School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Santa Lucia Middle School	40-75465-6042980	09/10/25	

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Santa Lucia Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Santa Lucia Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

☒ Schoolwide Program

We are working on supporting our LCAP goals as a district, so our goals in this SPSA are to increase ELD/ELPAC achievement, to expand students' communication and critical thinking in literacy, to accelerate students' academic outcomes in mathematics, and to advance students' college and career readiness. All of our goals align with these four goals, and we are writing SMART goals this year to show that we are achieving our goals and making progress in them.

Educational Partner Involvement

How, when, and with whom did Santa Lucia Middle School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Educational Partner Engagement for SPSA

Coast Unified School District has a well-established process for securing meaningful engagement from educational partners. Because Coast Unified operates with a shared School Site Council (SSC) across all three schools, the engagement process applies to Cambria Grammar School, Santa Lucia Middle School, and Coast Union High School. The SPSA goals for each site are intentionally aligned with the CUSD LCAP goals, and therefore partner engagement is designed to address both SPSA and LCAP input.

The district consulted with teachers, administrators, other school personnel, certificated and classified bargaining unit members, parents, students, the District English Learner Advisory Committee (DELAC), PTA, SSC, and Special Education Local Plan Area (SELPA) staff prior to adopting the School Plan for Student Achievement (SPSA).

Comprehensive Needs Survey
The 2025–26 school year began with a districtwide Comprehensive Needs Survey distributed to every family, with nearly a 100% return rate. This survey provided valuable input about family needs both inside and outside of school, including priorities related to academic support, after-school programming, counseling, transportation, and parent engagement. The survey results directly informed the development of SPSA and LCAP goals and actions, ensuring that family voice guided the planning process from the outset.

School Site Council Meetings
The Shared School Site Council met on October 9, 2024; January 15, 2025; and May 14, 2025. Membership included administrators, certificated staff, classified staff, student representatives, and parents, including parents of students with disabilities. Meetings included review of site SPSA and district LCAP goals, actions, and services. Parents, staff, and students provided input through surveys and structured discussions.

DELAC and ELAC Engagement
The District English Learner Advisory Committee and site ELACs met on October 22, 2024; January 28, 2025; and April 15, 2025. Administrators, the Family Advocate, and parents of English Learners participated, with students contributing input at some meetings. Participants reviewed SPSA and LCAP goals, engaged in discussion, and completed needs assessment surveys.

Additional Parent Engagement

PTA at Cambria Grammar School met monthly throughout the year (August 2024 through May 2025). Principals provided reports that included SPSA/LCAP topics and collected parent feedback. Paper and digital surveys were also distributed.

LCAP Educational Partner/Public Forum (May 2025) and midyear site-level presentations (March–April 2025) provided additional opportunities for parents, staff, and community members to review progress and suggest revisions.

Immigration Information Forum (February 4, 2025) engaged over 80 parents and community members, many representing unduplicated pupil count families. Families advocated strongly for Champions, counseling, transportation, parent training, and continued access to the Family Advocate and translator services.

Educational Partner and Agency Engagement

Meetings with Jessica Thomas, Program Coordinator, Education Support Services, SLOCOE occurred throughout the year to address services for homeless and foster youth. Priorities raised included transportation and childcare at no cost for foster and homeless students.

CUSD/SELPA/SLOCOE Collaboration (April, 2025) brought together district and county representatives to discuss LCAP and SPSA services supporting students with disabilities and unduplicated youth.

CUSD Cabinet and Principal Meetings included review of Dashboard data, professional development needs, staffing, curriculum, and programs related to SPSA and LCAP goals.

Classified and Certificated Bargaining Units (CSEA and CTA) provided ongoing feedback during monthly staff meetings. Priorities identified included consistent and coherent professional development in ELD and math, additional supervision, and SEL counseling.

Board Engagement
The Board of Trustees received regular presentations on NWEA and student performance data, midyear SPSA/LCAP updates, and the public hearing on the 2025 LCAP. The student board member actively participated in these discussions, ensuring student voice was included in SPSA/LCAP development.

Use of Input
This comprehensive engagement process—including the initial family survey, SSC, DELAC/ELAC, PTA, public forums, bargaining units, and interagency collaboration—directly informed the development, monitoring, and revision of SPSA goals, actions, and services at all three schools. Because SPSA and LCAP goals are intentionally aligned, partner input is applied consistently across both plans, ensuring coherence, transparency, and responsiveness to the needs of all Coast Unified students and families.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Not at this time

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

SLMS:
The California Dashboard information for 2024 (the most recent information) presents a thorough picture of many elements of Coast Unified School District (CUSD). The CA Dashboard uses a color scale to measure performance on state indicators from low to high (red, orange, yellow, green, blue) with blue being the most positive outcome. The performance indicator uses student data and growth measures to determine the colors indicated for each indicator. It is

important to note that with our district being small, there are many areas where school sites or specific student groups receive NO PERFORMANCE COLOR or rating due to the sample size being too small.

