

School Year: **2022-23**

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Coronado Middle School	37 68031 6059570	April 11, 2023	TBD

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### Schoolwide Program

The three goals outlined in this SPSA (Learning, Communication and Support) directly align to CUSD's three Governing Board Goals, three LCAP goals, the LRP goals and the LCAP Federal Addendum.

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

CMS will provide students with an equitable, high quality education to support student success and achievement. The three goals in the area of learning, support , and communication.

# Table of Contents

- SPSA Title Page ..... 1
- Purpose and Description..... 1
- Table of Contents..... 2
- Comprehensive Needs Assessment Components ..... 4
  - Data Analysis ..... 4
  - Surveys ..... 4
  - Classroom Observations..... 4
  - Analysis of Current Instructional Program..... 4
- Educational Partner Involvement ..... 9
- Resource Inequities ..... 10
- School and Student Performance Data ..... 11
  - Student Enrollment..... 11
  - CAASPP Results..... 13
  - ELPAC Results ..... 17
  - Student Population ..... 20
  - Overall Performance ..... 22
  - Academic Performance ..... 24
  - Academic Engagement ..... 30
  - Conditions & Climate..... 33
- Goals, Strategies, & Proposed Expenditures..... 35
  - Goal 1..... 35
  - Goal 2..... 44
  - Goal 3..... 48
- Budget Summary ..... 56
  - Budget Summary ..... 56
  - Other Federal, State, and Local Funds ..... 56
- Budgeted Funds and Expenditures in this Plan ..... 57
  - Funds Budgeted to the School by Funding Source..... 57
  - Expenditures by Funding Source ..... 57
  - Expenditures by Budget Reference ..... 57
  - Expenditures by Budget Reference and Funding Source ..... 57
  - Expenditures by Goal..... 57
- School Site Council Membership ..... 58
- Recommendations and Assurances ..... 59
- Instructions..... 60
  - Instructions: Linked Table of Contents ..... 60

Purpose and Description .....61  
Educational Partner Involvement .....61  
Resource Inequities .....61  
Goals, Strategies, Expenditures, & Annual Review .....62  
    Annual Review .....63  
    Budget Summary .....64  
    Appendix A: Plan Requirements .....66  
    Appendix B: .....69  
    Appendix C: Select State and Federal Programs .....71

# 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).

CUSD facilitates multiple surveys throughout the year to gather feedback from parents, staff and students via Thoughtexchange. CMS also survey's students through the learning management system Canvas.

## Classroom Observations

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

The CUSD Certificated Evaluation Process requires: Three formal observations for probationary or temporary teachers in their first two years of teaching in the district, one annual formal observation for teachers years 3-4, biennial observations (formal or series of informal) for teachers in years 5-9, and triennial observations for teachers with 10+ years experience.. Frequent informal walkthrough observations of teachers occur on a daily and weekly basis. Per negotiations in Spring of 2021, a new observation and evaluation system was piloted in the 2021-2022 school year. Full implementation occurred this school year 2022-2023.

## 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

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

CAASPP Data 2022 - Individual student data was assessed and used by departments and English and Special Education Teachers to target students specific need to support growth.

All departments have access to data and data is reviewed during staff meeting and department meetings. Department teams then meet to discuss CAASPP data and local assessments and/or classroom assessments to identify areas of growth and need for all students as well as individual students. Additionally, departments use this data to write individual or department goals.

The math department uses common assessments across all courses. The MDTP was administered twice this year. Assessment data is analyzed and instructional decisions are made to support areas of weaknesses as shown by the data.

The English Department uses CAASPP data to make instructional decisions to support areas of weaknesses. A reading inventory was given to find student Lexile levels at the beginning of the year. Students who were identified and below grade level were tested 2 more times through out the year. Additionally, common assessments are used, formally and informally, to track growth and needs. English 8 Foundations also uses Read 180 curriculum and data.

The Science Department has common grade level assessment with embedded NGSS based questions and performance tasks and formal and informal assessments, project based assessments and inquiry based assessments to measure student learning. The teams assess data to determine standards that need more support. They will now have CAST data to analyze.

The Electives Department uses data to support student growth as well as rubrics to assess project based learning and content.

The History Department uses formal and informal assessments, project based assessments and inquiry based assessments to measure student learning. Grade level teams collaborate to assess test data and revise assessments based on student achievement. Data is also used to review/reteach difficult topics as well as to target areas in curriculum to modify or revamp.

The PE Department uses Fitnessgram testing results to look support curriculum and design lesson plans to ensure a high level of achievement on the Fitnessgram test.

Departments are using question structures aligned to the CAASSP assessment system.

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

1. Based on student assessment and grading data, CMS has four support classes.
  - a. Math Lab - this intervention class is for students in grades 6-8 who are not at a proficient level and have gaps in their mathematics. This class provides students with the opportunity to supplement mathematics gaps and basic concepts such as number sense to support success in their regular math class. This class takes the place of their elective.
  - b. Literacy Lab - this intervention class is for students in grades 6-8 who are not at a proficient level and have gaps in their reading and literacy skills. This class provides students with the opportunity to supplement literacy gaps with the Read 180 program to support success in their regular ELA class. This class takes the place of their elective.
  - c. English 8 Foundations - This class serves as an 8th grade student's English class. With the use of Read 180, Amplify curriculum, and additional supplemental support, this class provides an individualized learning plan with the opportunity to build literacy proficiency and supplement ELA gaps
  - d. Academic Lab- this class is for students who need extra support to complete school work and may need reteaching.
- 2 Math and ELA Co-taught classes in all grade levels for students with disabilities (one general education teacher and one Special Education Teacher)
3. ELD class for English Learners

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff are qualified teachers.

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

All CMS teachers are provided with professional learning opportunities via off site conferences, on site professional learning on minimum days, and on site release days to collaborate as a team. Release days may include collaborative teams, department and/or grade level subject teams, curriculum training, building common assessments, developing, planning and aligning lessons. Department teachers with new curriculum are provided with training. Additionally, teachers attend weekly, Wednesday afternoon meetings. The meetings rotate throughout the month:

\*Staff

\*Department

\*Grade Level

\*Professional Learning

Agendas and minutes are shared, and administration provides comments.

Data is used, as appropriate, in all meetings.

All teachers have access to district and county professional development.

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

Time is allotted for collaboration and prep within departments, grade-level articulation, PLC-individualized planning and data assessment. Multi-tiered Systems of Support (MTSS) development and implementation is taking place in all classrooms.

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

CMS Department Leaders - Lead teacher (chairperson) in each department  
ongoing professional learning on meeting days  
BTSA Support Providers for Year 1 and 2 teachers

CUSD has TOSA's that support CMS teachers in:

1. Math/Science
2. English/ELD
3. World language

SPED coordinator

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

All teachers are given a prep period to plan, daily. Every Wednesday 1.15 hours are provided to staff for one of the following meetings: grade level meetings, department meetings, PLCs, and staff meetings. This time is used to develop, plan, align lessons, and review data.

## Teaching and Learning

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

CMS Math, English, History, Science and PE Departments are all grade level aligned in curriculum content and common assessments

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

CMS master schedule adheres to daily minutes of mathematics instruction and ELA instruction. (241 minutes of mathematics weekly) and (241 minutes of ELA weekly)

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

CMS master schedule provides appropriate grade level pacing and flexibility for intervention courses such as Math Lab, Literacy Lab, Academic Lab, English 8 Foundations, and co-taught ELA and Math classes at all grade levels.

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

CA aligned curriculum:  
ELA - Amplify curriculum  
History - Discovery Education  
Mathematics - CPM College Preparatory Mathematics  
Science - Savvas  
Spanish - Prentice Hall  
PE - Glencoe - pilot needed

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

N/A

## Opportunity and Equal Educational Access

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

CMS offers Co-taught Math and English classes for all grade levels to provide specialized academic instruction to underperforming students.  
Math leveling at all grades  
English 8 Foundations - Read 180, Amplify, supplemental resources and novels - 8th grade only  
Literacy Lab Intervention - Read 180 All Grades  
Math Lab Intervention - All Grades  
Academic Lab- Grades 7 & 8  
Academic Support- students with IEP's

## Evidence-based educational practices to raise student achievement

Co-taught educational environment.  
Intervention classes  
Department and grade level articulation re academic needs and success  
Counseling department tracking and setting student improvement goals and plans with students on Choices (less than a 2.0 GPA)  
Collaboration with teams  
Data aggregation and regular data review  
Data driven instruction



## Parental Engagement

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

Monthly PTO meeting with access to site principal for important issues that impact under-achieving students.

Principal sends letters directly to students in need of support classes to garner a team effort in helping improve achievement of under-achieving students.

Principal sends letter to parents with GPA less than a 2.0 at end of each grading period.

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)

N/A

## Funding

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

N/A

Fiscal support (EPC)

N/A

## Educational Partner Involvement

How, when, and with whom did the 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

The CMS School Site Council met on 10/25/22, 1/24/23, and 4/11/23. The SSC is comprised of teachers, parents, students, classified staff and the principal. Site administrators and TLT meet eight times a year to develop and discuss key actions for student achievement. TLT members met with their department, monthly, to discuss and provide input on key actions. TLT then worked with administration to organize input and develop goals for the School Plan for Student Achievement (SPSA).

During the year, the SSC reviewed CAASPP data, LCAP goals, MTSS (Multi Tiered Systems of Support) process and plans, department and curriculum updates, as well as reviewed and approved the CMS Emergency Plan. Additionally, key actions and goals were updated with input from staff, students, and parents. The CMS School Plan for Student Achievement (SPSA) was presented and approved on 4/11/23.

