

The Single Plan for Student Achievement

School: Central Coast New Tech High School
CDS Code: 40-68759-0125328
District: Lucia Mar Unified School District
Principal: Christian Holst
Revision Date: October 25th, 2017

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

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

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The District Governing Board approved this revision of the SPSA on November 15, 2016.

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School Vision and Mission

Central Coast New Tech High School's Vision and Mission Statements

The mission of Central Coast New Tech High School is to provide an engaging, challenging and inspiring environment through which our students become empowered to attain their full potential as a successfully contributing member of our 21st century society. Through the focused effort of the students, staff, parents and community, students will use 21st century skills and project based learning to assess, innovate, and contribute to the advancement of our ever changing world.

The vision of Central Coast New Tech High School is Igniting creativity. Empowering through authenticity. Learning for the 21st century.

School Profile

Central Coast New Tech High School was established in the fall of 2012. The school is in the south eastern section of Nipomo High School, located at 525 N. Thompson Road, Nipomo Ca. The development of the school was a multi-year process in which teams of administrators, teachers, community and school board members visiting various New Tech schools around the country. Through the effort of district and school personnel, along with support from the Lucia Mar Foundation for Innovation as well as school board approval, the development of the school culminated in a ribbon cutting event on 8/9/12 and the opening of its doors to students on 8/16/12.

Central Coast New Tech High School draws students from throughout the entire district, including the three middle schools, including students previously attending home school programs as well as from outside the district-Santa Maria, Orcutt, and San Luis Obispo areas. The school has an ethnic diversity of: 62% White, 27.8% Hispanic, 2% Asian, 3% American Indian or Alaskan, 1% African American, and 5% other or declined to state. Central Coast New Tech High School works to meet the educational needs of 320 9th, 10th, 11th and 12th grade students in 19 classrooms, including 42 special education students and 109 students accessing the free and reduced lunch program. Central Coast New Tech School believes that all of its students can learn and be academically and personally successful.

Central Coast New Tech High School is dedicated to create a rigorous and rewarding learning environment for our students. High expectations guide the instruction and focus of our teachers and staff. Through the use of our School wide Learning Outcomes and Project Based Learning, students are given many opportunities to achieve and excel, both academically and socially, guided by continual adult and peer feedback. We have a good level of parental involvement, from our Boosters club, to serving on presentation panels and helping with school events. Central Coast New Tech High School uses a variety of digital media formats, including a digital newsletter, school wide emails, an up to date website, Face Book and Twitter pages to inform our parent and community of school events and volunteer opportunities.

Our small student population and supportive parent groups contribute to our school having a safe and nurturing environment. Several of the teachers have previously taught at schools within the district and are familiar with our students' families and the histories of the middle and elementary schools our students came from. Our staff is made up of a diversified group of multifaceted educators who are passionate about creating an effective learning environment for the students.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

During the year students, staff and parents are surveyed to obtain data on the school's academic and social cultures. A variety of stakeholder groups including the Boosters, School Site Council Members, Staff and student focus groups review the data and work with the Principal and staff to develop goals and actions to improve the learning environment at the school.

Classroom Observations

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

Classrooms and teachers are informally and formally observed and evaluated throughout the year according to the specifications spelled out in the Collective Bargaining Unit Agreement.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

The staff has had a focus on increasing the literacy and writing skills of our students. We continue to participate in the New Tech Network's College Readiness Assessment Program in which all courses in Language, Math, Science and Social Studies have students participate in 2 comprehensive essay assessments during the year. Throughout the year, the staff reviews the data from these assessments and develops strategies to improve student performance. This year we are refining our mathematics program to better support the needs of our students.

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

Throughout the year on an ongoing basis the staff reviews student data from the College Readiness Assessments as well as student performance on School Wide Learning Outcomes: Knowledge and Thinking, Oral Communication, Written Communication, Collaboration and Agency.

Staffing and Professional Development

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

All staff have met the highly qualified status.

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

All staff hold the appropriate credential authorization and have access to a variety of instructional support material and training.

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

All staff development is aligned to content standards, student performance assessments and professional needs.

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

All new teachers receive support from their Teacher Induction Program provider as well as four staff members which are certified New Tech Network Trainers that have release periods to support staff in effective instruction practices, lesson planning and assessment.

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

Most staff members have a common prep period to collaborate. Additionally, all staff participate in weekly professional development training.

Teaching and Learning

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

All curriculum is aligned to the appropriate Common Core State Standards and/ or Next Generation Science Standards..

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

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

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

All grade levels have the appropriate standards based instructional materials.

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

All students have access and are enrolled in standards-aligned core courses. All core courses are UC approved college prep courses.

Opportunity and Equal Educational Access

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

14. Research-based educational practices to raise student achievement

All courses utilize Project Based and or Problem Based Learning models

Parental Involvement

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

Under-achieving students have access to a full time counselor, full time college and career counselor, part time mental health counselor and peer support through a school wide advisory program. Additionally, there are tutoring labs available during lunch and after school Tuesday - Thursday, as well as Saturday School tutoring sessions.

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

The School Site Council, containing representatives from staff, students and parents are included in the approval process.

Funding

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

Under-achieving students have access to a full time counselor, full time college and career counselor, part time mental health counselor and peer support through a school wide advisory program. Additionally, there are tutoring labs available during lunch and after school Tuesday - Thursday, as well as Saturday School tutoring sessions funded by district and school based categorical funds.