What are the state indicators? State indicators are based on data collected consistently across the state from LEAs through the California Longitudinal Pupil Achievement Data System (CALPADS) and testing vendors. The state indicators are:
* Academic - English language arts/literacy assessments
* Academic - Mathematics assessments
* English Learner Progress
* Chronic Absenteeism
* Graduation Rate
* Suspension Rate
* College/Career

As a whole district (CUSD), here is how we performed on the indicators:
* Academic - English language arts/literacy assessments - ORANGE
* Academic - Mathematics assessments - ORANGE
* English Learner Progress - BLUE
* Chronic Absenteeism - YELLOW
* Graduation Rate - BLUE
* Suspension Rate - ORANGE (Actions in the LCAP address this)
* College/Career - GREEN

As a school, Santa Lucia Middle School (SLMS), here is how we performed on the indicators:
* Academic - English language arts/literacy assessments - GREEN (Actions in the SPSA address this due to the disparity of performance between demographic groups - English Learners are ORANGE)
* Academic - Mathematics assessments - YELLOW
* English Learner Progress - Orange (Actions in the SPSA address this.)
* Chronic Absenteeism - YELLOW
* Suspension Rate - ORANGE (Actions in the SPSA address this)

Some interesting elements regarding CUSD's performance indicates there are equity elements regarding student performance we address through goals and actions in this SPSA. For example, for Academic - English language arts/literacy assessments, these student groups are RED: English Learners, Homeless and Students with Disabilities. ORANGE: Hispanic, Long Term English Learners, and Socioeconomically Disadvantaged Students. White students in CUSD performed in the GREEN range. The disparity for math was similar but not so disparate: RED: Students with disabilities; ORANGE: English Learners, Hispanic, Homeless, Socioeconomically disadvantaged students, and Long term English Learners; YELLOW: White students. CGS has similar disparities, but our student groups are so small that the CA Dashboard does not have student data for all demographic groups for comparison. Fr example, white students do not have a CA Dashboard indicator for ELA nor Math performance.

While there has been work done on promoting language skills for SLMS students, this 25-26 SPSA brings in targeted resources and specific actions to better address the learning needs for all students in ELA and Math, especially since English Learners were at the ORANGE level for ELA and RED for MATH according to the 2024 CA Dashboard.

An area for which specific Actions in this SPSA continue to be written is Chronic Absenteeism. Fortunately, actions and activities put in place in 2023-2024 and 2024-25 have already led to huge improvements in attendance. As of March, 2025, the chronic absenteeism rate for K-8 was less than 12% for CUSD which is far better than the 23.4% chronic absenteeism rate for 2022-23. District actions that have contributed to this improvement (that will continue) are proactive and specific parent communication about the importance of attendance at Back to School Night, Parent Conferences, SSC, LCAP Forums, and DELAC. Parent communication through attendance letters and Parentsquare is done regularly and promptly when we notice attendance issues starting.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

For ELA Performance, ALL students performed at GREEN whereas English Learners performed at ORANGE. For MATH Performance, ALL students performed at YELLOW whereas English Learners performed at RED.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

We use NWEA assessments as an internal assessment, in addiiton to all normal data that is collected and used.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Santa Lucia Middle School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0%	%	0.89%	0		1
African American	0%	%	%	0		
Asian	1.65%	1.63%	0.89%	2	2	1
Filipino	0%	%	%	0		
Hispanic/Latino	75.21%	73.17%	75.89%	91	90	85
Pacific Islander	0%	%	%	0		
White	21.49%	21.95%	18.75%	26	27	21
Two or More Races	1.65%	3.25%	3.57%	2	4	4
Not Reported	0%	%	%	0		
			Total Enrollment	121	123	112

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 6	43	40	
Grade 7	40	45	
Grade 8	38	38	
Total Enrollment	121	123	

Conclusions based on this data:

1. Our hispanic and latino poplation remains our largest student group at this time, even though the percentage fluctuates a bit from year to year, the number of students virtually stays the same.
2. We average about 30 students per grade level.
3. White students make up the second largest group of students, but it is significantly smaller than the hispanic/latino population.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	22-23	**23-24**	**24-25**	**22-23**	**23-24**	**24-25**
English Learners	45	43	36	37.2%	35.0%	32.1%
Fluent English Proficient (FEP)	45	43	45	37.2%	35.0%	40.2%

Conclusions based on this data:

1. We reclassify about a third of our population as RFEP each year for the past several years which end up reducing our overall EL population.
2. Our RFEP group is growing as students are reclassified, including 12 this year.
3. Between a third and and a half of our student population are English Learners.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	43	39	27	43	37	26	43	37	26	100.0	94.9	96.3
Grade 7	40	46	35	38	43	35	38	43	35	95.0	93.5	100
Grade 8	39	38	47	39	37	45	39	37	45	100.0	97.4	95.7
All Grades	122	123	109	120	117	106	120	117	106	98.4	95.1	97.2

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2502.	2508.	2505.	11.63	13.51	11.54	25.58	24.32	19.23	32.56	29.73	42.31	30.23	32.43	26.92
Grade 7	2553.	2550.	2537.	26.32	18.60	8.57	15.79	27.91	31.43	34.21	27.91	25.71	23.68	25.58	34.29
Grade 8	2542.	2571.	2572.	15.38	18.92	24.44	28.21	32.43	22.22	23.08	18.92	33.33	33.33	29.73	20.00
All Grades	N/A	N/A	N/A	17.50	17.09	16.04	23.33	28.21	24.53	30.00	25.64	33.02	29.17	29.06	26.42

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	9.30	13.51	*	51.16	45.95	*	39.53	40.54	*
Grade 7	26.32	16.28	20.00	63.16	55.81	45.71	10.53	27.91	34.29
Grade 8	23.08	18.92	17.78	46.15	48.65	55.56	30.77	32.43	26.67
All Grades	19.17	16.24	17.92	53.33	50.43	50.00	27.50	33.33	32.08

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	11.63	8.11	*	55.81	64.86	*	32.56	27.03	*
Grade 7	24.32	30.23	8.57	43.24	44.19	68.57	32.43	25.58	22.86
Grade 8	5.13	10.81	17.78	56.41	70.27	57.78	38.46	18.92	24.44
All Grades	13.45	17.09	13.21	52.10	58.97	59.43	34.45	23.93	27.36

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	25.58	10.81	*	60.47	81.08	*	13.95	8.11	*
Grade 7	15.79	11.63	8.57	71.05	83.72	71.43	13.16	4.65	20.00
Grade 8	17.95	27.03	15.56	64.10	62.16	71.11	17.95	10.81	13.33
All Grades	20.00	16.24	11.32	65.00	76.07	74.53	15.00	7.69	14.15

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	20.93	18.92	*	67.44	67.57	*	11.63	13.51	*
Grade 7	18.42	27.91	28.57	60.53	60.47	57.14	21.05	11.63	14.29
Grade 8	15.38	27.03	35.56	69.23	64.86	48.89	15.38	8.11	15.56
All Grades	18.33	24.79	27.36	65.83	64.10	57.55	15.83	11.11	15.09

Conclusions based on this data:

1. We do a great job of assessing almost all of our students using the CAASPP.
2. Overall ELA performance is improving and is almost at the state average, while Math is still significantly lower.
3. Listening has dropped overall so we need to focus on strategies to improve their performance.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	43	39	27	43	37	26	43	37	26	100.0	94.9	96.3
Grade 7	41	46	35	38	43	35	38	43	35	92.7	93.5	100
Grade 8	39	38	47	39	37	45	39	37	45	100.0	97.4	95.7
All Grades	123	123	109	120	117	106	120	117	106	97.6	95.1	97.2

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2504.	2504.	2514.	20.93	10.81	15.38	16.28	10.81	26.92	18.60	43.24	15.38	44.19	35.14	42.31
Grade 7	2512.	2516.	2511.	15.79	11.63	11.43	10.53	23.26	11.43	31.58	25.58	31.43	42.11	39.53	45.71
Grade 8	2487.	2519.	2526.	5.13	16.22	22.22	20.51	10.81	2.22	12.82	13.51	20.00	61.54	59.46	55.56
Grade 11															
All Grades	N/A	N/A	N/A	14.17	12.82	16.98	15.83	15.38	11.32	20.83	27.35	22.64	49.17	44.44	49.06

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	16.28	10.81	*	41.86	59.46	*	41.86	29.73	*
Grade 7	21.05	13.95	17.14	31.58	44.19	40.00	47.37	41.86	42.86
Grade 8	7.69	13.51	17.78	43.59	37.84	37.78	48.72	48.65	44.44
Grade 11									
All Grades	15.00	12.82	20.75	39.17	47.01	38.68	45.83	40.17	40.57

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	13.95	10.81	*	44.19	62.16	*	41.86	27.03	*
Grade 7	10.53	13.95	14.29	44.74	48.84	45.71	44.74	37.21	40.00
Grade 8	10.26	13.51	20.00	43.59	51.35	44.44	46.15	35.14	35.56
All Grades	11.67	12.82	16.04	44.17	53.85	46.23	44.17	33.33	37.74