## Resource Inequities

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

There are no resource inequities identified at this time.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.26%	0.3%	0.32%	2	2	2
African American	0.79%	0.8%	1.58%	6	5	10
Asian	1.83%	1.6%	1.11%	14	10	7
Filipino	1.7%	1.9%	1.58%	13	12	10
Hispanic/Latino	22.77%	23.6%	28.80%	174	149	182
Pacific Islander	0.52%	0.2%	0.32%	4	1	2
White	56.94%	59.0%	56.65%	435	372	358
Multiple/No Response	8.9%	8.7%	5.70%	68	55	36
<b>Total Enrollment</b>				764	631	632

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 6	255	174	188
Grade 7	262	226	198
Grade 8	247	231	246
<b>Total Enrollment</b>	764	631	632

### Conclusions based on this data:

1. CMS had a dip in enrollment due to COVID during the 20-21 school year and while we have had a small increase, we are not at capacity.
2. CMS has had a small increase in total enrollment during the 21-22 school year. This may be due to more military families being stationed in Coronado, students returning after COVID, and/or interdistrict transfers.
3. Student group demographics haven't had a significant amount of change in the past 3 years.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	21	17	27	2.7%	2.70%	4.3%
Fluent English Proficient (FEP)	98	76	78	12.8%	12.00%	12.3%
Reclassified Fluent English Proficient (RFEP)	10	7		41.7%	41.2%	

### Conclusions based on this data:

1. The percentage of CMS students who are English Learners has jumped to 4.3% from 2.7% .
2. The percentage of CMS students who are Fluent English Proficient (FEP) has held steady, hovering around 12.0%.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	240	183	189	234	164	184	233	163	184	97.5	89.6	97.4
Grade 7	245	222	203	239	191	198	239	190	198	97.6	86.0	97.5
Grade 8	247	220	248	237	196	243	236	196	243	96	89.1	98.0
All Grades	732	625	640	710	551	625	708	549	625	97	88.2	97.7

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	2588.	2575.	2586.	40.77	32.52	42.93	33.48	40.49	33.70	20.60	17.79	13.04	5.15	9.20	10.33
Grade 7	2624.	2598.	2600.	39.75	25.26	28.79	42.26	51.05	45.45	13.81	17.37	15.66	4.18	6.32	10.10
Grade 8	2635.	2621.	2605.	41.53	32.14	25.10	38.98	42.86	43.62	12.71	13.78	21.81	6.78	11.22	9.47
All Grades	N/A	N/A	N/A	40.68	29.87	31.52	38.28	44.99	41.28	15.68	16.21	17.28	5.37	8.93	9.92

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	40.52	33.13	38.59	45.26	58.28	47.83	14.22	8.59	13.59
Grade 7	45.19	30.00	33.33	46.44	63.68	57.07	8.37	6.32	9.60
Grade 8	52.12	40.31	34.98	39.41	48.47	55.97	8.47	11.22	9.05
All Grades	45.97	34.61	35.52	43.71	56.65	53.92	10.33	8.74	10.56

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	46.98	30.67	35.33	46.98	57.06	52.72	6.03	12.27	11.96
Grade 7	48.54	31.22	32.32	45.19	59.79	58.08	6.28	8.99	9.60
Grade 8	47.03	34.87	21.81	45.34	53.33	62.96	7.63	11.79	15.23
All Grades	47.52	32.36	29.12	45.83	56.67	58.40	6.65	10.97	12.48

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	34.48	23.31	29.35	61.64	72.39	65.22	3.88	4.29	5.43
Grade 7	28.03	18.42	18.18	67.36	76.32	77.27	4.60	5.26	4.55
Grade 8	39.41	23.47	21.40	54.24	68.88	72.43	6.36	7.65	6.17
All Grades	33.95	21.68	22.72	61.10	72.50	71.84	4.95	5.83	5.44

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	46.98	30.06	33.15	45.69	65.64	58.70	7.33	4.29	8.15
Grade 7	52.72	35.26	39.39	42.68	61.05	51.52	4.60	3.68	9.09
Grade 8	51.27	40.82	29.22	39.41	52.55	63.37	9.32	6.63	7.41
All Grades	50.35	35.70	33.60	42.57	59.38	58.24	7.07	4.92	8.16

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. In the overall ELA domain: Grades 6,7,8 increased by 10% in the exceeding standards category.
2. In the domain of Writing: Producing Clear and Purposeful Writing, the number of students who scored below standard increased by 4% in grade 8. 88% percent of middle school students exceeded or met standards.
3. In the domain Reading: There was an overall increase in student exceeding or meeting standards in reading. Only 10.5% of students were below standard.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	240	183	189	235	164	185	234	164	185	97.9	89.6	97.9
Grade 7	245	222	203	241	189	200	241	189	200	98.4	85.1	98.5
Grade 8	247	220	249	238	197	246	237	197	246	96.4	89.5	98.8
All Grades	732	625	641	714	550	631	712	550	631	97.5	88.0	98.4

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	2576.	2554.	2554.	35.90	26.83	25.41	26.92	20.12	29.19	26.50	35.37	28.65	10.68	17.68	16.76
Grade 7	2614.	2574.	2608.	40.66	22.75	39.00	30.29	33.86	36.50	22.82	30.16	17.00	6.22	13.23	7.50
Grade 8	2635.	2597.	2591.	48.95	30.46	28.05	20.25	27.92	23.17	18.99	22.34	29.67	11.81	19.29	19.11
All Grades	N/A	N/A	N/A	41.85	26.73	30.74	25.84	27.64	29.16	22.75	28.91	25.36	9.55	16.73	14.74

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	43.35	23.78	28.65	41.20	54.27	53.51	15.45	21.95	17.84
Grade 7	54.36	23.81	36.50	33.61	65.08	54.50	12.03	11.11	9.00
Grade 8	52.74	26.67	24.80	29.96	56.92	61.79	17.30	16.41	13.41
All Grades	50.21	24.82	29.64	34.88	58.94	57.05	14.91	16.24	13.31

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	34.62	18.90	21.08	51.71	64.02	59.46	13.68	17.07	19.46
Grade 7	44.81	23.28	35.00	46.89	62.96	55.00	8.30	13.76	10.00
Grade 8	51.90	30.10	26.02	34.18	52.04	52.85	13.92	17.86	21.14
All Grades	43.82	24.41	27.42	44.24	59.38	55.47	11.94	16.21	17.12

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	36.05	26.22	25.41	48.50	61.59	63.78	15.45	12.20	10.81
Grade 7	37.34	24.87	34.00	54.36	62.43	60.00	8.30	12.70	6.00
Grade 8	47.68	26.40	25.61	43.04	65.48	60.98	9.28	8.12	13.41
All Grades	40.37	25.82	28.21	48.66	63.27	61.49	10.97	10.91	10.30

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. In 2021-22, the overall achievement in Math for students who did not meet standard decreased by 2%. A total of 59% of CMS students met or exceeded standards in this area.
2. In the domain: Communicating Reasoning, 89% of students were at above or at/near standard.
3. 17% of students were below standard in the problem solving/modeling/Data Analysis section.



# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	*	*	*	*	*	*	*	*	*	6	*	7
7	*	1592.4	*	*	1604.4	*	*	1580.2	*	7	11	6
8	*	*	*	*	*	*	*	*	*	5	5	5
All Grades										18	19	18

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	63.64	*	*	27.27	*	*	9.09	*	*	0.00	*	*	11	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	44.44	63.16	33.33	38.89	26.32	50.00	5.56	5.26	11.11	11.11	5.26	5.56	18	19	18

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	72.73	*	*	27.27	*	*	0.00	*	*	0.00	*	*	11	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	50.00	78.95	61.11	33.33	15.79	33.33	5.56	0.00	0.00	11.11	5.26	5.56	18	19	18

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	36.36	*	*	27.27	*	*	36.36	*	*	0.00	*	*	11	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	33.33	31.58	5.56	33.33	21.05	38.89	16.67	42.11	44.44	16.67	5.26	11.11	18	19	18

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	27.27	*	*	72.73	*	*	0.00	*	*	11	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	33.33	36.84	22.22	50.00	57.89	72.22	16.67	5.26	5.56	18	19	18

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	90.91	*	*	9.09	*	*	0.00	*	*	11	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	88.89	89.47	83.33	11.11	5.26	11.11	0.00	5.26	5.56	18	19	18

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	45.45	*	*	45.45	*	*	9.09	*	*	11	*
8	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	38.89	47.37	16.67	38.89	36.84	55.56	22.22	15.79	27.78	18	19	18

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	18.18	*	*	81.82	*	*	0.00	*	*	11	*
8	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	16.67	15.79	0.00	83.33	73.68	100.00	0.00	10.53	0.00	18	19	18

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. There is not enough data to determine valid conclusions, however, the new ELPAC assessment provides a much more reliable evaluation of student proficiency levels than the previous assessment. Overall, EL students continue to need scaffolding and appropriate interventions via ELD class and general education classes.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>632</b>	<b>8.1</b>	<b>4.3</b>	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Coronado 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.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	27	4.3
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	51	8.1
Students with Disabilities	74	11.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	1.6
American Indian	2	0.3
Asian	7	1.1
Filipino	10	1.6
Hispanic	182	28.8
Two or More Races	36	5.7
Pacific Islander	2	0.3
White	358	56.6

**Conclusions based on this data:**

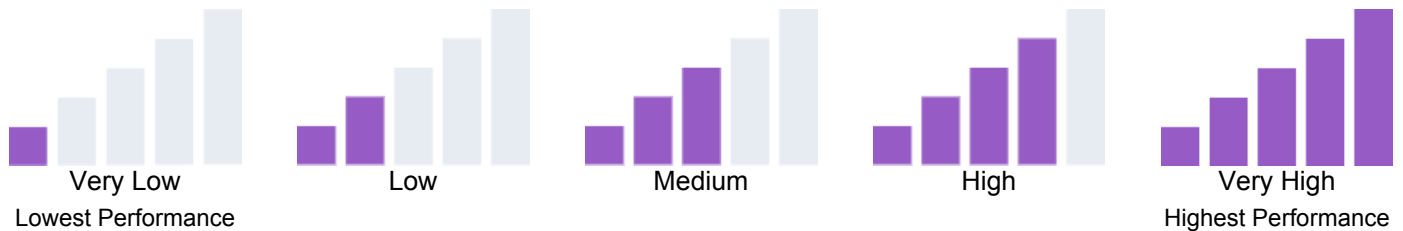
1. 57% of CMS students are White, 29% are Hispanic, and 6% are two or more races, about 8% is all other race/ethnicity groups.
2. Almost 12% of all CMS students have an IEP/ student with disabilities.
3. About 8% of CMS students are socioeconomically disadvantaged.