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

Only three years of CAASPP data, of which only on 11 graders are tested to analyze student achievement outside of school or district based data.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	85	93	79	84	86	73	84	86	73	98.8	92.5	92.4
All Grades	85	93	79	84	86	73	84	86	73	98.8	92.5	92.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2641.7	2627.9	2679.1	30	34	54.79	55	36	35.62	12	22	8.22	4	8	1.37
All Grades	N/A	N/A	N/A	30	34	54.79	55	36	35.62	12	22	8.22	4	8	1.37

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	49	38	56.16	49	51	42.47	2	10	1.37
All Grades	49	38	56.16	49	51	42.47	2	10	1.37

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	38	40	61.64	54	48	38.36	8	13	0.00
All Grades	38	40	61.64	54	48	38.36	8	13	0.00

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	26	27	47.95	69	63	50.68	5	10	1.37
All Grades	26	27	47.95	69	63	50.68	5	10	1.37

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	40	43	57.53	55	51	39.73	5	6	2.74
All Grades	40	43	57.53	55	51	39.73	5	6	2.74

Conclusions based on this data:

1. Many of our students are meeting or near to meeting the standards in all areas of the ELA portion of the exam.
2. This data is one form of validation that our focused school wide effort on literacy across all subjects (CRA program) is effectively helping our students reach proficiency.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	85	93	79	84	86	73	84	86	73	98.8	92.5	92.4
All Grades	85	93	79	84	86	73	84	86	73	98.8	92.5	92.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2571.4	2556.6	2613.7	7	7	16.44	24	13	21.92	33	33	41.10	36	48	20.55
All Grades	N/A	N/A	N/A	7	7	16.44	24	13	21.92	33	33	41.10	36	48	20.55

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	13	9	21.92	43	35	41.10	44	56	36.99
All Grades	13	9	21.92	43	35	41.10	44	56	36.99

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	12	12	21.92	58	52	54.79	30	36	23.29
All Grades	12	12	21.92	58	52	54.79	30	36	23.29

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	12	13	23.29	64	59	58.90	24	28	17.81
All Grades	12	13	23.29	64	59	58.90	24	28	17.81

Conclusions based on this data:

1. Overall, only 20% of our students are meeting or exceeding the standards in math.
2. Students are strongest in communicating reasoning and problem solving while weakest in concepts and procedures.

3. Attention needs to be given to refine and improve mathematical instruction.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9		***					***								
10	***				***										
Total	50	50			50		50								

Conclusions based on this data:

1. For the 16-17 school year we do not have any ELL students at any level.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9		***					***								
10	***				***										
Total	50	50			50		50								

Conclusions based on this data:

1. For the 16-17 school year we do not have any ELL students at any level.

District Assessments

NWEA MAP

Reading

Grade	Achievement Status				Growth Level		
	Fall		Spring		Growth		
	Mean RIT	Percentile	Mean RIT	Percentile	Observed Growth	Projected Growth	Percent Met Projected Growth

Math

Grade	Achievement Status				Growth Level		
	Fall		Spring		Growth		
	Mean RIT	Percentile	Mean RIT	Percentile	Observed	Projected	Percent Met

District Writing Assessment (DWA)

Grade	Average Score
9	7.2
10	7.15
11	7.22

ReadiStep College and Career Readiness

Grade	2016		2015		2014	
	Count	Percent	Count	Percent	Count	Percent
Eighth						

PSAT College and Career Readiness

Grade	2016		2015		2014	
	Count	Percent	Count	Percent	Count	Percent
Sophomores	97	38.1	94	33%	n/a	
Juniors	24	62.5			n/a	

School District Goals

Lucia Mar Unified School District Goals

Student Success: LMUSD will ensure that all students are prepared for college and career choices by meeting the Common Core State Standards with an emphasis on 21st Century Skills while ensuring a safe, nurturing and positive learning environment.

Goal #1: **Student Achievement** - All Lucia Mar students will meet or exceed their individualized learning targets while utilizing the Four C's of 21st Century Learning: Communication; Creativity, Critical Thinking and Collaboration. Learning targets may be defined in Individualized Education Plans for District set learning targets for all students or groups of students as appropriate.

Goal #2: **School Climate** - Lucia Mar schools will support the growth of the whole child and their families by providing social-emotional support and parent education.

Goal #3: **Future Ready** - Lucia Mar students and staff will utilize technology as a tool in the learning/work environment to allow students and staff to learn and work using personalized, research-based digital learning strategies in order to equip all students with skills to problem solve, work collaboratively and utilize technology and 21st Century facilities in order to achieve their full potential.

Goal # 4: **Organizational Excellence** - Lucia Mar staff will work together to upgrade District policies and procedures to support increased efficiencies, student learning, as well as student & staff safety.

How the Single Plan for Student Achievement is aligned to the District Goals:

Goal #1: Achievement

District: All Lucia Mar students will meet or exceed their individualized learning targets while utilizing the 4C's of 21st Century Learning: Communication, Creativity, Critical Thinking, and Collaboration. Learning targets may be defined in Individualized Education Plans or District set learning targets for all students or groups of students as appropriate.