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	13.95	8.11	*	58.14	62.16	*	27.91	29.73	*
Grade 7	10.53	18.60	11.43	71.05	55.81	65.71	18.42	25.58	22.86
Grade 8	5.13	16.22	20.00	58.97	45.95	46.67	35.90	37.84	33.33
All Grades	10.00	14.53	15.09	62.50	54.70	54.72	27.50	30.77	30.19

Conclusions based on this data:

1. We are assessing most of our students in Mathematics.
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 remains the area of lowest performance for Santa Lucia, but it has grown.
3. When looking at districts across the state, Santa Lucia students are performing closer to their peers.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	1492.8	1533.9	*	1517.9	1527.2	*	1467.4	1540.1	*	15	17	8
7	1557.1	1546.1	1550.9	1553.9	1566.2	1545.8	1559.8	1525.3	1555.6	13	15	14
8	*	1589.9	1515.5	*	1588.0	1503.0	*	1591.4	1527.3	8	12	13
All Grades										36	44	35

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	20.00	23.53	*	26.67	47.06	*	40.00	29.41	*	13.33	0.00	*	15	17	*
7	15.38	33.33	42.86	69.23	33.33	21.43	15.38	13.33	28.57	0.00	20.00	7.14	13	15	14
8	*	41.67	15.38	*	58.33	30.77	*	0.00	23.08	*	0.00	30.77	*	12	13
All Grades	16.67	31.82	22.86	50.00	45.45	31.43	25.00	15.91	25.71	8.33	6.82	20.00	36	44	35

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	40.00	35.29	*	40.00	52.94	*	6.67	11.76	*	13.33	0.00	*	15	17	*
7	46.15	60.00	42.86	53.85	20.00	42.86	0.00	6.67	7.14	0.00	13.33	7.14	13	15	14
8	*	50.00	15.38	*	41.67	46.15	*	8.33	7.69	*	0.00	30.77	*	12	13
All Grades	38.89	47.73	25.71	50.00	38.64	45.71	2.78	9.09	11.43	8.33	4.55	17.14	36	44	35

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	0.00	11.76	*	20.00	23.53	*	33.33	47.06	*	46.67	17.65	*	15	17	*
7	0.00	6.67	21.43	76.92	26.67	35.71	23.08	40.00	28.57	0.00	26.67	14.29	13	15	14
8	*	25.00	7.69	*	41.67	23.08	*	33.33	15.38	*	0.00	53.85	*	12	13
All Grades	2.78	13.64	11.43	47.22	29.55	28.57	27.78	40.91	25.71	22.22	15.91	34.29	36	44	35

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	26.67	11.76	*	60.00	82.35	*	13.33	5.88	*	15	17	*
7	7.69	20.00	14.29	84.62	66.67	57.14	7.69	13.33	28.57	13	15	14
8	*	33.33	15.38	*	66.67	61.54	*	0.00	23.08	*	12	13
All Grades	13.89	20.45	11.43	75.00	72.73	62.86	11.11	6.82	25.71	36	44	35

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	66.67	64.71	*	20.00	35.29	*	13.33	0.00	*	15	17	*
7	84.62	73.33	85.71	15.38	13.33	7.14	0.00	13.33	7.14	13	15	14
8	*	66.67	46.15	*	33.33	15.38	*	0.00	38.46	*	12	13
All Grades	72.22	68.18	62.86	19.44	27.27	17.14	8.33	4.55	20.00	36	44	35

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	0.00	5.88	*	33.33	52.94	*	66.67	41.18	*	15	17	*
7	0.00	13.33	21.43	76.92	40.00	42.86	23.08	46.67	35.71	13	15	14
8	*	41.67	7.69	*	41.67	46.15	*	16.67	46.15	*	12	13
All Grades	2.78	18.18	11.43	55.56	45.45	42.86	41.67	36.36	45.71	36	44	35

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	6.67	23.53	*	73.33	76.47	*	20.00	0.00	*	15	17	*
7	15.38	13.33	21.43	84.62	73.33	71.43	0.00	13.33	7.14	13	15	14
8	*	16.67	0.00	*	83.33	69.23	*	0.00	30.77	*	12	13
All Grades	8.33	18.18	11.43	80.56	77.27	71.43	11.11	4.55	17.14	36	44	35

Conclusions based on this data:

1. Our student performance overall on the ELPAC has improved steadily year after year.
2. On the ELPAC, our students have been predominately assessing into the Somewhat/Moderately or Well Developed range.
3. We are implementing Integrated ELD Strategies with an adopted curriculum to make sure that we are consistent across the grade levels and subjects.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
112	**87.5%**	**32.1%**	**0.0%**
Total Number of Students enrolled in Santa Lucia Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	36	32.1%
Foster Youth	0	0.0%
Homeless	29	25.9%
Socioeconomically Disadvantaged	98	87.5%
Students with Disabilities	15	13.4%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	0	0.0%
American Indian	1	0.9%
Asian	1	0.9%
Filipino	0	0.0%
Hispanic	85	75.9%
Two or More Races	4	3.6%
Pacific Islander	0	0.0%
White	21	18.8%

Conclusions based on this data:

1. Our socioeconomically disadvantaged population is very high, even higher than the county and state averages.

2. Our homeless problem is concerning but it supported by our PEI resources.

3. Our students with disabilities population is growing and is above the state average percentages.

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Yellow	**Suspension Rate** Green
Mathematics Orange		
English Learner Progress Red		

Conclusions based on this data:

1. We are making improvements in our ELA, Math, and Chronic absenteeism indicators as defined by the astate.
2. Our suspension is in the green now; we only suspend as necessary for things like tobacco, drugs, and fights.
3. Our English Learner progression is our top indicator, which is the focus of our PD this year.

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Orange	Yellow	No Performance Color
9.1 points below standard	49 points below standard	72.1 points below standard
Declined 4.2 points	Increased 3.2 points	Increased 10 points
105 Students	69 Students	21 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
0 Students	56.2 points below standard	21.7 points below standard
	Declined 6.2 points	Declined 4.9 points
	28 Students	92 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
128.8 points below standard	0 Students	Fewer than 11 students - No Data for Privacy
Declined 29 points		1 Student
17 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	0 Students	29 points below standard
1 Student		Maintained 0.9 points
		83 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	45 points above standard
4 Students		Declined 31.2 points
		18 Students

Conclusions based on this data:

1. Some subgroups have increased in their ELA performance. (White, Hispanic, Socioeconomically Disadvantaged, Homeless, LTELS, ALL)
2. Our hispanic subgroup has grown the most out of any of the other subgroups.
3. English Learners and Students with Disabilities decreased their ELA performance overall, which are the populations that we are working on improving our instructional delivery.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Yellow	No Performance Color
52.5 points below standard	92.3 points below standard	129.4 points below standard
Maintained 0.7 points	Increased 8.1 points	Declined 11.7 points
105 Students	69 Students	21 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
0 Students	84.1 points below standard	66.2 points below standard
	Maintained 1.3 points	Maintained -1.2 points
	28 Students	92 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
179.6 points below standard	0 Students	Fewer than 11 students - No Data for Privacy
Declined 40.6 points		1 Student
17 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	0 Students	70.1 points below standard
1 Student		Increased 8.2 points
		83 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	10.8 points below standard
4 Students		Declined 28.6 points
		18 Students

Conclusions based on this data:

1. Our English Learners are not performing as well as other subgroups in Mathematics.
2. Our English Learner subgroup needs to be supported in Math and we are providing professional development for all teachers (math included) on integrated strategies.
3. Our socioeconomically disadvantaged students are performing as well as the overall student group.

School and Student Performance Data

Academic Performance
Science

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	2	0

This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	No Performance Color	No Performance Color
57.8 science points	47.3 science points	Fewer than 11 students - No Data for Privacy
Increased 3.5 points	Increased 3.9 points	7 Students
44 Students	28 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
0 Students	40.4 science points	55.6 science points
	13 Students	Increased 4.6 points
		40 Students

Students with Disabilities	African American	American Indian
No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	No Performance Color 0 Students	No Performance Color 0 Students
Asian	**Filipino**	**Hispanic**
No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color 0 Students	Green 53 science points Increased 2.9 points 36 Students
Two or More Races	**Pacific Islander**	**White**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 7 Students

Conclusions based on this data:

1. We are performing above the state averages for Science.
2. We grew overall in our Science performance this year.
3. English Learners also improved as a subgroup.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Red	No Performance Color
43.8 making progress.	54.5 making progress.
Number Students: 32 Students	Number Students: 22 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
22.6%	35.5%	6.5%	35.5%

Conclusions based on this data:

1. The majority of EL students are progressing at least one level.
2. A smaller percentage of students have decreased one level in the ELPAC.
3. 35.5% of our students maintained their ELPAC level.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Yellow	Orange	No Performance Color
13.8% Chronically Absent	13.2% Chronically Absent	17.4% Chronically Absent
Declined 1.7	Maintained 0.2	Increased 3.6
116 Students	38 Students	23 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
0 Students	6.7% Chronically Absent	14.9% Chronically Absent
	Declined 11.9	Increased 0.6
	30 Students	101 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
20% Chronically Absent	0 Students	Fewer than 11 students - No Data for Privacy
Declined 3.1		1 Student
20 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	0 Students	9.1% Chronically Absent
1 Student		Increased 1.6
		88 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	31.8% Chronically Absent
4 Students		Declined 6.1
		22 Students