# School and Student Performance Data

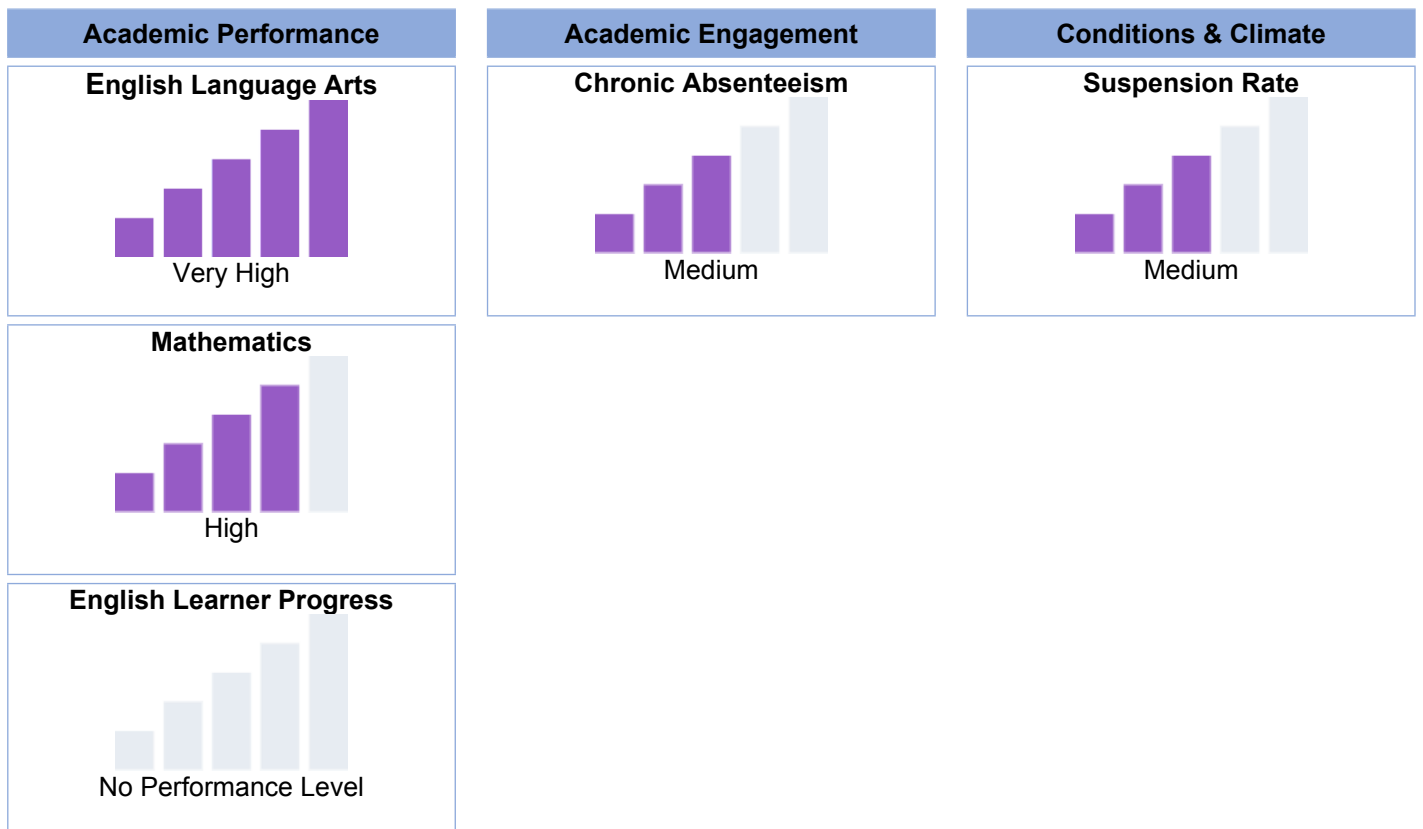
## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students



#### Conclusions based on this data:

- Overall Mathematics for CMS scored a high on the performance indicator, and in ELA a very high on the overall performance indicator. Multiple years of CPM mathematics and extensive teacher training has a direct impact on increases.
- CMS earned a medium on overall Chronic Absenteeism indicating a need to increase student attendance through Saturday School and school wide incentives.

3. CMS earned medium on overall Suspension rate indicating a need to decrease numbers of suspensions through implementing MTSS and strengthening student culture.

# School and Student Performance Data

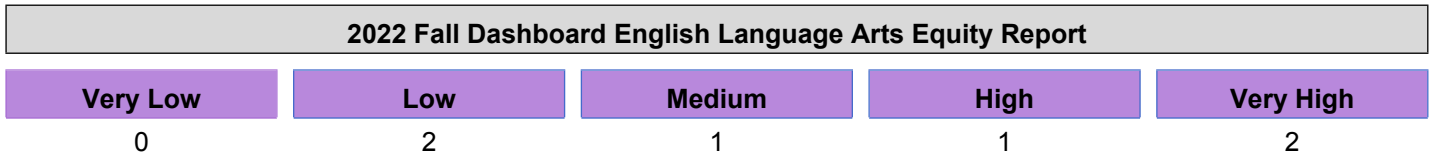
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

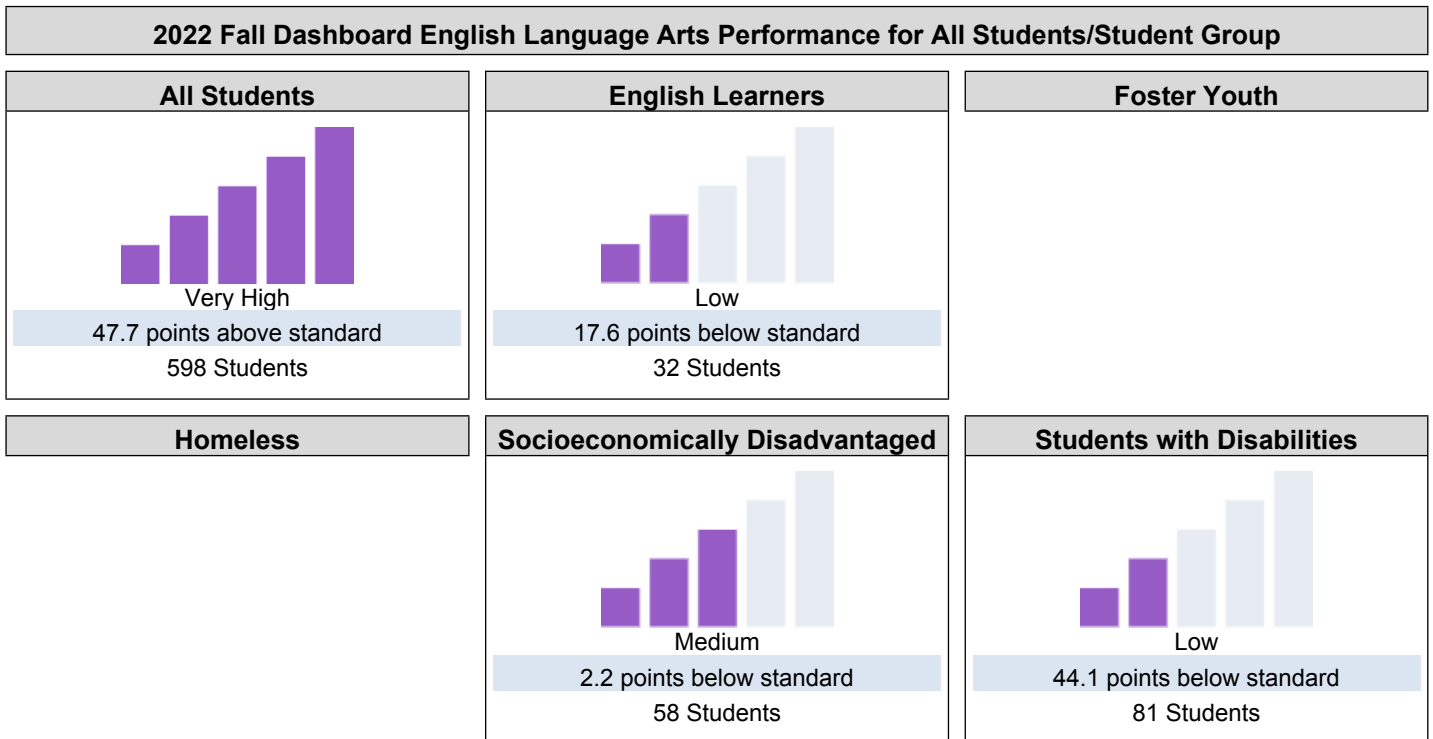
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