School

70% of Seniors meet the a-g completion requirements

PSAT college readiness levels will be at 50% for math and 90% for ELA

SBAC scores for Language will maintain at 90% or higher proficient/advanced in ELA and will increase to 45% proficient/advanced in Math.

80% of students will demonstrate a minimum of 70% competency on each of the five school wide learning outcomes

50% of 12th graders will complete a min of 6 semester units of college credit by end of the year.

All staff will participate in either a year one training program or the New Tech Newtork Teacher Certification Program to enhance school wide best PBL practices to support student success.

Three additional staff members will go through the New Tech Certified Trainer Program to enhance school wide best PBL practices to support student success.

Goal #2: School Climate

Lucia Mar schools will support the growth of the whole child and their families by providing social-emotional support and parent education.

School:

CCNTH will continue to develop the Advisory program, specifically with input solicited from students, to continue to promote character education, healthy living and healthy choices while building a safe and healthy school culture.

Advisory, ASB, and Link Crew will create an anti-bullying week that all students will access.

Students will have increased access to a mental/emotional health worker on campus four days a week to provide socio-emotional support.

An average of 90% of students will report feeling safe, supported, and having their social and emotional needs met as measured by CCNTH and New Tech Culture surveys

CCNTH staff will assist with and promote the parent education nights at Nipomo High School to enhance community awareness to support programs.

Goal #3-Future Ready Education

The students, staff, and systems of Lucia Mar will be supported by future ready technology and facilities.

School:

Students will have 1-1 technology throughout the school

Students and staff will have access to a web-based Learning Management System (ECHO) to access learning materials both in and out of the classroom

Students will use technology to access Content, Collaboration, Critical Thinking, and Communication through ECHO and GAFE

15 teachers will pass the Google Level 1 certification program and 5 teachers will pass the Google Level 2 certification program

ELA and Math teachers will be trained to use Illuminate and both develop and implement standards based assessments with a minimum of one per quarter.

Goal #4-Organizational Excellence

Lucia Mar staff will work together to upgrade District policies and procedures to support increased efficiencies, student learning, as well as student and staff safety.

School

CCNTH will work with LMUSD to develop a public relations avenue to assist with recruitment and sharing the CCNTH narrative with the community.

CCNTH will streamline parent communication through the use of the LMUSD Blackboard and send out a weekly newsletter.

CCNTH will utilize a new website to better communicate information with parents and the community

Conduct a minimum of four principal's coffee hours to increase parent-principal communication

Conduct weekly staff newsletters to improve principal-staff communication

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional programs at our school. Academic performance is measured through state, district, and site assessments as well as other multiple measures that are used to identify the growth our students make during the year. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting their state and local growth targets.

SUBJECT: Achievement
Lucia Mar Unified School District Goal:
All Lucia Mar students will meet or exceed their individualized learning targets while utilizing the 4C's of 21 st Century Learning: Communication, Creativity, Critical Thinking, and Collaboration. Learning targets may be defined in Individualized Education Plans or District set learning targets for all students or groups of students as appropriate.
SCHOOL GOAL #1:
70% of Seniors meet the a-g completion requirements PSAT college readiness levels will be at 50% for math and 90% for ELA SBAC scores for Language will maintain at 90% or higher proficient/advanced in ELA and will increase to 45% proficient/advanced in Math. 80% of students will demonstrate a minimum of 70% competency on each of the five school wide learning outcomes 50% of 12th graders will complete a min of 6 semester units of college credit by end of the year. All staff will participate in either a year one training program or the New Tech Newtork Teacher Certification Program to enhance school wide best PBL practices to support student success. Three additional staff members will go through the New Tech Certified Trainer Program to enhance school wide best PBL practices to support student success.
Data Used to Form this Goal:
WASC Action Plan, PSAT data, CAASPP data, Aeries grade reports, ECHO School Wide Learning Outcome Reports, Student Transcripts
Findings from the Analysis of this Data:
Following the 15-16 WASC 6 year accreditation the action plan identified a need to improve math skills. Additionally the WASC action plan called for continued support of student literacy. Students scored 91% proficient on the ELA and 38% proficient on the Math CAASPP tests. Through the implementation of a Tutoring Lab program, an advisory committee made up of the administration and staff will monitor student School Wide Learning Outcome data throughout the year. Tutoring labs will be held by staff for students needing support during lunch and after school, Tuesday - Thursday and two Saturdays a month throughout the year. Additionally, a school wide Advisory program incorporating the Get Focused, Stay Focused program as well as a portfolio of learning will provide students a structure to create their 4 yr portfolio of learning and develop/update their 10 year plan, establishing goals for college and career.

