

The School Plan for Student Achievement

School: Santa Lucia Middle School
CDS Code: 40-75465-6042980
District: Coast Unified School District
Principal: David Nygren
Revision Date: 1/10/23

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 1/18/23.

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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.

These statements were created by the administration and staff of SLMS.

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 and includes grades sixth through eighth and serves roughly 120 students from Cambria, San Simeon, and surrounding areas. Classes are arranged on a traditional eight period schedule. Curriculum is focused on core academics. The school supports cultural awareness through its diverse literature selections, foreign language offering and arts 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 (ELPAC, 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 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, seventh and eighth grade students are scheduled into 40 minutes of reading/language arts with an additional 40 minutes of related social studies with the same teacher. All students receive a minimum of 40 minutes of mathematics instruction daily. English Learners receive a 40 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 (80 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 one special education instructional aide 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)

N/A

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 35% of the students enrolled at Santa Lucia are English Learners and roughly 79.5% of our students are coming from socioeconomically disadvantaged households. Both of these student populations have historically made greater gains on the CAASPP measures in the spring, however, continue to underperform when compared with other student groups.

Coast Unified was able to proctor both the ELPAC and CAASPP testing in the 2021/22 school year even though the district was in distance learning. Students did this testing both in-person and remotely.

San Luis Obispo County was currently on the California State Watchlist for COVID-19 and CUSD has begun the 2020/21 school year under distance learning. This creates a unique set of challenges for our staff and students as we emerge from the pandemic and back in person full-time for the 22-23 school year. Our CAASPP test scores have gone down due to gaps of learning from distance learning and missing school due to exposure, quarantine, and getting the virus itself.

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 | | |
| | 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 6 | 51 | 38 | 42 | 50 | 38 | 41 | 50 | 38 | 41 | 98 | 100.0 | 97.6 |
| Grade 7 | 32 | 38 | 39 | 32 | 36 | 39 | 32 | 36 | 39 | 100 | 94.7 | 100.0 |
| Grade 8 | 40 | 43 | 34 | 40 | 41 | 34 | 40 | 41 | 34 | 100 | 95.3 | 100.0 |
| All Grades | 123 | 119 | 115 | 122 | 115 | 114 | 122 | 115 | 114 | 99.2 | 96.6 | 99.1 |

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 6 | 2543.3 | 2471.2 | 2476.1 | 18.00 | 2.63 | 4.88 | 30.00 | 21.05 | 24.39 | 42.00 | 39.47 | 24.39 | 10.00 | 36.84 | 46.34 |
| Grade 7 | 2616.8 | 2498.0 | 2526.2 | 40.63 | 5.56 | 10.26 | 40.63 | 30.56 | 28.21 | 12.50 | 16.67 | 25.64 | 6.25 | 47.22 | 35.90 |
| Grade 8 | 2621.0 | 2571.3 | 2503.6 | 27.50 | 9.76 | 14.71 | 45.00 | 43.90 | 11.76 | 27.50 | 36.59 | 26.47 | 0.00 | 9.76 | 47.06 |
| All Grades | N/A | N/A | N/A | 27.05 | 6.09 | 9.65 | 37.70 | 32.17 | 21.93 | 29.51 | 31.30 | 25.44 | 5.74 | 30.43 | 42.98 |

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 6 | 22.00 | 8.11 | 12.20 | 54.00 | 48.65 | 41.46 | 24.00 | 43.24 | 46.34 |
| Grade 7 | 40.63 | 2.78 | 12.82 | 43.75 | 52.78 | 66.67 | 15.63 | 44.44 | 20.51 |
| Grade 8 | 40.00 | 9.76 | 23.53 | 42.50 | 80.49 | 38.24 | 17.50 | 9.76 | 38.24 |
| All Grades | 32.79 | 7.02 | 15.79 | 47.54 | 61.40 | 49.12 | 19.67 | 31.58 | 35.09 |

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 6 | 30.00 | 5.26 | 2.50 | 54.00 | 44.74 | 40.00 | 16.00 | 50.00 | 57.50 |
| Grade 7 | 62.50 | 11.11 | 12.82 | 34.38 | 58.33 | 51.28 | 3.13 | 30.56 | 35.90 |
| Grade 8 | 37.50 | 12.20 | 11.76 | 62.50 | 80.49 | 32.35 | 0.00 | 7.32 | 55.88 |
| All Grades | 40.98 | 9.57 | 8.85 | 51.64 | 61.74 | 41.59 | 7.38 | 28.70 | 49.56 |