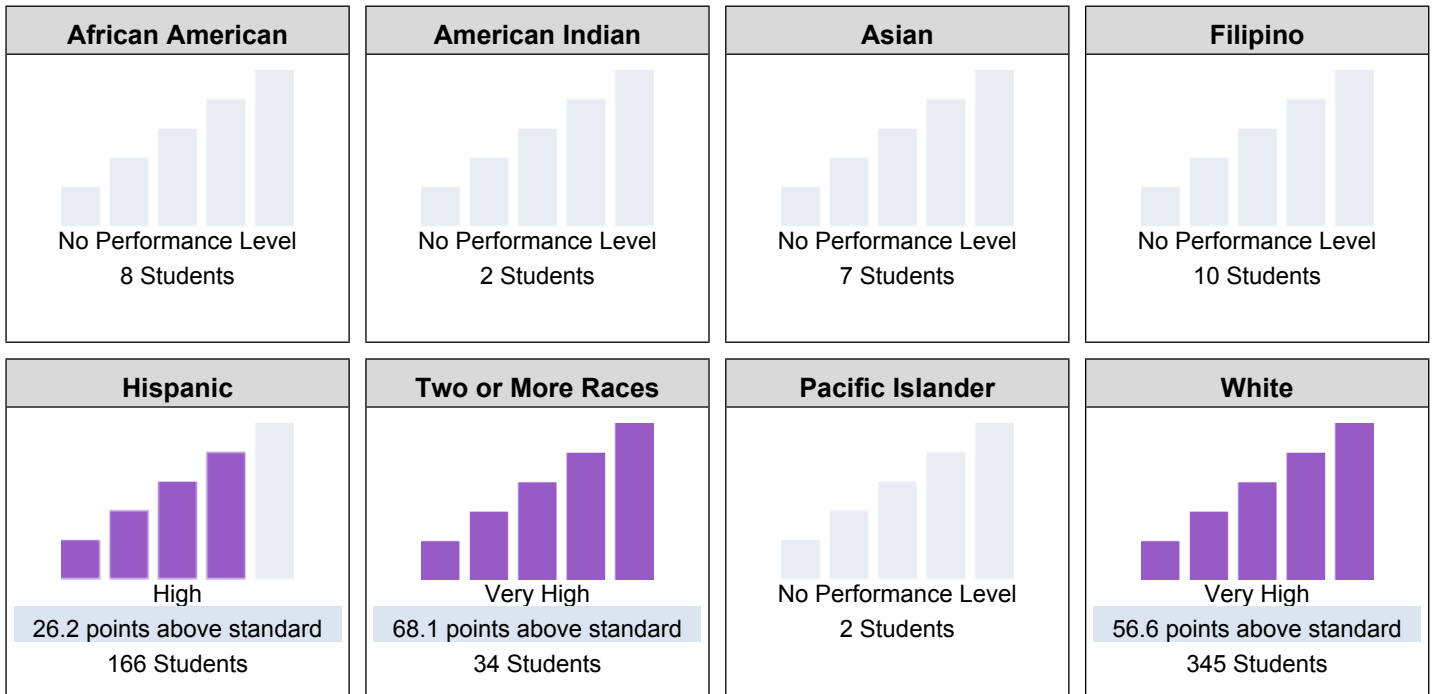


This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in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





### 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

### 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
6 Students	10.7 points below standard	52.1 points above standard
	26 Students	503 Students

#### Conclusions based on this data:

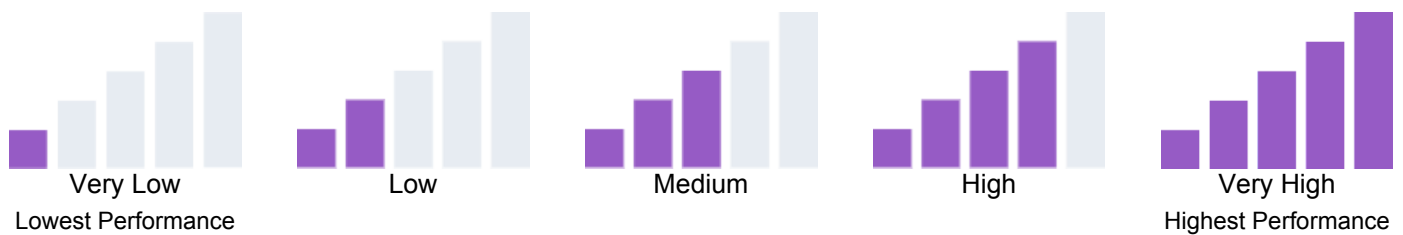
1. In English Language Arts, all CMS students scored 48 points above standard in ELA.
2. In English Language Arts, CMS English Learners scored almost 18% points above standard in ELA.
3. Students with disabilities scored low and 44 points below standard.

# School and Student Performance Data

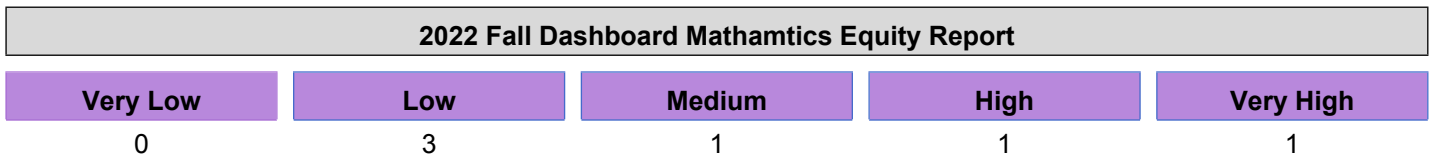
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

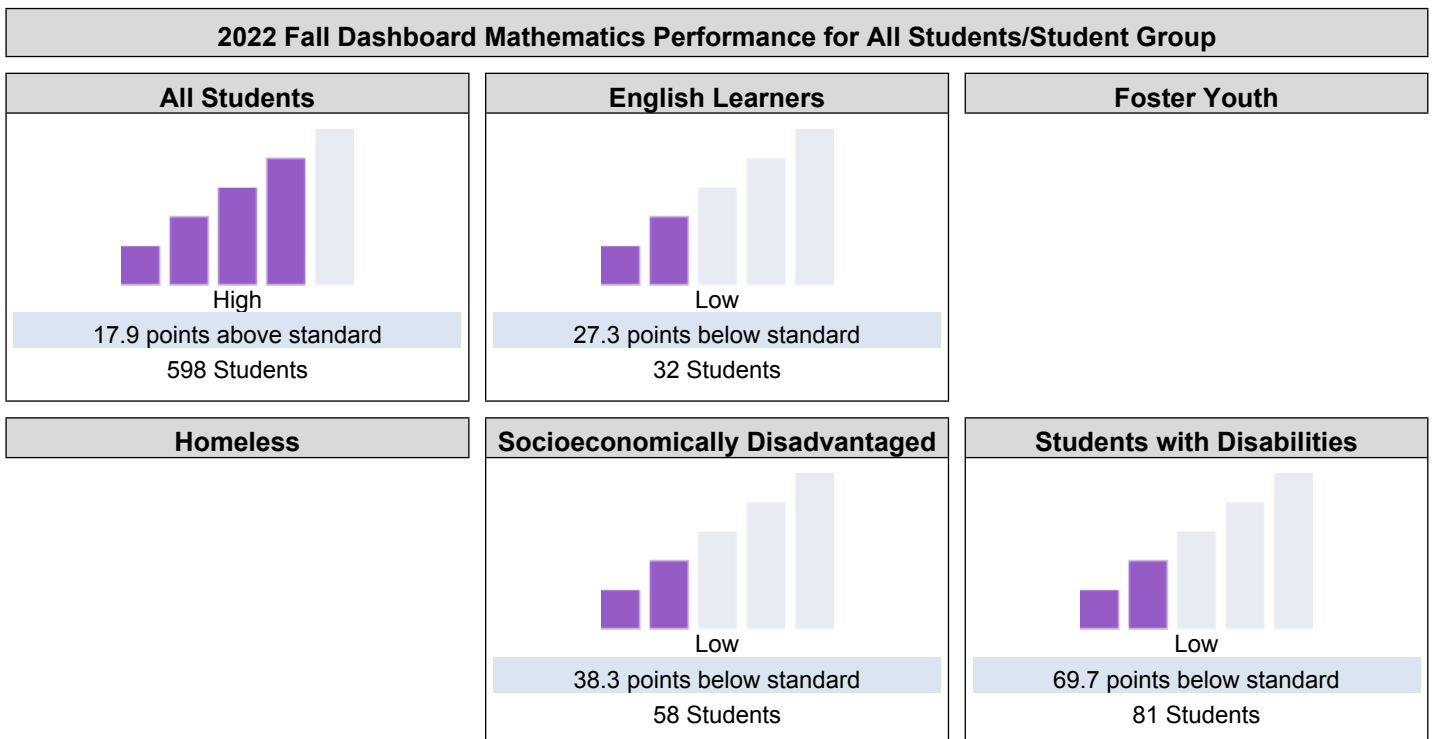
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