How the School will Evaluate the Progress of this Goal:

Throughout the year staff in the English and Math departments will use Illuminate to generate formative and summative assessments to track student performance. Additionally, staff at the beginning of the year will be trained in RTI to support struggling students. A systematic math support class will be created for students struggling with math and one day a week there will be a focused math lab at lunch and after school. Additionally, staff will look at the total number of students achieving proficiency on the rubrics at the end of each semester. The math department will continue to evaluate math scores and identify ways to improve test scores (CAASPP).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> Continue CRA year long plan Review of PSAT and CAASPP data Design ways to integrate test preparation into curriculum 	August 2017-June 2018	Christian Holst ILT members All other CCNTH staff	Teacher meeting time for participating in professional development on increasing student achievement in literacy, writing, and math. (Late Start Monday)	1000-1999: Certificated Personnel Salaries	0709	500
				1000-1999: Certificated Personnel Salaries		4035
<ul style="list-style-type: none"> Creation of Tutoring Lab Session Schedule with an additional day devoted to math tutoring Formation of Tutoring Lab Advisory Committee Monitoring of student grades at progress reporting periods 	Aug 2017-June 2018	<ul style="list-style-type: none"> Principal Tutoring lab Advisory Committee 	Teacher Extra duty time for participating in Tutoring Lab Sessions	1000-1999: Certificated Personnel Salaries	0709	2000
			Snacks for Tutoring lab sessions	5700-5799: Transfers Of Direct Costs	General Fund	700
<ul style="list-style-type: none"> Integrated Math vertical alignment and creation of RTI Tier 1 supports Creation and implementation of Math Support classes for Tier 2 interventions Continued revision of math instructional practices to support successful performance on PSAT, SAT, and CAASPP. 	September, 2017-June, 2018	Christian Holst Eric Dunham Dara Stepanek Troy Dotinga Sina Shakerian	Teacher Extra duty time	1000-1999: Certificated Personnel Salaries	0709	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Completion of Get Focused Stay Focused grade 9 and follow up modules grades 10-12	August, 2017 - June, 2018	Principal Jennifer Isbell Peter Sullivan Jennifer Rushing Jessica Weiss	Teacher preparation time to create and implement program (release period, prep) CTE to cover costs	None Specified	Other	
Professional Development for AVID teachers and training of AVID strategies for non AVID teachers	August, 2017 - June, 2018	Principal Avid Coordinator AVID teachers	Teacher extra duty funds to pay for travel and development of program and Sending staff to AVID trainings	1000-1999: Certificated Personnel Salaries	0709	2,300
Train Staff in Response To Intervention strategies to support struggling students in a PBL model	August 2017	Principal, whole staff	Work with CraftEd Curriculum to design researched base Tier 1 RTI for Project Based Learning	5800: Professional/Consulting Services And Operating Expenditures	0709	3500

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional programs at our school. Academic performance is measured through state, district, and site assessments as well as other multiple measures that are used to identify the growth our students make during the year. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting their state and local growth targets.

SUBJECT: School Climate
Lucia Mar Unified School District Goal:
Lucia Mar schools will support the growth of the whole child and their families by providing social-emotional support and parent education.
SCHOOL GOAL #2:
CCNTH will continue to develop the Advisory program, specifically with input solicited from students, to continue to promote character education, healthy living and healthy choices while building a safe and healthy school culture. Advisory, ASB, and Link Crew will create an anti-bullying week that all students will access. Students will have access to a mental/emotional health worker on campus three days a week to provide socio-emotional support and therapy. An average of 90% of students will report feeling safe, supported, and having their social and emotional needs met as measured by CCNTH and New Tech Culture surveys CCNTH staff will assist with and promote the parent education nights at Nipomo High School to enhance community awareness to support programs.
Data Used to Form this Goal:
2015-2016 WASC Action Plan, Healthy Kids Survey, New Tech Network school culture survey, CCNTH Student, Parent, Staff Culture Survey, student feedback from previous Principal's Advisory meetings.
Findings from the Analysis of this Data:
2015-2016 WASC report indicated that students expressed not having sufficient voice in advisory, Each of the above mentioned surveys had positive remarks about how students felt safe at school, and that there were little to no drugs, fights, or bullying, yet continued work can be done to increase the number of students that feel safe and supported at school.
How the School will Evaluate the Progress of this Goal:
New Tech and CCNTH culture surveys to students, staff, and parents. Bimonthly Principal Advisory meetings with students. Student representation at Advisory planning meetings. Mental Health counselor will be utilized for students needing social-emotional support 2 days a week. ECHO School Wide Learning Outcome grade reports.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Creation of Dude Be Nice week and an anti bullying rally	Spring 2018	Principal, ASB and Link Crew	Meet to create an implent the annual Dude Be Nice week and anti bullying rally	0001-0999: Unrestricted: Locally Defined	General Fund	2,000
Biweekly Advisory Planning Meetings and Principal's Bimonthly Advisory meetings with students	August, 2016 - June, 2107	<ul style="list-style-type: none"> Principal Advisory Coordinator and Team 	Meet to develop and monitor Advisory Program (release period, late start Monday, after school)	1000-1999: Certificated Personnel Salaries	0709	517
Formation of Link Crew on the CCNTH campus	August, 2016 - June, 2107	<ul style="list-style-type: none"> Principal Link Crew Coordinator 	Link Crew Advisory to run Link Crew Meetings to train Link Crew Members (District Stipend)	1000-1999: Certificated Personnel Salaries	District Funded	2,100

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional programs at our school. Academic performance is measured through state, district, and site assessments as well as other multiple measures that are used to identify the growth our students make during the year. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting their state and local growth targets.