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 6 | 16.00 | 10.81 | 7.32 | 64.00 | 70.27 | 73.17 | 20.00 | 18.92 | 19.51 |
| Grade 7 | 18.75 | 2.78 | 7.69 | 75.00 | 66.67 | 79.49 | 6.25 | 30.56 | 12.82 |
| Grade 8 | 35.00 | 9.76 | 8.82 | 62.50 | 78.05 | 79.41 | 2.50 | 12.20 | 11.76 |
| All Grades | 22.95 | 7.89 | 7.89 | 66.39 | 71.93 | 77.19 | 10.66 | 20.18 | 14.91 |

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 6 | 38.00 | 7.89 | 9.76 | 44.00 | 81.58 | 78.05 | 18.00 | 10.53 | 12.20 |
| Grade 7 | 62.50 | 13.89 | 10.26 | 37.50 | 66.67 | 71.79 | 0.00 | 19.44 | 17.95 |
| Grade 8 | 35.00 | 17.07 | 11.76 | 62.50 | 78.05 | 61.76 | 2.50 | 4.88 | 26.47 |
| All Grades | 43.44 | 13.04 | 10.53 | 48.36 | 75.65 | 71.05 | 8.20 | 11.30 | 18.42 |

2019-20 Data:

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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. The vast majority of our students are performing near, at or above the standards in English Language Arts.

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 6 | 51 | 38 | 41 | 50 | 38 | 40 | 50 | 38 | 40 | 98 | 100.0 | 97.6 |
| Grade 7 | 32 | 38 | 39 | 32 | 37 | 39 | 32 | 37 | 39 | 100 | 97.4 | 100.0 |
| Grade 8 | 40 | 43 | 35 | 40 | 41 | 34 | 40 | 41 | 34 | 100 | 95.3 | 97.1 |
| All Grades | 123 | 119 | 115 | 122 | 116 | 113 | 122 | 116 | 113 | 99.2 | 97.5 | 98.3 |

* 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 6 | 2538.0 | 2461.7 | 2469.0 | 18.00 | 10.53 | 15.00 | 22.00 | 2.63 | 5.00 | 42.00 | 36.84 | 20.00 | 18.00 | 50.00 | 60.00 |
| Grade 7 | 2585.8 | 2460.6 | 2493.9 | 34.38 | 8.11 | 10.26 | 21.88 | 10.81 | 10.26 | 34.38 | 27.03 | 30.77 | 9.38 | 54.05 | 48.72 |
| Grade 8 | 2585.9 | 2525.4 | 2471.6 | 25.00 | 9.76 | 8.82 | 25.00 | 19.51 | 8.82 | 25.00 | 21.95 | 8.82 | 25.00 | 48.78 | 73.53 |
| All Grades | N/A | N/A | N/A | 24.59 | 9.48 | 11.50 | 22.95 | 11.21 | 7.96 | 34.43 | 28.45 | 20.35 | 18.03 | 50.86 | 60.18 |

2019-20 Data:

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| 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 6 | 20.00 | 2.63 | 12.50 | 50.00 | 42.11 | 40.00 | 30.00 | 55.26 | 47.50 |
| Grade 7 | 50.00 | 10.81 | 7.69 | 28.13 | 35.14 | 43.59 | 21.88 | 54.05 | 48.72 |
| Grade 8 | 30.00 | 12.20 | 14.71 | 37.50 | 43.90 | 23.53 | 32.50 | 43.90 | 61.76 |
| All Grades | 31.15 | 8.62 | 11.50 | 40.16 | 40.52 | 36.28 | 28.69 | 50.86 | 52.21 |

2019-20 Data:

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| 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 6 | 16.00 | 10.53 | 5.00 | 54.00 | 42.11 | 45.00 | 30.00 | 47.37 | 50.00 |
| Grade 7 | 34.38 | 8.11 | 7.69 | 50.00 | 54.05 | 56.41 | 15.63 | 37.84 | 35.90 |
| Grade 8 | 30.00 | 14.63 | 8.82 | 42.50 | 58.54 | 38.24 | 27.50 | 26.83 | 52.94 |
| All Grades | 25.41 | 11.21 | 7.08 | 49.18 | 51.72 | 46.90 | 25.41 | 37.07 | 46.02 |