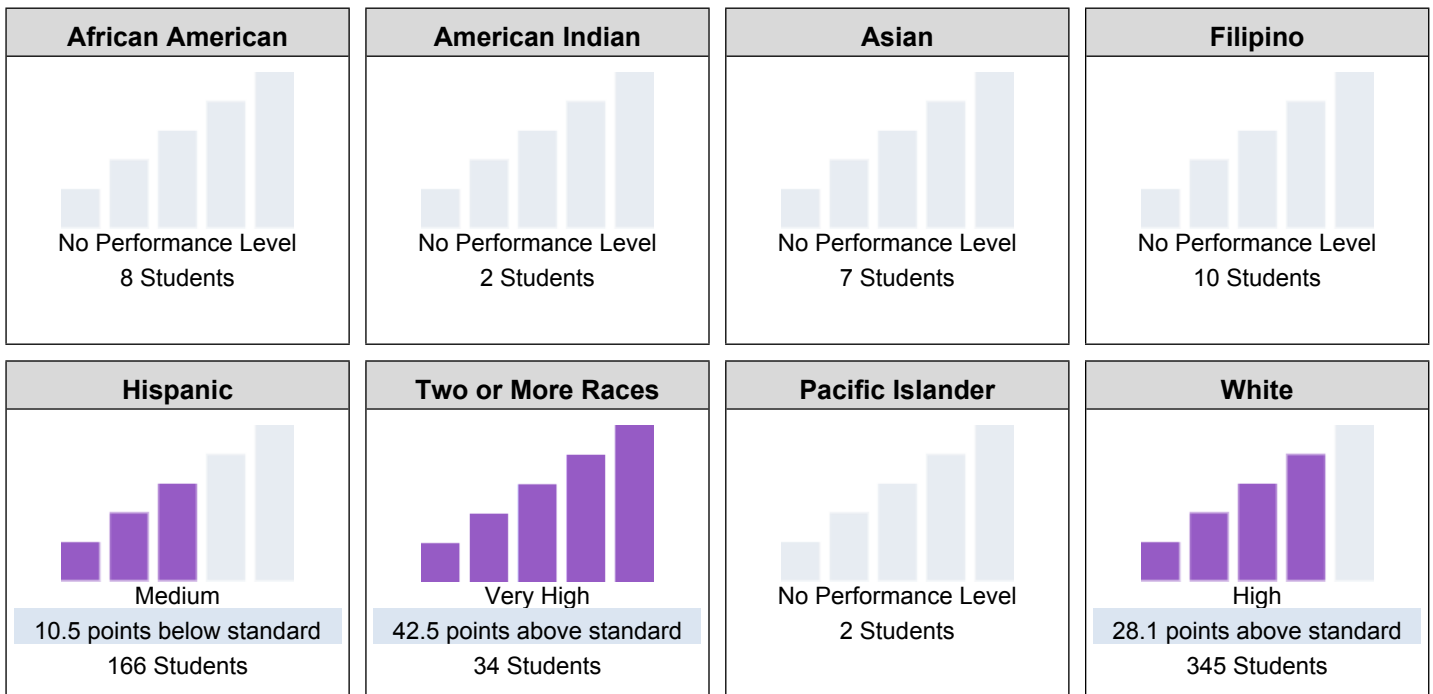
This section provides number of student groups in each level.



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.



### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
6 Students	21.3 points below standard 26 Students	21.2 points above standard 503 Students

**Conclusions based on this data:**

1. The overall performance for all students is 17.9 points above standard.
2. Students with disabilities, English learners, and socioeconomically disadvantaged students all scored low on the dashboard.
3. There was only enough information to record scores for Hispanic, white, and students with two or more races. Hispanic students scored 10.5 points below standard. The other two groups scored at least 28 points above standard.

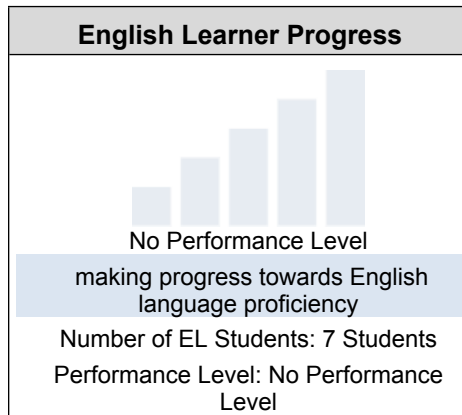
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

### 2022 Fall Dashboard English Learner Progress Indicator



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.

### 2022 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
0.0%	0.0%	0.0%	0.0%

#### Conclusions based on this data:

1. There are not enough students to qualify results.
2. The adoption and implementation of Amplify ELA curriculum provides accommodations and scaffolds for EL students

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

1. N/A

# School and Student Performance Data

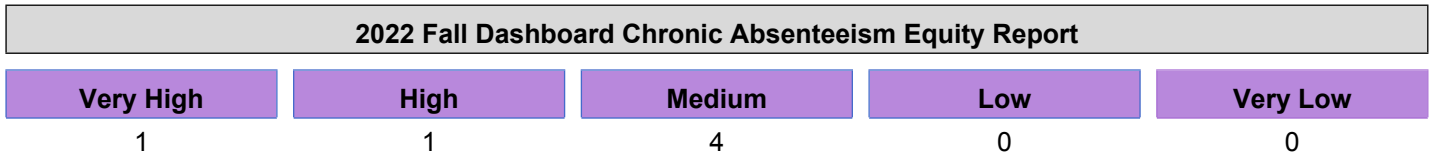
## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

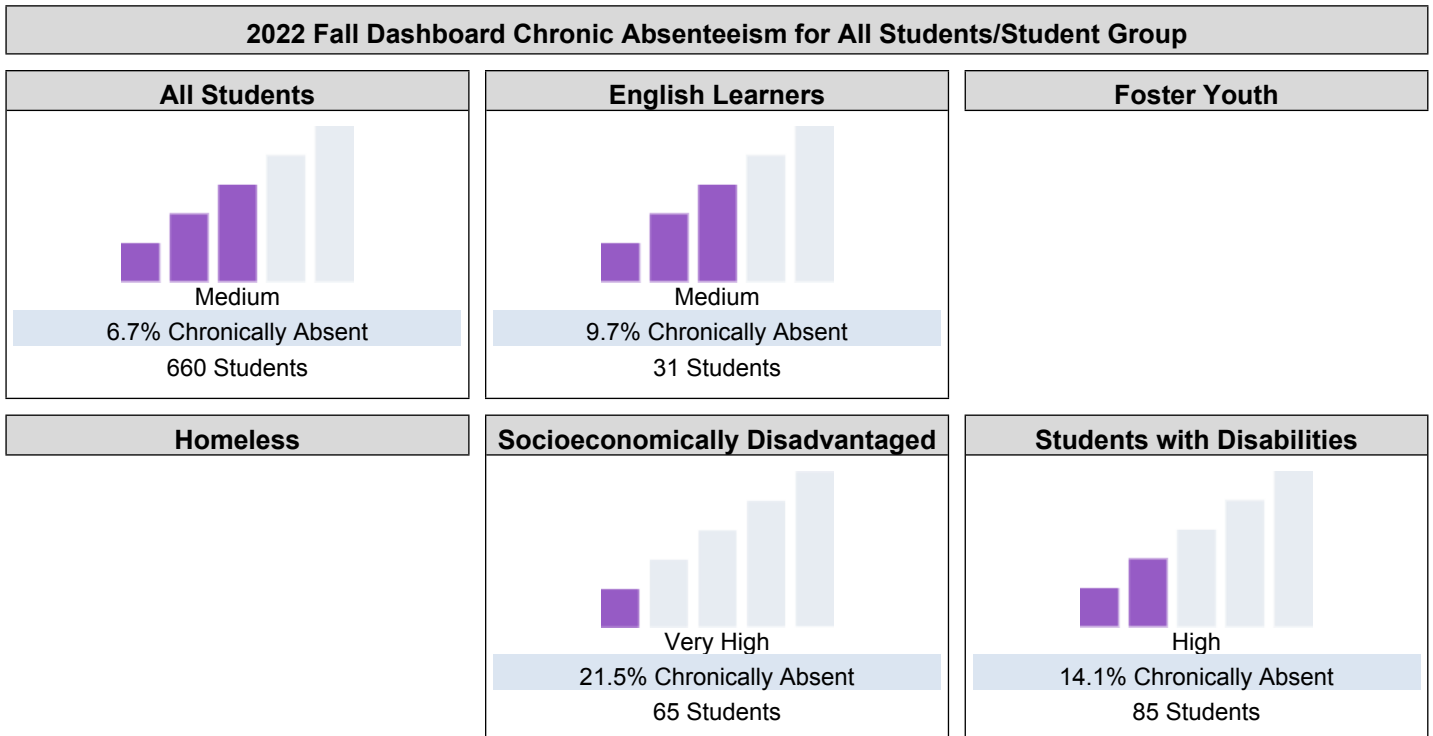
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



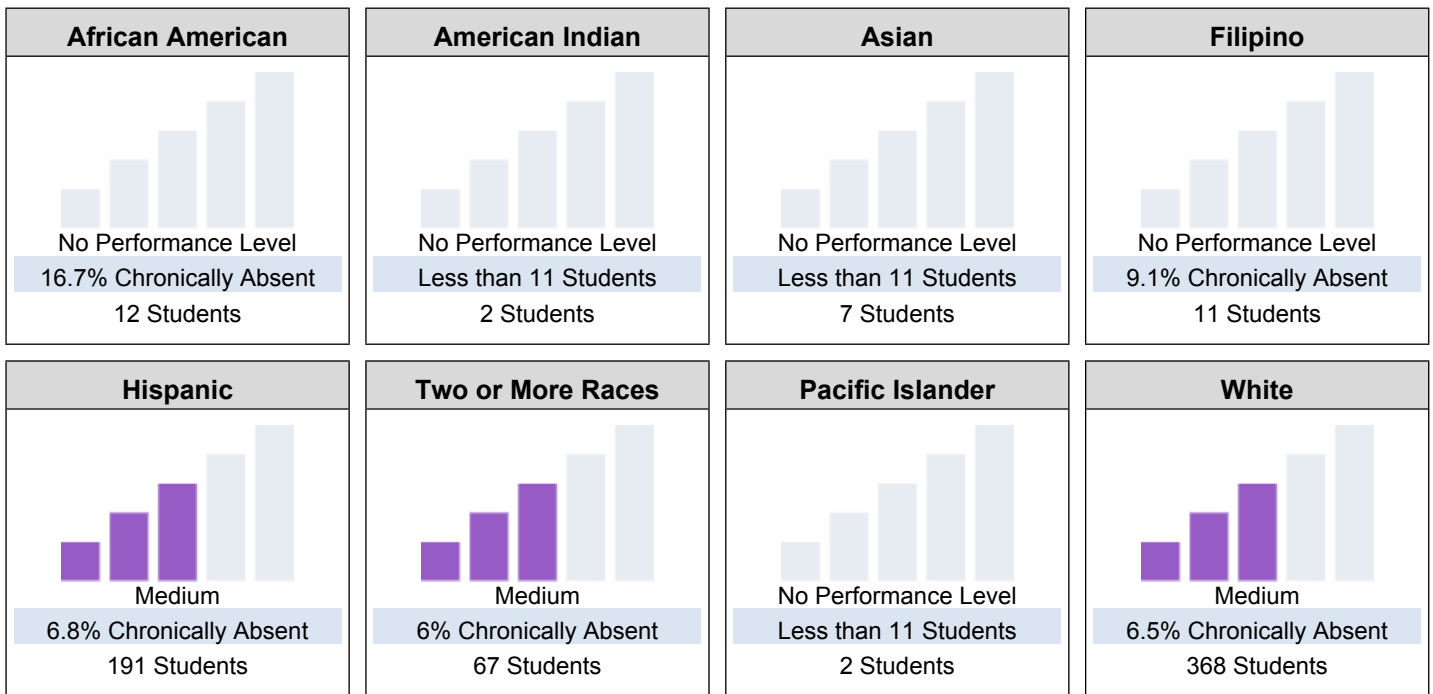
This section provides number of student groups in each level.