SUBJECT: Future Ready Education
Lucia Mar Unified School District Goal:
Lucia Mar students and staff will utilize technology as a tool in the learning/work environment to allow students and staff to learn and work using personalized, research-based digital learning strategies in order to equip all students with skills to problem solve, work collaboratively and utilize technology and 21st Century facilities in order to achieve their full potential.
SCHOOL GOAL #3:
Students will have 1-1 technology throughout the school Students and staff will have access to a web-based Learning Management System (ECHO) to access learning materials both in and out of the classroom Students will use technology to access Content, Collaboration, Critical Thinking, and Communication through ECHO and GAFE 15 teachers will pass the Google Level 1 certification program and 5 teachers will pass the Google Level 2 certification program ELA and Math teachers will be trained to use Illuminate and both develop and implement standards based assessments with a minimum of one per quarter. CTE program pathways will promote problem solving, collaboration, and will utilize technology and 21st Century facilities in order to achieve their full potential.
Data Used to Form this Goal:
Student Digital Desktop in ECHO, Teacher Project Design, CTE teachers utilizing the MAC Lab, Google Certification, percentage of students requiring a district issued device as well as the number of devices that are phased out each year.
Findings from the Analysis of this Data:
All staff and students require Internet access for each and every period every day. Additionally, all students and staff need a device (laptop, Chromebook, or desktop) to access content through ECHO (our learning management system). We are using 1-1 technology and Project Based Learning to engage students with a rigorous curriculum to make them college and career ready. Staff need additional training in Google Apps for Education.
How the School will Evaluate the Progress of this Goal:
Teachers will demonstrate proficiency with their use of ECHO to deliver content. As a staff we will assess student progress in each of the School-wide Learning Outcomes. Learning Team will create PD to increase staff competency with PBL and PRBL. 15 staff will become Google Level 1 Certified and 5 staff will become Google Level 2 Certified.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide 15 hours of training for Google Certification for 15 staff members	August 2017 - June 2018	Principal and participating teachers	Provide compensation and coverage of test fees for staff to go through Google Certification training and completion of exam-comes from a DO funded mini Grant	1000-1999: Certificated Personnel Salaries	4035	500
Purchase Chromebooks for at risk students	August-December 2017	<ul style="list-style-type: none"> Principal 	Purchase 5-10 Chromebooks	4000-4999: Books And Supplies	0709	1,000
Create and Support CTE Classes	August, 2016 - June, 2017	<ul style="list-style-type: none"> Principal Peter Sullivan CTE Director 	All expenditures for this goal are paid via CTE (D.O.)		District Funded	0
Purchase 30 Chromebooks	October 2017	Principal	All expenditures for this goal are paid via a mini grant Curriculum (D.O.)		District Funded	0

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional programs at our school. Academic performance is measured through state, district, and site assessments as well as other multiple measures that are used to identify the growth our students make during the year. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting their state and local growth targets.

SUBJECT: Organizational Excellence
Lucia Mar Unified School District Goal:
Lucia Mar staff will work together to upgrade District policies and procedures to support increased efficiencies, student learning, as well as student and staff safety.
SCHOOL GOAL #4:
CCNTH will work with LMUSD to develop a public relations avenue to assist with recruitment and sharing the CCNTH narrative with the community. CCNTH will streamline parent communication through the use of the LMUSD Blackboard and send out a weekly newsletter. CCNTH will utilize a new website to better communicate information with parents and the community Conduct a minimum of four principal's coffee hours to increase parent-principal communication Conduct weekly staff newsletters to improve principal-staff communication
Data Used to Form this Goal:
Staff's identified deficiencies using ECHO, staff and parent surveys, and areas of need for recruitment.
Findings from the Analysis of this Data:
With six new staff members a focus on training staff to effectively use ECHO is needed. CCNTH has to recruit students as it is a school of choice and the need to properly share the school's narrative is needed. Being a small school that is a school of choice a high level of parent communication is needed.
How the School will Evaluate the Progress of this Goal:
Feedback survey data conducted in the spring from teachers, staff, and students. Increased number of students applying to attend CCNTH.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Design new website hosted by EdLio	Ongoing	Principal, Office staff	Work with Edlio to design a new website that is updated and monitored by the principal and office staff			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development for Echo and PBL training	August 2017-June 2018	Principal Learning Team	Teacher Extra duty time for participating in professional development on increasing proficiency with the new ECHO platform	1000-1999: Certificated Personnel Salaries	4035	500
Staff Supervision when Admin is off campus	August 2017-June 2018	Principal, various staff	Teacher Extra duty time for supervision (before school, break, lunch, after school).	1000-1999: Certificated Personnel Salaries	0709	500
Work with Amy Jacobs to design marketing plan to share CCNTH's narrative with the public	August 2017-March 2018	Principal, recruitment team	Teacher Extra duty time for planning meetings	1000-1999: Certificated Personnel Salaries	General Fund	500
Conduct a meeting each quarter to discuss items of interest with parents and hear their input	August 2017-June 2018	Principal				
Send weekly newsletters to parents	August 2017-June 2018	Principal				

Planned Improvements in Student Performance

School Goal: Non-Academic

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional programs at our school. Academic performance is measured through state, district, and site assessments as well as other multiple measures that are used to identify the growth our students make during the year. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting their state and local growth targets.

SUBJECT:
Lucia Mar Unified School District Goal:
SCHOOL GOAL:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		<ul style="list-style-type: none"> • Principal 	general fund supported	0000: Unrestricted		

Planned Improvements in Student Performance

School Goal: Non-Academic

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional programs at our school. Academic performance is measured through state, district, and site assessments as well as other multiple measures that are used to identify the growth our students make during the year. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting their state and local growth targets.