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 6 | 22.00 | 10.53 | 10.00 | 44.00 | 65.79 | 50.00 | 34.00 | 23.68 | 40.00 |
| Grade 7 | 40.63 | 8.11 | 2.56 | 43.75 | 72.97 | 66.67 | 15.63 | 18.92 | 30.77 |
| Grade 8 | 27.50 | 4.88 | 8.82 | 52.50 | 65.85 | 47.06 | 20.00 | 29.27 | 44.12 |
| All Grades | 28.69 | 7.76 | 7.08 | 46.72 | 68.10 | 54.87 | 24.59 | 24.14 | 38.05 |

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. 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. While we have seen improvements in this area, it continues to be the area of lowest performance for Santa Lucia.
3. When looking at districts across the state, Santa Lucia students continued to out perform their peers.

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 |
| 6 | 1552.6 | 1522.5 | 1510.6 | 1559.4 | 1511.1 | 1504.9 | 1545.4 | 1533.3 | 1515.8 | 17 | 17 | 17 |
| 7 | * | 1540.5 | * | * | 1545.5 | * | * | 1535.1 | * | 4 | 22 | 10 |
| 8 | * | 1570.1 | * | * | 1574.5 | * | * | 1565.2 | * | 5 | 11 | 10 |
| All Grades | | | | | | | | | | 26 | 50 | 37 |

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 |
| 6 | 29.41 | 12.50 | 0.00 | 64.71 | 37.50 | 41.18 | 5.88 | 43.75 | 58.82 | 0.00 | 6.25 | 0.00 | 17 | 16 | 17 |
| 7 | * | 18.18 | * | * | 36.36 | * | * | 31.82 | * | * | 13.64 | * | * | 22 | * |
| 8 | * | 27.27 | * | * | 63.64 | * | * | 9.09 | * | * | 0.00 | * | * | 11 | * |
| All Grades | 34.62 | 18.37 | 8.11 | 57.69 | 42.86 | 37.84 | 7.69 | 30.61 | 54.05 | 0.00 | 8.16 | 0.00 | 26 | 49 | 37 |

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.

| 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 |
| 6 | 58.82 | 12.50 | 11.76 | 41.18 | 56.25 | 76.47 | 0.00 | 25.00 | 5.88 | 0.00 | 6.25 | 5.88 | 17 | 16 | 17 |
| 7 | * | 27.27 | * | * | 45.45 | * | * | 22.73 | * | * | 4.55 | * | * | 22 | * |
| 8 | * | 54.55 | * | * | 45.45 | * | * | 0.00 | * | * | 0.00 | * | * | 11 | * |
| All Grades | 61.54 | 28.57 | 13.51 | 30.77 | 48.98 | 72.97 | 7.69 | 18.37 | 8.11 | 0.00 | 4.08 | 5.41 | 26 | 49 | 37 |

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 |
| 6 | 0.00 | 6.25 | 0.00 | 35.29 | 25.00 | 0.00 | 64.71 | 50.00 | 76.47 | 0.00 | 18.75 | 23.53 | 17 | 16 | 17 |
| 7 | * | 9.09 | * | * | 22.73 | * | * | 45.45 | * | * | 22.73 | * | * | 22 | * |
| 8 | * | 9.09 | * | * | 45.45 | * | * | 36.36 | * | * | 9.09 | * | * | 11 | * |
| All Grades | 3.85 | 8.16 | 0.00 | 42.31 | 28.57 | 16.22 | 53.85 | 44.90 | 67.57 | 0.00 | 18.37 | 16.22 | 26 | 49 | 37 |

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 |
| 6 | 11.76 | 20.00 | 0.00 | 88.24 | 60.00 | 100.00 | 0.00 | 20.00 | 0.00 | 17 | 15 | 17 |
| 7 | * | 18.18 | * | * | 59.09 | * | * | 22.73 | * | * | 22 | * |
| 8 | * | 18.18 | * | * | 81.82 | * | * | 0.00 | * | * | 11 | * |
| All Grades | 15.38 | 18.75 | 8.11 | 80.77 | 64.58 | 86.49 | 3.85 | 16.67 | 5.41 | 26 | 48 | 37 |