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.



**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**



**Conclusions based on this data:**

1. CMS will analyze and determine action steps to support Hispanic, Two or More Races, and White students to increase attendance. Provide additional Saturday School opportunities and incentivize attendance.
2. CMS needs to provide more parent education on student attendance rates, district policies, Education Code laws, truancy implications, and the educational and emotional impact on students .

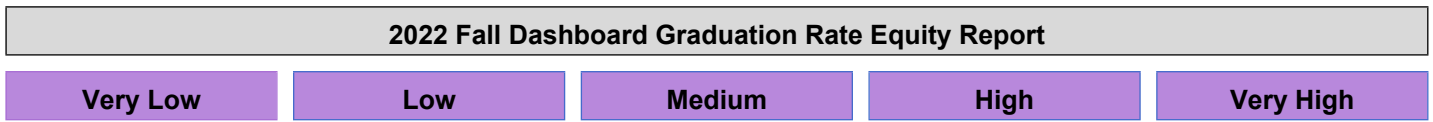
# School and Student Performance Data

## Academic Engagement Graduation Rate

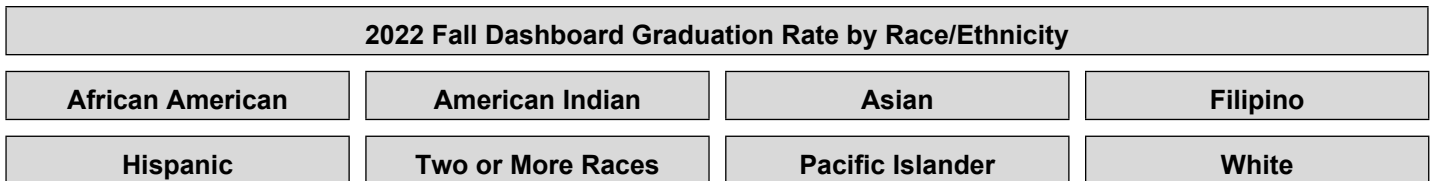
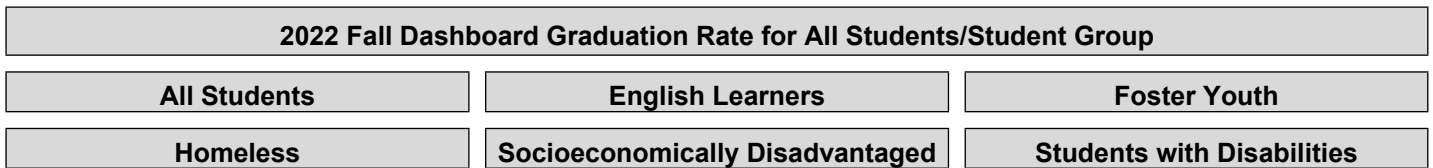
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance
--------------------------------	-----	--------	------	----------------------------------

This section provides number of student groups in each level.



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



### Conclusions based on this data:

1. N/A

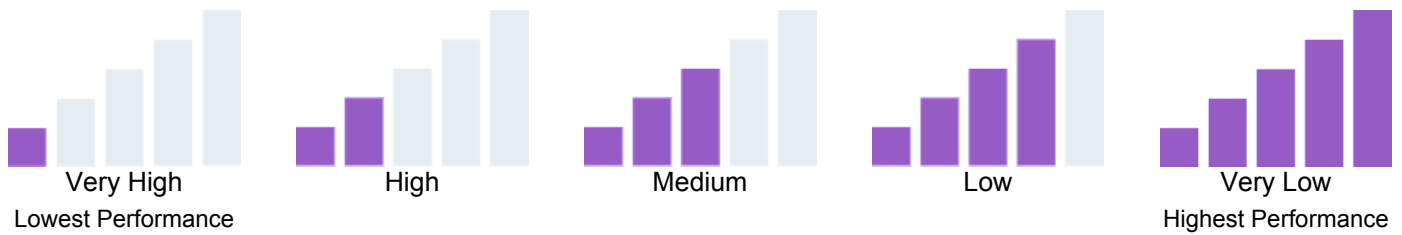


# School and Student Performance Data

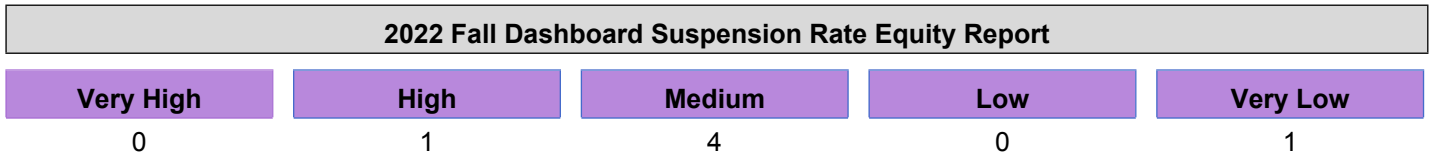
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

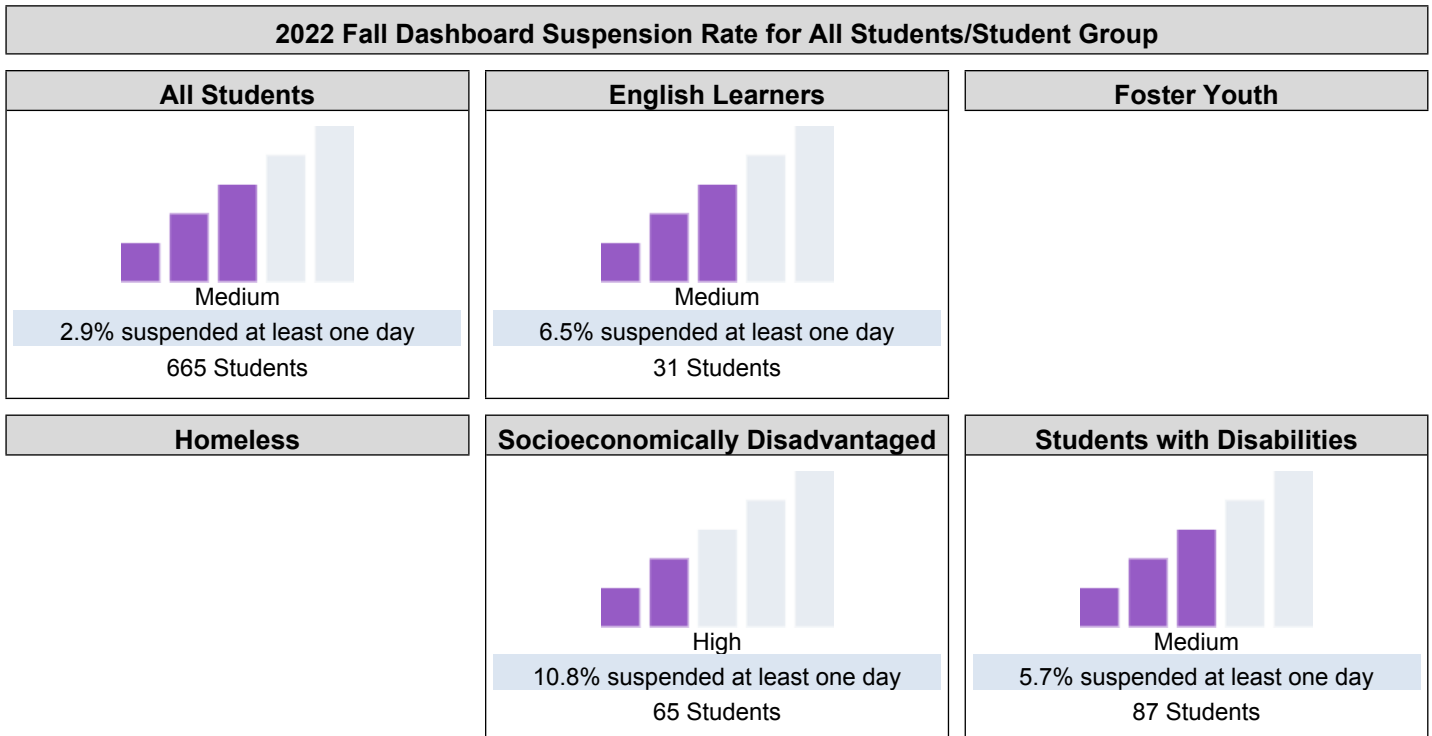
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