SUBJECT:
Lucia Mar Unified School District Goal:
SCHOOL GOAL:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Work with Foreign Language to create a sustainable academic program	August, 16 - June, 17	Principal Heather Castro - FL Department Chair	Meeting Time for curriculum mapping and best practices			0

Centralized Services: Preliminary Budget – District

Centralized Services	2016-2017 Projected Preliminary Categorical Budget								5/25/16
	Carryover (distributed in October)	\$95,295.00	\$ 14,542.00		\$56,404.00	\$31,490.00			\$297,731.00
	Preliminary 2016-2017	\$200,000.00	\$219,629.00	\$79,437.00	\$192,559.00	\$54,693.00		\$42,376.00	\$788,694.00
	Hold Harmless 15%								
	Available Resources for Planning	\$ 295,295.00	\$334,171.00	\$79,437.00	\$248,963.00	\$ 86,183.00		\$42,376.00	\$1,086,425.00
	Site Budgets:	Program 3010	Program 3010-1202	Program 3010-1202-0300	Program 4035	Program 4203		Program 3060	\$
	Description								
	Resource Codes	Title I	Title I Program Improvement	Title I PD	Title II	Title III	Immigrant	Migrant	
Object Codes									
1110	Teachers Full Time				39,077	19,539			\$58,616.00
1130	Teachers Hourly (LST/CSR)		150,000						\$150,000.00
1150	Teacher Extra Duty		68,500	25,000	30,000				\$123,500.00
1160	Teacher Substitutes	61,000		20,000	22,500				\$103,500.00
2700	Administrators	60,104			64781				\$124,885.00
2100	Inst. Assistant Salary								
2130	Inst. Assistant Hourly								
2150	Inst. Assistant Extra Duty								
2160	Inst. Assistant Sub								
2400	Clerical Salaries	21,742				21,742		22827	\$66,311.00
2420	Clerical Part-Time								
2460	Clerical Substitute								
2470	Clerical Overtime								
2930	Other Classified Hourly Extra Duty								

2960	Other Classified Hourly Sub	2,500							\$2,500.00
3000	Certificated Benefits 16.70%	20,224	36,490	7,515	15,293	3,263			\$82,785.24
3000	Cert H&W (\$10,000) (add for each employee if applicable)	5,000			10,000	5,000			\$20,000.00
3000	Classified Benefits 25.32%	6,138				5,505		5,780	\$17,422.95
3000	Class H&W (District cost of H&W package) (add for each employee if applicable)	5,000				5,000		10000	\$20,000.00
3000	Total Benefits	36,362	36,490	7,515	25,293	18,768	-	15,780	\$140,208.19
Subtotal	1000-3000's	181,708	254,990	52,515	181,651	60,049	-	38,607	\$769,520.19
For Page 2	4000-6000's	\$113,587	\$79,182	\$26,922	\$67,312	\$26,134	\$0	\$3,769	\$316,904.81
2017-2018 Projected Preliminary Categorical Budget									
Remaining \$	For 4000 - 6000	113,587	79,182	26,922	67,312	26,134			\$313,135.61
	Site Budgets:	Program 3010	Program 3010-1202	Program 3010-1202-0300	Program 4035	Program 4203		Program 3060	5/25/17
	Description								
	Resource Codes	Title I	Title I Program Improvement	Title I PD	Title II	Title III	Immigrant	Migrant	
Object Code									
4200	Books and Reference Materials	5000		5000					\$10,000.00
4220	Library Books								
4300- 1000	Instructional/Classroom Materials	10,000	816	5,000				2769	\$18,585.00
4300 - 2700	Program Supplies								
4323	Technology under \$500								
4423	Technology over \$500								
4400	Non Capital (equipment/technology over \$500)								
5200	Travel and Conference			16,000	10,908				\$26,908.00
5230	Mileage	1,000						1000	\$2,000.00
5300	Dues and Professional Memberships								

5621	Rentals/Copier Leases/Monthly Charges								
5640	Repairs/Maintenance Equipment								
5670	Software Support Contracts (ongoing yearly)								
5713	Field Trips (district bus)								
5716	Duplicating (Repro Dept)	1,000		922					\$ 1,922.00
5760	Food Service (order from Food Servces)								
5800	Consultants (need consulting agreements)								
5840	Fingerprinting	1,292							\$1,292.00
5855	Outside Printing								
5861	Car rental/Outside Vendor Bus								
5912	Communication/ IPAD Data Plans								
5921	Communication/Cell Phones								
5930	Postage/Meter								
5899	Holdback	95,295	78,365		56,404	26,134			\$256,198.00
4000 - 6000	Total 4000-5000's	113,587	79,181	26,922	67,312	26,134	-	3,769	\$316,905.00
Must match	Total								