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 |
| 6 | 88.24 | 56.25 | 23.53 | 11.76 | 31.25 | 70.59 | 0.00 | 12.50 | 5.88 | 17 | 16 | 17 |
| 7 | * | 72.73 | * | * | 22.73 | * | * | 4.55 | * | * | 22 | * |
| 8 | * | 80.00 | * | * | 20.00 | * | * | 0.00 | * | * | 10 | * |
| All Grades | 84.62 | 68.75 | 32.43 | 15.38 | 25.00 | 62.16 | 0.00 | 6.25 | 5.41 | 26 | 48 | 37 |

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 |
| 6 | 0.00 | 12.50 | 0.00 | 64.71 | 43.75 | 35.29 | 35.29 | 43.75 | 64.71 | 17 | 16 | 17 |
| 7 | * | 13.64 | * | * | 45.45 | * | * | 40.91 | * | * | 22 | * |
| 8 | * | 45.45 | * | * | 27.27 | * | * | 27.27 | * | * | 11 | * |
| All Grades | 3.85 | 20.41 | 8.11 | 61.54 | 40.82 | 35.14 | 34.62 | 38.78 | 56.76 | 26 | 49 | 37 |

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 |
| 6 | 35.29 | 6.25 | 5.88 | 64.71 | 87.50 | 94.12 | 0.00 | 6.25 | 0.00 | 17 | 16 | 17 |
| 7 | * | 4.55 | * | * | 81.82 | * | * | 13.64 | * | * | 22 | * |
| 8 | * | 0.00 | * | * | 100.00 | * | * | 0.00 | * | * | 11 | * |
| All Grades | 23.08 | 4.08 | 5.41 | 76.92 | 87.76 | 91.89 | 0.00 | 8.16 | 2.70 | 26 | 49 | 37 |

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 ELPAC is a relatively new test for English Learner students in California. Thus far we only have two years of data to compare and no 2019/20 data (ELPAC testing was canceled during the 2019/20 school year due to campus closures related to COVID-19).
2. On the ELPAC, our students have been predominately assessing into the Somewhat/Moderately or Well Developed range.
3. Our English Learner students tested lowest in the Reading domain and highest in the Speaking domain

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: Santa Lucia Middle School Goal #1 |
| LEA GOAL: |
| Maximize Student Achievement (Literacy) |
| SCHOOL GOAL #1: |
| Increase ELA proficiency, having 55% of all students scoring in the "met or exceeded" standards level as measured by the CAASPP assessment. |
| Data Used to Form this Goal: |
| 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. |
| Findings from the Analysis of this Data: |
| During the 2021/2022 CAASPP assessment, 32% of all students tested in the "met or exceeded" standards levels in English Language Arts. (a 22% decrease from the previous year) |
| How the School will Evaluate the Progress of this Goal: |
| Students will be measured via grades, scores on interim assessments in ELA and ELD classes, CAASPP results, as well as through improvement on the ELPAC. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-----------|---|-------------------------|----------------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Full-time "Core" teachers will teach history, reading, and language to specific grade level, which means that they will have 3 periods to instruct in language. | 8/22-6/23 | District/School administration and teaching staff | Core Teaching | None Specified | None Specified | 0.00 |
| | | | | None Specified | None Specified | 0.00 |
| | | | | None Specified | None Specified | 0 |
| | | | | None Specified | None Specified | 0.00 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-----------|---|--------------------------------|--|---------------------------|---------|
| | | | Description | Type | Funding Source | Amount |
| We will have one full-time ELD teacher on campus. ELD Students will be scheduled into English classes according to needs. 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. | 8/22-6/23 | District/School administration and teaching staff | ELD Teaching Staff | 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 75,333 |
| | | | Bilingual Instructional Aide | 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 24,183 |
| All students will receive reading and writing intervention as determined by teacher recommendation, SST recommendation and performance on past CAASPP and other measures. Reading intervention curriculum may include English 3D, Read Naturally and SRA as tools, as well as small group instruction. | 8/22-6/23 | District/School administration and teaching staff | Special Ed Teaching Staff | | | 0 |
| | | | No Additional Cost to District | | | |
| School-wide writing program is implemented (Jane Schaffer Method) and will be utilized by all teachers in all subjects. | 8/22-6/23 | District/School administration and teaching staff | Jane Schaffer method | 0001-0999: Unrestricted: Locally Defined | School Wide Program (SWP) | 0.00 |
| Special Education students will receive support in special education and core support classes as well as push-in programs in the mainstream classes. | 8/22-6/23 | District/School administration and teaching staff | No additional cost to District | 5000-5999: Services And Other Operating Expenditures | General Fund | 0.00 |
| After-school Tutoring with credentialed teacher | 8/22-6/23 | District/School administration and teaching staff | No additional cost to District | 1000-1999: Certificated Personnel Salaries | ESSER III | 2500.00 |
| District-wide articulation and collaboration among teachers at elementary, middle, and high school. | 8/22-6/23 | District/School administration and teaching staff | No additional cost to District | | | 0 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-----------|---|---------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| All teachers 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. | 8/22-6/23 | District/School administration and teaching staff | NWEA costs included above | | | 0 |