Conclusions based on this data:

1. Our chronic absenteeism has decreased across all subgroups over the last few years.
2. We have 2 groups in the Orange that need to be addressed.
3. Students with disabilities decreased the most of any subgroup.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	1	2	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	Yellow	No Performance Color
5.9% suspended at least one day	10.5% suspended at least one day	13% suspended at least one day
Declined 5.5%	Declined 8%	Declined 0.7%
118 Students	38 Students	23 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
0 Students	13.3% suspended at least one day	6.9% suspended at least one day
	Declined 4.5%	Declined 6.4%
	30 Students	102 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
15% suspended at least one day	0 Students	Fewer than 11 students - No Data for Privacy
Declined 6.4%		1 Student
20 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Green
Fewer than 11 students - No Data for Privacy	0 Students	8% suspended at least one day
1 Student		Declined 4.5%
		88 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	0% suspended at least one day
4 Students		Declined 10.3%
		24 Students

Conclusions based on this data:

1. All of our groups that have significant data have declined in the suspension rate.
2. We are now in the Green and Yellow instead of Orange and Red.
3. Our Students with Disabilities subgroup has the largest suspension rate. ELs and Homeless students have a high suspension rate as well.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Santa Lucia Middle 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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

To expand students' communication and critical thinking skills in Literacy

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our ELA scores on the CAASPP are slightly below the state average and the pre-pandemic scores and based on the dashboard, we need to be making progress with our hispanic, EL, SED, and Students with disabilities populations. We are working on using our newly adopted curriculum to provide great first instruction and interventions for all students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA-Meets and Exceeds data for 24-25	ALL STUDENTS 40.6% (prelim data)	CAASPP ELA Meets and Exceeds data for 25-26 would be 50% or greater
CA State Dashboard data	ALL STUDENTS 25.5 % below standard (prelim data)	ALL STUDENTS cut to 10% or less
ELPI Rates (English Learner Progress Indicator)	SLMS: ALL STUDENTS ORANGE (2024 data)	SLMS: ALL STUDENTS GREEN or BLUE
EL Reclassification Rate	22 % of EL students Reclassified 23-24	30% of EL students Reclassified in 24-25

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	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.	All students	139,216.73 General Fund 1000-1999: Certificated Personnel Salaries Core Teaching 31,797.10 General Fund 3000-3999: Employee Benefits Core Teaching

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			0 None Specified None Specified 0.00 None Specified None Specified
1.2	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.	EL students	56,076.00 General Fund 1000-1999: Certificated Personnel Salaries ELD Teacher 22,044.56 General Fund 3000-3999: Employee Benefits ELD Teacher 15,392.40 General Fund 2000-2999: Classified Personnel Salaries Bilingual Instructional Aide 14,021.65 General Fund 3000-3999: Employee Benefits Bilingual Instructional Aide
1.3	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 Accelerated Reader as tools, as well as small group instruction.	All students	12,315.11 General Fund 4000-4999: Books And Supplies
1.4	School-wide writing program is implemented (Jane Schafer Method) and will be utilized by all teachers in all subjects.	All students	3,500.00 School Wide Program (SWP) 0001-0999: Unrestricted: Locally Defined Jane Schaffer method
1.5	Special Education students will receive support in special education and core support classes as well as push-in programs in the mainstream classes.	Special Education students	57,351.94 General Fund 1000-1999: Certificated Personnel Salaries Special Education Staff 15,416.20 General Fund 3000-3999: Employee Benefits Special Education Staff

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.6	After-school Tutoring with credentialed teacher	All students	2500.00 Extended Learning Opportunity 1000-1999: Certificated Personnel Salaries
1.7	District-wide articulation and collaboration among teachers at elementary, middle, and high school.	All students	0.00 None Specified None Specified No additional cost to District
1.8	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.	All students	7,451.00 General Fund 4000-4999: Books And Supplies NWEA