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
4035	1368	0.00
0709	11317	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
0709	11,317.00
4035	1,368.00
District Funded	2,100.00
General Fund	3,200.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0001-0999: Unrestricted: Locally Defined	2,000.00
1000-1999: Certificated Personnel Salaries	10,785.00
4000-4999: Books And Supplies	1,000.00
5700-5799: Transfers Of Direct Costs	700.00
5800: Professional/Consulting Services And Operating	3,500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	0709	6,817.00
4000-4999: Books And Supplies	0709	1,000.00
5800: Professional/Consulting Services And	0709	3,500.00
1000-1999: Certificated Personnel Salaries	4035	1,368.00
	District Funded	0.00
1000-1999: Certificated Personnel Salaries	District Funded	2,100.00
0001-0999: Unrestricted: Locally Defined	General Fund	2,000.00
1000-1999: Certificated Personnel Salaries	General Fund	500.00
5700-5799: Transfers Of Direct Costs	General Fund	700.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	10,368.00
Goal 2	4,617.00
Goal 3	1,500.00
Goal 4	1,500.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Christian Holst	X				
Raquel Lujano			X		
Eric Dunham		X			
Jess Engdahl		X			
Dara Stepanek		X		X	
Caitlin Coccuzo		X		X	
Esmee Sinor					X
Grace Salazar					X
Jack Herzoff					X
Jason Kaufman				X	X
Joe Haslett				X	
Beth Curran				X	
Maria Gardner				X	
Numbers of members of each category:	1	4	1	4	3

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 10/2/17.

Attested:

Christian Holst

Typed Name of School Principal

Signature of School Principal

Date

Jason Kaufman

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Documents ([Active](#) | [Archived](#))

Name	Document Last Updated	View Document	Document History	Attachments	Edit By Sections
2017 Single Plan For Student Achievement	2017-10-27		View	View	27

Previous Section

Current Section

Next Section

[School Site Council Membership](#)

Recommendations and Assurances

1 updated data fields saved successfully.

All data saved.

Recommendations and Assurances

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

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- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
- The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

<input type="checkbox"/>	State Compensatory Education Advisory Committee	_____	Signature
<input type="checkbox"/>	English Learner Advisory Committee	_____	Signature
<input type="checkbox"/>	Special Education Advisory Committee	_____	Signature
<input type="checkbox"/>	Gifted and Talented Education Program Advisory Committee	_____	Signature
<input type="checkbox"/>	District/School Liaison Team for schools in Program Improvement	_____	Signature
<input type="checkbox"/>	Compensatory Education Advisory Committee	_____	Signature
<input type="checkbox"/>	Departmental Advisory Committee (secondary)	_____	Signature
<input type="checkbox"/>	Other committees established by the school or district (list):	_____	Signature

- 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.
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- This SPSA was adopted by the SSC at a public meeting on 10/27/17

Attested:

Christian Holst _____ Typed Name of School Principal	 _____ Signature of School Principal	_____ Date
Jason Kaufman _____ Typed Name of SSC Chairperson	 _____ Signature of SSC Chairperson	10/29/17 _____ Date

Previous Section

Current Section

Next Section

[School Site Council Membership](#)

Recommendations and Assurances

Central Coast New Tech High School Site Council 2017-2018

Essential Question: How do we effectively involve all of our stakeholders in school wide decisions?

Objective: Stakeholders will have formed a School Site Council that is empowered to make decisions for the benefit of the school according to the provided agenda items.

Members in Attendance:

Administration	P/N P	Classified Staff	P/NP	Teachers	P/N P	Parents	P/ NP	Students	P/N P
Christian Holst	P✓	Raquel Lujano	P✓	Dara Stepanek	P✓	Jason Kaufman	P	Grace Salazar	P
				Eric Dunham	P✓	Beth Curran	P	Esmee Sinor	P
				Jess Engdahl	P✓	Joe Haslett	P	Jack Herzoff	P
				Caitlin Coccuzo	P	Maria Gardner			

Guests:

Agenda 10/2/17

1. Call to order
 - a. Distribute sign-in sheet
 - b. Introductions
2. Selection of Representatives
 - a. Chairman
 - b. Recording Secretary
3. Approval to delegate powers of School Advisory Committee to the School Site Council

Record of Voting:

Item: Approval to delegate powers

Vote:	Administration	Staff	Parents	Students
-------	----------------	-------	---------	----------

For	1	5	3	3
Against				

4. Begin SSC meeting
5. Review and approval of Bylaws

Record of Voting:

Item: Approval of Bylaws

Vote:	Administration	Staff	Parents	Students
For	1	5	3	3
Against				

6. Review and approval Parent Involvement Policy

Record of Voting:

Item: Parent Involvement Policy

Vote:	Administration	Staff	Parents	Students
For	1	5	3	3
Against				

7. Notification of Complaint process
 - a. www.luciamarschools.org under:
 - b. Parents and Students: Annual Notices
8. Review School Goals for 17-18
9. Review and approval of Categorical Budget

Record of Voting:

Item: Approval of Categorical Budget

Vote:	Administration	Staff	Parents	Students
For	1	5	3	3
Against				

10. Review and approval of School Safety Plan

Record of Voting:

Item: Approval of School Safety Plan

Vote:	Administration	Staff	Parents	Students
For	1	5	3	3
Against				

11. Review WASC Recommendations

- a. Continue to support student literacy
- b. Continue efforts to mirror the district demographics
- c. Develop the CTE pathway and support student college and career preparedness.
- d. Develop student math skills
- e. Continue to refine and develop the Advisory program, specifically with input solicited from students
- f. Refine and develop a comprehensive and sustainable world language program

12. Review and approval of calendared dates for remainder of year

- a. December 12th, 2017 at 3:00 pm
- b. March 13th, 2017 at 3:00 pm
- c. May 15th, 2017 at 3:00 pm

Record of Voting:

Item: Approval of Calendared Dates

Vote:	Administration	Staff	Parents	Students
For	1	5	3	3
Against				

13. DAC Representative

14. Open business

15. Adjourn

SPSA Goals 17-18

Goal #1: Achievement

District: All Lucia Mar students will meet or exceed their individualized learning targets while utilizing the 4C's of 21st Century Learning: Communication, Creativity, Critical Thinking, and Collaboration.