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: Santa Lucia Middle School Goal #2 |
| LEA GOAL: |
| Maximize Student Achievement |
| SCHOOL GOAL #2: |
| Increase Mathematics performance by students, with 60% of all students scoring in the "met or exceeded" standards levels as measured by the CAASPP assessment. |
| Data Used to Form this Goal: |
| Math homework completion, course assessments, interim assessment results, iPass assessments (within the program), NWEA mathematics results, CAASPP results |
| Findings from the Analysis of this Data: |
| During the 2021/2022 school year 20% of students tested scored in the "met or exceeded" standards levels on the CAASPP assessment in mathematics. (a 10% decrease from the previous year) |
| How the School will Evaluate the Progress of this Goal: |
| 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 iLearn math program will be continued. Teachers monitor and adjust the math instruction given. | 8/22 - 6/23 | Santa Lucia administration and teaching staff | The iLearn math program | 4000-4999: Books And Supplies | LCFF - Supplemental | 4,500.00 |
| Provide training opportunities for teachers in the areas of College Preparatory Mathematics, Common Core Mathematics and standards of mathematical practice | 8/22-6/23 | District and school site administration, teaching staff | Math trainings | 5800: Professional/Consulting Services And Operating Expenditures | General Fund | 1,500.00 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-------------|---|---|-------------------------------|----------------|----------|
| | | | Description | Type | Funding Source | Amount |
| Teachers and staff will continue to provide support for students. All students have the opportunity for extra math help from fully credentialed teachers. | 8/22- 6/23 | School site administration, teaching staff | Scheduling/No additional cost to District | | | 0 |
| Utilizing NWEA data and other student data, schedule students strategically to provide support and enrichment in mathematics | 8/22 - 6/23 | School site administration, teaching staff | Scheduling/No additional cost to District. NWEA costs included in Goal 1. | | | 0 |
| College Preparatory Mathematics curriculum and materials, including Algebra and Geometry. | 8/22 - 6/23 | District and school site administration, teaching staff | College prep Math classes | 4000-4999: Books And Supplies | General Fund | 1,500.00 |
| We will be working with the high school to adopt a new Math curriculum in 6-12. | 8/22 - 6/23 | School administration and teaching staff | New Math Curriculum | None Specified | None Specified | |

