>How the School will Evaluate the Progress of this Goal:</b>
Teacher reports, increased student learning as measured by grades, and benchmark exams, increased work completion, and reduction of student discipline reports.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will use student engagement techniques such as turn and talk, think/pair/share, and others in their lesson delivery.	8/18 - 6/19	School site administration and teaching staff				
Teachers will use pre-teaching of vocabulary and integrated ELD strategies for student engagement and to set the stage for student learning.	8/18 - 6/19	School site administration and teaching staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will incorporate more student talk and exploration into lessons where appropriate to provide more modalities for student expression.	8/18 - 6/19	School site administration and teaching staff				
Students will understand the mindset philosophy and the importance of work completion.	8/18 - 6/19	School site administration, teaching staff, and students				
Administration will work to create a culture of hard work and achievement at the site.	8/18 - 6/19	School site administration and teaching staff				
Maintain partnerships with Friday Night Live and the YMCA to provide programs for students both during and after school.	8/18 - 6/19	District and school site administration				

## 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:

<b>SUBJECT: Santa Lucia Middle School Goal #5</b>
<b>LEA GOAL:</b>
Maximize Student Achievement
<b>SCHOOL GOAL #5:</b>
Increase student use of technology as tools for learning.
<b>Data Used to Form this Goal:</b>
SLMS will continue to have an attendance rate of over 95% and CAASPP scores surpassing state averages.
<b>Findings from the Analysis of this Data:</b>
ELA: homework completion, teacher assessments, student scores on computer/iPad based projects from within the classes, NWEA results, and CAASPP results
Math: homework completion, teacher assessments, student scores on computer/iPad based projects from within the classes NWEA results, and CAASPP results
<b>How the School will Evaluate the Progress of this Goal:</b>
<ol style="list-style-type: none"> <li>1. Technology benchmark assessments in computer courses</li> <li>2. Student/teacher surveys for iPad effectiveness</li> <li>3. Interim assessment/teacher assessment scores</li> <li>4. Evaluation of student projects</li> </ol>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue with the 1:1 iPad program across the grades, Focus on presentation software, enhancement of student learning, and differentiation tools.	8/18 - 6/19	District and school site administration	1:1 iPad for enhancement of student learning (purchased in 2017-18)	4000-4999: Books And Supplies	General Fund	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Incorporate programming languages into computer curriculum and and digital journalism.	8/18 - 6/19	School site administration and teaching staff				
Utilize computer lab for project-based learning, research, video production, and assessment.	8/18 - 6/19	School site administration and teaching staff				
Increase number of teachers using Google class or other sources of web spaces so students have access to teacher materials from home.	8/18 - 6/19	School site administration and teaching staff				
Gather School Site Council input on appropriate apps and programs for iPad installation and use.	8/18 - 6/19	School site administration				

## 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

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Arts</b>
<b>SCHOOL GOAL #1:</b>
Increase ELA proficiency, having 70% of all students scoring in the proficient or advanced range as measured by the CAASPP assessment.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School schedule will provide for teachers to hold dedicated ELD classes. Students at highest level of need will receive intensive specialized instruction in English language courses in smaller classes taught by a fully credentialed English teacher.	8/18 - 6/19	District and school site administration, teaching staff	ELD teacher salary and benefits	1000-1999: Certificated Personnel Salaries	General Fund	24,612.11
Bilingual Aide support for teacher/school staff and to help students who are determined as needing additional support or with newcomer status.	8/18 - 6/19	District and school site administration	Aide salary	2000-2999: Classified Personnel Salaries	General Fund	38,057.93



## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #2

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Mathematics</b>
<b>SCHOOL GOAL #2:</b>
Increase Mathematics proficiency, with 60% of all students scoring in the proficient or advanced range as measured by the CAASPP assessment.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff will meet to discuss students in need of additional math support and refer as needed. New staff will be trained to use iPass math curriculum. Computers and iPads will be utilized for implementation of iPass math.	8/18 - 6/19	School site administration and teaching staff	iPass math program	4000-4999: Books And Supplies	General Fund	4,500.00
Students identified as needing additional math support will be scheduled into a second math period to allow for additional instruction.	8/18 - 6/19	School site administration and teaching staff				

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

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
SCHOOL GOAL #4:

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
General Fund	23,651.06
Title III	24,612.11

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	26,112.11
4000-4999: Books And Supplies	5,060.56
5000-5999: Services And Other Operating Expenditures	6,950.00
5800: Professional/Consulting Services And Operating	10,140.50

## 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	1,500.00
4000-4999: Books And Supplies	General Fund	5,060.56
5000-5999: Services And Other Operating	General Fund	6,950.00
5800: Professional/Consulting Services And	General Fund	10,140.50
1000-1999: Certificated Personnel Salaries	Title III	24,612.11

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	36,563.17
Goal 2	6,000.00
Goal 3	5,700.00
Goal 5	0.00



## 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
Kyle Martin	X				
Suzanne Kennedy			X		
Kendra Simmons		X			
Sherry Aguilar		X			
Esther DeAlba				X	
Matt Saunders				X	
Jade Lehrman				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>3</b>	

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
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 .

Attested:

Kyle Martin		
Typed Name of School Principal	Signature of School Principal	Date
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date