Learning targets may be defined in Individualized Education Plans or District set learning targets for all students or groups of students as appropriate.

School

- 70% of Seniors meet the a-g completion requirements
- PSAT college readiness levels will be at 50% for math and 90% for ELA
- SBAC scores for Language will maintain at 90% or higher proficient/advanced in ELA and will increase to 45% proficient/advanced in Math.
- 80% of students will demonstrate a minimum of 70% competency on each of the five school wide learning outcomes
- 50% of 12th graders will complete a min of 6 semester units of college credit by end of the year.
- All staff in their second year at CCNTH will participate in the New Tech Teacher Certification Program to enhance school wide best PBL practices to support student success.
- Three additional staff members will go through the New Tech Certified Trainer Program to enhance school wide best PBL practices to support student success.

Goal #2: School Climate

Lucia Mar schools will support the growth of the whole child and their families by providing social-emotional support and parent education.

School:

- CCNTH will continue to develop the Advisory program, specifically with input solicited from students, to continue to promote character education, healthy living and healthy choices while building a safe and healthy school culture.
- All staff members will promote the teaching of Agency in their classes and design assessments to measure students' progress with this learning outcome.
- Advisory, ASB, and Link Crew will create an anti-bullying week that all students will access.
- Students will have increased access to a mental/emotional health worker on campus four days a week to provide socio-emotional support.
- An average of 90% of students will report feeling safe, supported, and having their social and emotional needs met as measured by CCNTH and New Tech Culture surveys
- CCNTH staff will assist with and promote the parent education nights at Nipomo High School to enhance community awareness to support programs.

Goal #3-Future Ready Education

The students, staff, and systems of Lucia Mar will be supported by future ready technology and facilities.

School:

- Students will have 1-1 technology throughout the school
- Students and staff will have access to a web-based Learning Management System (ECHO) to access learning materials both in and out of the classroom

- Students will use technology to access Content, Collaboration, Critical Thinking, and Communication through ECHO and GAFE
- 15 teachers will pass the Google Level 1 certification program and 5 teachers will pass the Google Level 2 certification program
- ELA and Math teachers will be trained to use Illuminate and both develop and implement standards based assessments with a minimum of one per quarter.

Goal #4-Organizational Excellence

Lucia Mar staff will work together to upgrade District policies and procedures to support increased efficiencies, student learning, as well as student and staff safety.

School

- CCNTH will work with LMUSD to develop a public relations avenue to assist with recruitment and sharing the CCNTH narrative with the community.
- CCNTH will streamline parent communication through the use of the LMUSD Blackboard and send out a weekly newsletter.
- CCNTH will utilize a new website to better communicate information with parents and the community
- Conduct a minimum of four principal’s coffee hours to increase parent-principal communication
- Conduct weekly staff newsletters to improve principal-staff communication

CCNTH Categorical Budget 2017-18

Resource Codes	Title II \$1,368	Title III 0	0709-Intervention \$11,317
Teacher Extra Duty/Subs	\$1,368		\$ 6,015
Snacks			\$500 (tutoring labs)
Technology			\$3000
Travel/Conference			\$2,500
Consultants			\$2002
Totals	\$1368	\$0	\$11,317

Central Coast New Tech High School Parent Involvement Policy

To ensure that parents/guardians of students participating in school programs are provided with opportunities to be involved in their children's education, CCNTHS shall:

- A. Involve parents in the joint development of the School Plan for Student Achievement (SPSA).
- B. Have parents designated to participate on district level committees.
- C. Communicate with parents through our website, newsletters, postcards, and targeted special mailings.
- D. Provide copies of informational documents to parents in languages they can understand.
- E. Assist parents in understanding such topics as academic content standards, academic achievement standards, state and local academic assessments and results, graduation expectations and post-graduation pathways, college related testing systems and results.
- F. Provide materials and training to help parents/guardians work with their children to improve their children's achievement.
- G. Provide opportunities for parents to assist with various academic and non-academic programs (clubs, fieldtrips, Boosters, etc.).
- H. Ensure that information related to students and parent/guardian programs is sent home in an understandable format and language.
- I. Arrange meetings at a variety of times when parents/guardians are available, and conduct in-home conferences as needed.
- J. Seek input from parents/guardians about how to improve parent involvement.
- K. Develop appropriate roles for community-based organizations and businesses to improve parent involvement.
- L. Maintain a master calendar of school-wide activities and opportunities for parents/guardian involvement.
- M. Provide access to ECHO for parents/guardians to monitor current academic progress.

School Site Council Sign-In Sheet

Date: 10/10/17

NAME

SIGNATURE

Carlin Cocuzzo



Jess Engdahl



Dara Stepanek




Jason Kaufman



Eric Dunham



Jack Herzoff



Grace Salazar



Esmee Sivar

Esmee Sivar


Beth Curran

Bcurran

BETHASUETT



Christina Holt



Raquel Lujano