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: Santa Lucia Middle School Goal #3 |
| LEA GOAL: |
| To advance students' college and career readiness |
| SCHOOL GOAL #3: |
| To advance students' college and career readiness using real world learning experiences. |
| Data Used to Form this Goal: |
| Teacher created questions and assessment activities, will be used at Santa Lucia to create semester interim assessments. Students will also participate in the NWEA testing in the areas of Language, Reading and Math. Student results on these assessments will be analyzed to improve instruction and address student needs. |
| Findings from the Analysis of this Data: |
| We have not had many career and college experiences, aside from exposure in AVID and some college field trips. |
| How the School will Evaluate the Progress of this Goal: |
| Input from students and parents about college and career goals, as well as performance on NWEA, CAASSP, and college and career assessments. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-------------|---|--------------------------|--------------------|---------------------|---------|
| | | | Description | Type | Funding Source | Amount |
| College field trips for all grade levels to Questa College, SLO, UCSB, and other local colleges. | 8/22 - 6/23 | District and school site administration | bus costs and tour costs | 0000: Unrestricted | LCFF - Supplemental | 1000.00 |
| Electives are taught teaching Audio/Visual, Product Development, Typing, and Agriculture. Students are exposed to some of the career pathways that exist at the high school. | 8/22 - 6/23 | School site administration and teaching staff | Elective classes | | | 0 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-----------|--|------------------------------------|----------------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Students will complete a career research topic in 8th grade and present it to others, utilizing Career Cruising program and other career resources. This project includes going through mock interviews and resume/cover letter writing. | 8/22-6/23 | District and school site administration and teaching staff | No additional cost to District | | | 0 |
| We will put together a Career Cafe, which will involve community members from various careers coming in to speak to students. | 8/22-6/23 | District and school site administration and teaching staff | No additional cost to the District | None Specified | None Specified | 0 |

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: Santa Lucia Middle School Goal #4 |
| LEA GOAL: |
| English Language Development/Maximize Student Achievement |
| SCHOOL GOAL #4: |
| To reclassify 10% of our ELD population each year |
| Data Used to Form this Goal: |
| ELPAC scores and student reclassification data |
| Findings from the Analysis of this Data: |
| We are finding a lot of Long-Term English Learners |
| How the School will Evaluate the Progress of this Goal: |
| We will track the number of ELD students reclassified from year to year. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-------------|---|--------------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Newcomers class and program and modified course work for "newcomer" students (level 1 on ELPAC), including Duo lingo and Read Naturally | 8/22- 6/23 | School site administration and teaching staff | No additional cost to District | | | 0 |
| Use of English 3D curriculum and additional teacher resources (writing and listening activities) to improve language | 8/22 - 6/23 | School site administration and teaching staff | No additional cost to District | | | 0 |

| 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. | 8/22 - 6/23 | School site administration and teaching staff | No additional cost to District | | | 0 |
| Students will understand the growth mindset philosophy and the importance of work completion. | 8/22- 6/23 | School site administration, teaching staff, and students | No additional cost to District | | | 0 |
| Administration will work to create a culture of hard work and achievement at the site. | 8/22 - 6/23 | School site administration and teaching staff | No additional cost to District | | | 0 |
| Maintain partnerships with County Behavioral Health, Friday Night Live and the Champions to provide programs for students both during and after school. | 8/22- 6/23 | District and school site administration | Champions | 5000-5999: Services And Other Operating Expenditures | After School and Education Safety (ASES) | 0 |
| | | | SLO County Behavioral Health | 5000-5999: Services And Other Operating Expenditures | Other | 22,500 |

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 |
| | | | | 4000-4999: Books And Supplies | General Fund | |
| | | | | 5000-5999: Services And Other Operating Expenditures | General Fund | |

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 |
| SCHOOL GOAL #1: |
| Increase ELA proficiency, having 55% 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 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. | 8/23 - 6/24 | District and school site administration, teaching staff | ELD teacher salaries and benefits | 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 75,333 |
| Bilingual Aide support for teacher/school staff and to help students who are determined as needing additional support or with newcomer status. | 8/23 - 6/24 | District and school site administration | Aide salary | 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 24,183 |
| | | | | None Specified | None Specified | |

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: |
| Increase Mathematics proficiency, with 35% 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 |
| Use of NWEA Testing during fall and winter to show growth | 8/22- 6/23 | School site administration and teaching staff | NWEA | 4000-4999: Books And Supplies | General Fund | |
| Students identified as needing additional math support will be scheduled into a second math period to allow for additional instruction. | 8/22 - 6/23 | School site administration and teaching staff | No additional cost to District | | | 0 |
| After school tutoring is provided | 8/22 - 6/23 | School site and district administration and teaching staff | tutoring money | 5000-5999: Services And Other Operating Expenditures | LCFF - Supplemental | 1,500.00 |
| District wide collaboration and articulation | | School Administration and teachers | No cost | None Specified | None Specified | |
| Higher Math class offerings | | School Administration and Teachers | No cost | None Specified | None Specified | |
| Special Education Students receive support from support class to support learning in the Gen Ed classroom | | School Administration and Teachers | No cost | None Specified | None Specified | |