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

We have experienced growth in areas of this goal over the past several years, using the schoolwide novels, Accelerated Reader Goals and our Battle of the Books competition to name a few of our programs. We offer after school tutoring 2 days a week, use root word instruction in all ELA classes, use vertical articulation three times a year, and we have a full-time ELD teacher throughout the day. We are incorporating an integrated language strategy goal for all teachers district-wide for 25-26, and we are looking for best ELA instructional activities as a staff. Our district is implementing ELD professional development monthly for all staff in 25-26 and we will are using our newly adopted ELD program, English 3D. We are offering CAASPP and NWEA and EL reclassification rewards activities throughout the year. Overall, we have seen our test scores improve steadily for many students due to the program in place so we are adding more strategies to continue pushing us forward.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There is no major difference between intended implementation and expenditures to meet our goals today.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We have added the EL professional development for all staff this year, a new ELD (English 3D) curriculum and training, analysis of data and intervention development, an EL rewards trip, ELPAC data chats with students, and after school tutoring and they can all be found in the section above.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Santa Lucia Middle School Goal #2
To maximize the number of students scoring proficient or above in Mathematics performance standards levels as measured by the CAASPP assessment as our goal is to have 40% meet or exceed expectations next year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

To accelerate students' academic outcomes in Mathematics

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our Mathematics scores on the CAASPP are below the state average and the pre-pandemic scores and based on the dashboard, we need to be making progress with our hispanic, EL, SED, and Students with disabilities populations.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Mathematics data	ALL STUDENTS Meets or Exceeds Standards 27.4% in 24-25 (prelim data)	ALL STUDENTS Meets or Exceeds Standards 35% or better in 25-26
CA State Dashboard Mathematics Data	Yellow in Mathematics during 23-24	Green or Blue in Mathematics during 25-26

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Math intervention: The iLearn math program will be continued. Teachers monitor and adjust the math instruction given.	All students	4,325.00 General Fund 4000-4999: Books And Supplies The iLearn math program
2.2	Provide training opportunities for teachers in the areas of College Preparatory Mathematics, Common Core Mathematics, Integrated Language Strategies, and standards of mathematical practice	All students	1,375.00 General Fund 5800: Professional/Consulting Services And Operating Expenditures Math trainings
2.3	Teachers and staff will continue to provide support for students. All students have the opportunity for extra math help from fully credentialed teachers during after school tutoring.	All students	27,590.13 General Fund 1000-1999: Certificated Personnel Salaries Math Support

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			8,941.46 General Fund 3000-3999: Employee Benefits Math Support
2.4	Utilizing NWEA data and other student data, schedule students strategically to provide support and enrichment in mathematics	All sutdents	1,500.00 General Fund 4000-4999: Books And Supplies NWEA
2.5	College Preparatory Mathematics curriculum and materials, including Algebra and Geometry.	All students	3,400.00 General Fund 4000-4999: Books And Supplies College prep Math classes
2.6	We adopted a Math curriculum in 6-12 called Saavas and the teachers and students are working with the new materials.	All students	60,000.00 General Fund 4000-4999: Books And Supplies Savvas Math Curriculum
2.7	Math department chair will attend county Math meetings	All students	0.00 General Fund 1000-1999: Certificated Personnel Salaries Cost included in 2.2
2.8	Seeking new Math support with bliingual aide supporting 8th grade EL Math class	EL students	0.00 General Fund 2000-2999: Classified Personnel Salaries Cost included in Goal 1

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

We have experienced growth in this goal in some areas over the past several years, using the iLearn, Reflex, and Frax programs. We offer after school tutoring 2 days a week, we have a competitive Math Counts team, offer Algebra and Geometry for students who excel in Math. We offer Math support and a homeroom class during the day. We are looking for new opportunities for Math professional development and growth. We are offering CAASPP and NWEA and EL reclassification rewards activities throughout the year. Overall, we have seen our test scores improve steadily each year due to the program in place so we are adding more strategies to continue pushing us forward.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None at this time.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Our Math department chair will be attending 3 county-wide meetings with Math leaders to learn of new strategies and instructional models, and will be looking for new Professional Development to attend throughout the year including district-wide Integrated Language Strategies in all subject areas for 25-26. We are looking to approve and hire a .5 Bilingual Instructional aide to give support during all periods of the day for the EL students, and all of these change can be found above in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Santa Lucia Middle School Goal #3
To advance students' college and career readiness through engaging, rigorous, and well-rounded real world experiences.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

To advance students' college and career readiness

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our college and career indicators are all pretty good, but we want to make sure that we are always innovating and doing more to change with the changing job market and college acceptance challenges. Our EL, hispanic, students with disabilities, and socioeconomically disadvantaged students are underperforming the rest of the student subgroups.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	Orange on CA Dashboard for 2024	Yellow or better on CA Dashboard for 2025 and 2026
Chronic Absenteeism Rate	Yellow on CA Dashboard for 2024	Green or better on CA Dashboard for 2025 and 2026
CAST (CA Science Test Meets / Exceeds %)	32.43% of students (8th grade) met or exceeded standards in 23-24	36% of students (8th grade) met or exceeded standards in 24-25
Percentage of students in Career electives	92% of students in Robotics, Digital Media, Business Computing, or Product Development during 23-24	95% of students in Career electives in 24-25
Percentage of students taking Mariachi After School	16% of students in Mariachi after-school music with instruments in 24-25	20% of students will join Mariachi in 25-26