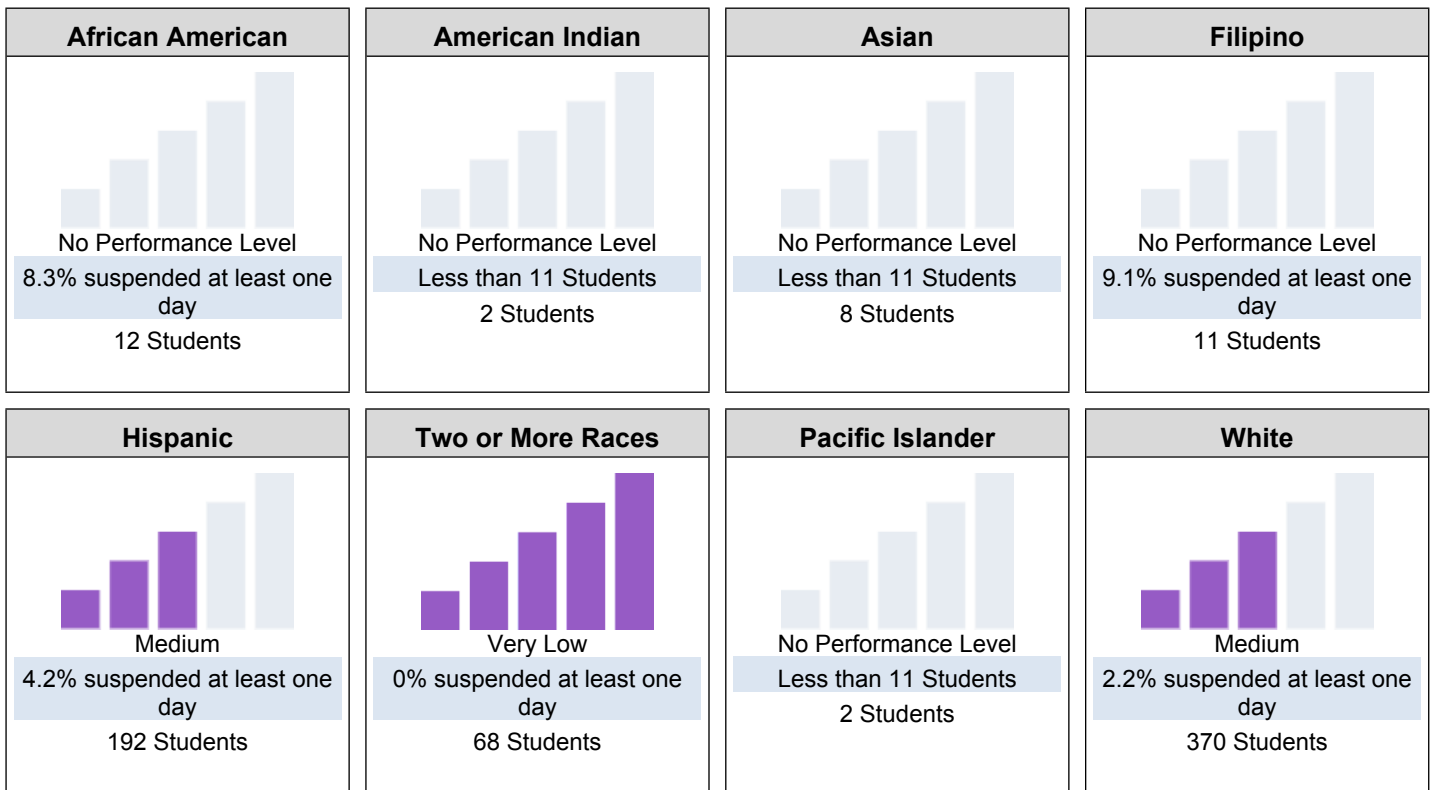
This section provides number of student groups in each level.



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.



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. CMS will analyze exact suspensions numbers of Hispanic, two or more races, and white populations as well as students with disabilities and determine a level of support to decrease suspensions.
2. 2.9% of all CMS students were suspended at least one day. CMS students have a 30 minute advisory period 4 days a week and will discuss school agreements, policies, The Triton Three, and the implementation of MTSS (multi-tiered systems of support).
3. CMS will investigate better systems for student discipline and restorative practice approaches.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Learning: Key Actions and Services

## LEA/LCAP Goal

Integrate personalized learning with assessment methods that will prepare all students for academic and vocational success.

## Goal 1

CMS will provide programs and structures that ensure every student experiences personalized learning opportunities that support academic strengths, needs, goals, interests, and curiosity.

## Identified Need

Increase student percentage of ELA CAASPP scores for all student groups.  
Provide time for staff to collaborate and plan together.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
100% of students will participate in counselor-led social emotional themed discussions based on the the Triton 3 (take ownership, act with integrity, show respect) and activities during monthly advisory class visits. Students will receive weekly SEL messages on KCMS.	Students participate in counselor-led social emotional themed discussions and activities every few months.	23-24 100% of students will be able to identify and define the Triton 3 during counselor led sessions.
Teachers will use annual CAASPP SBAC data, at least once a year, to inform instruction and support student needs. ELA teachers will administer a Lexile assessment 2x a year. Teachers will also have access to the Common Lit assessment scores 3 times a year. Math teachers will administer the MDTP 2x a year.	CUSD is currently adopting Illuminate software as a data collection tool. Administrators and counselors will begin to be trained and show data to students.	100% of teachers will assess the 2023 annual CAASPP SBAC data to inform instruction and support student needs. Math and ELA teachers will administer and use Lexile and MDTP data to gather information and inform instruction. Administrators will use Illuminate to analyze student achievement data

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Staff will use multiple measures of data to inform instruction and support all learners. All teachers will use Illuminate to analyze student achievement data.</p>		
<p>CMS staff will focus on a site-wide goal of student engagement with a focus of speaking and listening as well as hands on learning. Develop shared resource folder and best practices.</p>	<p>CAASPP scores and Dashboard Data will be used to determine a baseline. Areas of focus: School attendance rates. The number of students who are chronically absent (when students are absent for more than 10 percent of school year for any reason). The number and types of student leadership groups, on-campus clubs and extra-curricular activities available. The number of classes taught that provide students with multiple ways of learning. ELA and Math CAASPP scores</p>	<p>All classes will implement student engagement strategies throughout the school year. Growth in student communication from ELA (listening) CAASPP 23 scores to ELA (listening) CAASPP 24. PL provided to staff on student engagement strategies. Shared resource folder and best practices.</p>
<p>Increase/maintain sub group SBAC CAASPP scores. Increase percentage of students with disabilities meeting or exceeding standards in ELA and maintain or increase in Math CAASPP.</p>	<p>Math subgroup -students with disabilities - low 2/5 ELA subgroup -students with disabilities - low 2/5</p>	<p>Increased or maintained Math and ELA subgroup data for students.</p>
<p>Collaborate to create a shared document outlining specific standards focused on CCCs and SEPs in each grade level. Assess 2023 CAST assessment data.</p>	<p>All science teachers have begun collaborating on incorporating CCCs and SEPs across grade levels. Each grade level has at least one common assessment.</p>	<p>100% of science teachers will collaborate to further incorporate CCCs and SEPs across grade levels, contributing to our vertically aligned shared planning document with an intention of seeing an increase in our formative and summative assessment data.</p>
<p>Administer MDTP Assessment twice a year and analyze data</p>	<p>22-23 100% of math teachers used summative, annual SBAC</p>	<p>23-24 Use summative, annual SBAC data to track growth and</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
to set student growth goals and track achievement. Provide student intervention access via Math Lab class. Continued team collaboration.	data to assess growth, needs and achievement. 100% of math teachers administered the MDTP assessments throughout the year and analyzed data to guide instruction. Data from MDTP was used to help populate and guide instruction for Math Lab intervention class.	needs. Use MDTP data throughout the year and analyze data to guide instruction.
Document literacy (SOS strategies) and historical inquiry skills activities to determine effectiveness/alignment of listening and speaking strategies within each unit.	Will continue to evaluate the units of study and work on the process of revising curriculum in each unit to include effective listening and speaking strategies.	Units of study across grades 6-8 will incorporate effective listening and speaking strategies, and will be indicated within unit lesson plans.
Create clear expectations for student writing about various text types and purposes in all curricular areas to increase students' use of written language, including conventions.	Collaborate with teachers to develop common rubrics to use for various types of writing cross-curricular.	Expectations for writing about various text types and purposes across all curricular areas will be clear to students. Teachers will consistently use rubrics to assess students' growth in writing.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

1.1 CMS students will discover, develop and reflect on age appropriate decision making, self-awareness, self-management, social awareness and healthy relationships in connection with the Triton 3 behavioral expectations.

#### Action Steps:

- -Counselors will collaborate to develop lessons centered around the Triton 3 to present to advisory classes
- -A monthly calendar will be provided to all teachers
- -Counselors will present the lessons in advisory classes monthly

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

CMS Funds as needed

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.2 Staff will use multiple measures of data to inform instruction and support all learners.

Action Steps:  
 Train administrators and counselors to use Illuminate (assessment database) with staff  
 Implement a CUSD local assessment and assessment calendar

Staff will use the following data:

- -SBAC data from Spring 2023
- -Grade level department common assessments and collaboration
- -Math MDTP data
- -Common Lit Data
- -Lexile data
- -PE Fitnessgram data
- -Read 180 data and intervention classes (math and literacy) and EL classes
- -Use and track data: SBAC, Lexile, PE data

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)

Source(s)

District and Site Funds  
 District Funds for Illuminate

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

## All Students

### Strategy/Activity

1.3 CMS staff will have a site wide goal focused around Student Engagement with a focus on speaking & listening and hands on learning.