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

| |
|--|
| SUBJECT: Centralized Services for Planned Improvements in Student Performance in College and Career Readiness |
| SCHOOL GOAL #3: |
| 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 |
| Offer more electives, including agriculture classes | 22/23 | School Administration | Master schedule | None Specified | None Specified | |
| Take students on college tours, including Questa, Cal Poly SLO and UCSB | 22/23 | School Administration and Teachers | College Tours | 0000: Unrestricted | Unrestricted | 800.00 |
| Career research project and presentation in 8th grade utilizing the Career Cruising program and other career resources. A mock interview and resume will be written as well. | 22/23 | School Administration and Teachers | Career Research | None Specified | None Specified | |
| Career Cafe: Community members come to speak to the students | 22/23 | School Administration and Teachers | Career fair for the students | None Specified | None Specified | |

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

| |
|--|
| SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Development |
| SCHOOL GOAL #4: |
| To reclassify at least 10% of our ELD population of students each year |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------|------------------------------------|-------------------------|--|----------------|---------|
| | | | Description | Type | Funding Source | Amount |
| Newcomers Class and program, including modified work using Read Naturally and Duolingo | 22/23 | School Administration and Teachers | Newcomers Class | 1000-1999: Certificated Personnel Salaries | 1027 | 15,000. |
| Use of English 3D curriculum, Read Naturally Curriculum, and additional teacher resources (writing and listening activities) to improve language skills | 22/23 | School Administration and Teachers | Curriculum | 4000-4999: Books And Supplies | | |
| Smaller class sizes and leveled classes for ELD students into 6th grade, and 7th/8th students split by ELPAC levels | 22/23 | School Teachers and Administration | | | | |

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 |
| After School and Education Safety (ASES) | 0.00 |
| ESSER III | 2,500.00 |
| General Fund | 3,000.00 |
| LCFF - Supplemental | 105,016.00 |
| None Specified | 0.00 |
| Other | 22,500.00 |
| School Wide Program (SWP) | 0.00 |

Summary of Expenditures in this Plan

Total Expenditures by Object Type

| Object Type | Total Expenditures |
|--|---------------------------|
| 0000: Unrestricted | 1,000.00 |
| 0001-0999: Unrestricted: Locally Defined | 0.00 |
| 1000-1999: Certificated Personnel Salaries | 77,833.00 |
| 2000-2999: Classified Personnel Salaries | 24,183.00 |
| 4000-4999: Books And Supplies | 6,000.00 |
| 5000-5999: Services And Other Operating Expenditures | 22,500.00 |
| 5800: Professional/Consulting Services And Operating | 1,500.00 |
| None Specified | 0.00 |

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 | After School and Education Safety (ASES) | 0.00 |
| 1000-1999: Certificated Personnel Salaries | ESSER III | 2,500.00 |
| 4000-4999: Books And Supplies | General Fund | 1,500.00 |
| 5000-5999: Services And Other Operating | General Fund | 0.00 |
| 5800: Professional/Consulting Services And | General Fund | 1,500.00 |
| 0000: Unrestricted | LCFF - Supplemental | 1,000.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 75,333.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 24,183.00 |
| 4000-4999: Books And Supplies | LCFF - Supplemental | 4,500.00 |
| None Specified | None Specified | 0.00 |
| 5000-5999: Services And Other Operating | Other | 22,500.00 |
| 0001-0999: Unrestricted: Locally Defined | School Wide Program (SWP) | 0.00 |

Summary of Expenditures in this Plan

Total Expenditures by Goal

| Goal Number | Total Expenditures |
|--------------------|---------------------------|
| Goal 1 | 102,016.00 |
| Goal 2 | 7,500.00 |
| Goal 3 | 1,000.00 |
| Goal 4 | 22,500.00 |
| 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 |
|---|-----------|-------------------|--------------------|----------------------------|--------------------|
| Dave Nygren | X | | | | |
| Monica Melendrez | | | X | X | |
| Emily Takahashi | | X | | | |
| Earline Null | | | | X | |
| Numbers of members of each category: | 1 | 2 | 1 | 3 | |

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 .

Attested:

David Nygren

Typed Name of School Principal

Signature of School Principal

Date

Heather Callier

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date