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	College field trips for all grade levels to Questa College, SLO, UCSB, and other local colleges.	All students	1000.00 LCFF 5800: Professional/Consulting Services And Operating Expenditures Bus and Tour Costs
3.2	Electives are taught teaching Digital Medica, Product Development, Robotics, Typing, and Art.	All students	112,152.00 General Fund

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Students are exposed to some of the career pathways that exist at the high school.		1000-1999: Certificated Personnel Salaries Elective Classes 34,852.32 General Fund 3000-3999: Employee Benefits Elective Classes
3.3	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.	8th grade stduents	0.00 None Specified None Specified No additional cost to District
3.4	We will put together a Career Cafe, which will involve community members from various careers coming in to speak to students.	All students	0.00 None Specified None Specified No additional cost to the District
3.5	One Cool Earth has established a gardening club every Wednesday and we will be putting some resources to improve our garden.	All students	5,500.00 Unrestricted 5800: Professional/Consulting Services And Operating Expenditures Cost of Program
3.6	Mariachi Band instruction using the CCC grant and Art funds will allow for students exposure to pursue careers in music.	All students	9,000.00 Donations 5800: Professional/Consulting Services And Operating Expenditures MOU with Mariachi Instructor

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

We have had a variety of college and career offerings at our school in the area of elective classes, with Leadership and Art classes, but we added a full-time elective teacher last year so we added Robotics. business computing, digital media, and product development. We have added music this year as well as Mariachi classes so we feel that we are offfering more than ever. We will look at our dashboard indicators to see if they are improving.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None at this time

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We are offering the Gardening Club through One Cool Earth and they are coming weekly during lunch to show the students who to grow their own food, which can expose them to careers in agriculture. We have extended our Art

offerings as well, with 3 periods of Art. We are adding college field trips for each grade level, as well as some field trips to businesses in the tech field.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$646,718.60
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
School Wide Program (SWP)	$3,500.00

Subtotal of additional federal funds included for this school: $3,500.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
Donations	$9,000.00
Extended Learning Opportunity	$2,500.00
General Fund	$625,218.60
LCFF	$1,000.00
None Specified	$0.00
Unrestricted	$5,500.00

Subtotal of state or local funds included for this school: $643,218.60

Total of federal, state, and/or local funds for this school: $646,718.60

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
Donations	9,000.00
Extended Learning Opportunity	2,500.00
General Fund	625,218.60
LCFF	1,000.00
None Specified	0.00
School Wide Program (SWP)	3,500.00
Unrestricted	5,500.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	3,500.00
1000-1999: Certificated Personnel Salaries	394,886.80
2000-2999: Classified Personnel Salaries	15,392.40
3000-3999: Employee Benefits	127,073.29
4000-4999: Books And Supplies	88,991.11
5800: Professional/Consulting Services And Operating Expenditures	16,875.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5800: Professional/Consulting Services And Operating Expenditures	Donations	9,000.00
1000-1999: Certificated Personnel Salaries	Extended Learning Opportunity	2,500.00
1000-1999: Certificated Personnel Salaries	General Fund	392,386.80

2000-2999: Classified Personnel Salaries	General Fund	15,392.40
3000-3999: Employee Benefits	General Fund	127,073.29
4000-4999: Books And Supplies	General Fund	88,991.11
5800: Professional/Consulting Services And Operating Expenditures	General Fund	1,375.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	1,000.00
None Specified	None Specified	0.00
0001-0999: Unrestricted: Locally Defined	School Wide Program (SWP)	3,500.00
5800: Professional/Consulting Services And Operating Expenditures	Unrestricted	5,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	377,082.69
Goal 2	107,131.59
Goal 3	162,504.32

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:

1 School Principal

2 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

2 Secondary Students

Name of Members	Role
Dave Nygren	Principal
Alisha Enns - SSC Chair	Parent or Community Member
Sunny Bivin - SSC Co-Chair	Classroom Teacher
Alondra Bustillos - SSC Secretary	Other School Staff
Whit Donaldson	Classroom Teacher
	Classroom Teacher
	Parent or Community Member
	Parent or Community Member
	Secondary Student
	Secondary Student

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 expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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.

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.

This SPSA was adopted by the SSC at a public meeting on 10/9/2024.

Attested:

Principal, David Nygren on 10/9/2024

SSC Chairperson, Alisha Enns on 10/9/2024

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023