#### Action Steps:

- -Review SBAC data from June 2023
- -Staff PL and ongoing discussions on student engagement activities and strategies
- -Shared best practices
- -Use of Innovation lab (iLab) to support STEM integrated learning in all discipline areas. All classes will be encouraged to attend the iLab at least once during the school year
- -Students access choice activities in all classes
- -Continue to provide robust elective opportunities
- -T3 Advisory period lessons and reflections
- -Student reflection activities in all subject areas
- -Develop a shared resource folder
- -Continue to create a community of caring adults and peers to help support student success.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

District and Site Funds  
CMS Funds for PL  
DoDEA STEM grant

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Student sub groups

### Strategy/Activity

1.4 Increase/maintain sub group SBAC CAASPP scores. Increase percentage of students with disabilities meeting or exceeding standards in ELA and maintain or increase in Math.

#### Action Steps:

- Continue co-teaching with SPED support at each grade level
- Provide Literacy Lab 6-7 intervention class for struggling students
- Provide English 8 Foundations class for struggling students
- Maintain co-taught section sizes at 30 or fewer students and 30% or fewer IEP/504/SST students

- Maintain special education caseloads around 25 students to allow for intensive supports and frequent family collaboration

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)	Source(s)
	District Funds DoDEA Funds

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

1.5 Science: Incorporate the 3 Dimensions of the Next Generation Science Standards, including (Cross Cutting Concepts (CCCs), Science & Engineering Practices (SEPs), and Disciplinary Core Ideas (DCIs) - with a focus on intentional incorporation of SEPs and CCCs

**Action Steps:**

- -Review prior lesson materials and change questions to intentionally use the phrasing of Cross Cutting Concepts and Science & Engineering Practices.
- -As new common assessments and documents are created, incorporate CCC and SEP language into the questioning.
- -Meet vertically to discuss CCCs & SEPs for each grade level. Determine f& document which ones have a strong focus at each grade level.
- -Examine the evidence statements for each Performance Expectation to better align curriculum to NGSS (for grade level lessons and assessments and shared vertical alignment of CCCs and SEPs.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)	Source(s)
	District and Site Funds



**Strategy/Activity 6****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

**Strategy/Activity**

1.6 Mathematics: For the 2023-2024 school year the math department will use summative, annual SBAC data to track growth and needs. Analyze beginning of the year MDTP data to guide instruction.

**Action Steps:**

- -Continue to provide student intervention access via Math Lab class
- -Use MDTP assessment for additional data measures and as placement all students. Use summative, annual SBAC baseline data to target student areas of need
- -Administer MDTP Assessment at the beginning and end of year and analyze data to set student growth goals and track achievement
- -Continue to meet and collaborate with math team during department and PL meetings as well as release days to plan instruction, discuss higher level thinking questioning strategies, student data.
- -Continue to provide student intervention access via Math Lab class
- -Use MDTP assessment for additional data measures and as placement all students.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)

Source(s)

District and Site Funds

**Strategy/Activity 7****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

**Strategy/Activity**

1.7 History: History Evaluate our literacy (SOS strategies) and historical thinking skills activities to determine effectiveness/alignment of listening and speaking strategies within each unit.

**Action Steps:**

- -Release days to document effective strategies and update unit lesson plans.

- -Review strategies provided by the Learning department and add these to our list.
- -Review strategies and curriculum updates provided by Discovery Ed and incorporate within units of study.
- -Seek out real-world experts and experiences to promote speaking and listening skills, engagement, and civics.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)

[Empty box for Amount(s)]

Source(s)

District and Site Funds

**Strategy/Activity 8**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)

Source(s)

**Strategy/Activity 9**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

1.8 English: Support students in developing their written language and conventions in a variety of writing genres and curricular areas.

Action Steps:

- -Examine rubrics that we are using at department meetings.
- -Develop the rubrics with common language.
- -Calibrate with sample essays.
- -Share developed rubrics with other departments.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District and Site Funds

## Annual Review

### SPSA Year Reviewed: 2021-22

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 deleted.

### ANALYSIS

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

Staff collaborated weekly via staff meetings, department, grade level, and leadership meetings to articulate goals and work toward successful implementation. Overall implementation of the strategies/activities are as described above.

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

Overall implementation of the strategies/activities are as described above.

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.

The student SEL program Thrively, was not renewed this year, therefore, that portion was deleted. We added SEL lessons around "The Triton 3". Additions are found in the activities.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Communication

## LEA/LCAP Goal

Communicate openly, freely, and accurately to engage and involve all shareholders.

## Goal 2

CMS seeks to ensure that communication systems among and between all shareholders are effective and valuable.

## Identified Need

Centralize, standardize, and provide communication consistency of progress, resources, events, emergencies, and relevant information

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Weekly Trident Newsletter on Sundays Update Website with streamlined guides to programs, resources, and events Facebook updates KCMS broadcast available on CUSD website Updated staff LMS pages</p>	<p>Weekly Trident Newsletter on Sunday CMS website with streamlined guides to programs, resources, and events Facebook updates KCMS broadcast posted on CUSD website Staff Canvas pages Updated staff Canvas pages</p>	<p>Increased PTO attendance and family engagement Weekly Trident Newsletter on Sunday Updated Website with streamlined guides to programs, resources, and events Updated Facebook posts for all school events/activities KCMS broadcast on CUSD website Updated staff Canvas pages</p>
<p>Leadership team agendas and notes Evidence of Pacific Post and weekly PL agendas and notes Implement surveys to gather data Continue use of shared Google folder</p>	<p>Weekly Pacific Post Bulletin Leadership team agendas and notes Weekly PL agendas and notes Weekly Principal "Things to Know" email Survey data Shared Google folder</p>	<p>Weekly Pacific Post via Smore Leadership team agendas and notes Weekly PL agendas and notes Increase use of shared Google folder Use of survey data to drive needs</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Implement at least three parent education events to target academics and social emotional supports Develop agendas and resources and gather and feedback Increase parent use of online resources posted from CMS and CUSD	Previous parent education event agendas and feedback	A least two parent education events implemented Agendas and resources provided Use of feedback for future Increased parent use of online resources posted from CMS and CUSD

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

#### Strategy/Activity

2.1 Continued communication between CMS staff to community will include:

##### Action Steps:

Weekly principals' Pacific Post ( through Smore) to parents via weekly email messages via Catapult and posted to CMS website

Updated website and social media page. When needed - local news outlets (Coronado Times, Eagle Journal)

Principal and department leaders provide academic and program updates at monthly PTO meetings

KCMS news broadcast

T3 advisory period provides communication to students

Required parent participation at SSC

Classroom resources can be found on Canvas

Announcements will be given when needed, over the intercom

Parent information events

Continued use of Catapult system for emergency communication

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

2.2 Communication between CMS administration and staff will include:

Action Steps:

Weekly Pacific Post via Smore

Wednesday professional learning meetings with agendas and notes(staff, department, grade level, PL)

CMS Leadership Team and School Site Council

Principal “Things to Know” emails

Daily KCMS broadcast announcements

Staff feedback regarding school related topics via surveys (2 per year)

Maintain a shared calendar of events

Maintain a shared Google folder with all needed information

Mid and end of year staff feedback survey

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)

Source(s)

District Funds

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

2.3 Provide parent education and resources to support student success

Action Steps:

Weekly Trident Newsletter

Curriculum and instructional program information

Regularly updated website

KCMS broadcast announcements

The Triton 3 and MTSS and T3 activities

Continue Partnership events with SAFE and share resources for parents

Principal and department leaders provide academic and program updates at monthly PTO meetings  
 Social/Emotional supports via counseling and resources  
 Encourage parent participation in PTO  
 Weekly Trident will incorporate a Counselors spotlight  
 Provide a parent night hosted by the CMS counselors to discuss:  
 \*\*\*Canvas- "How To"  
 \*\*\*How to access weekly communication, key topics, and specific class information  
 \*\*\*SEL material related to middle school students

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District and Site Funds

**Annual Review**

**SPSA Year Reviewed: 2021-22**

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 deleted.

**ANALYSIS**

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

Information is easily accessible by all stakeholders. Analyze CUSD communication systems to determine if streamlining of any will make readership increase.

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

Due to inaccurate communication information (cell phone and/or email) in our student information system (Synergy) not all stakeholders receive the weekly communication. That information is self reported during the annual online registration process.

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.

Provide a parent night at the beginning of the year, hosted by CMS counselors, to discuss how to access Canvas and Synergy information as well as presenting SEL material related to middle school students. Increase readership of The Weekly Trident and website content.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Support

## LEA/LCAP Goal

Maintain safe and supportive schools where students and staff thrive.

## Goal 3

CMS will provide a safe and supportive environment that values the whole child.

## Identified Need

Increase attendance to decrease chronic absenteeism for all students.  
Reduce suspension rates.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>100% of newly enrolled students will complete academic screeners (MDTP and HMH Lexile) to guide placement and identification of grade level supports.</p> <p>23-24 Use and monitor student concerns list Reduction of D/F list Increase students and student sub groups achieving at standard Math/ELA support classes Continued implementation of MTSS systems</p>	<p>This is year 1 of implementation and this information will become the baseline information.</p> <p>Track student need and growth on student concerns list Monitor students achieving standard on CAASPP Monitor growth in students taking Math lab, Literacy Lab, Academic lab, English Foundations 8 Staff use of MTSS systems</p>	<p>This is year 1 of implementation of academic screeners and this information will become the baseline information.</p> <p>23-24 Continue tracking student need and growth on student concerns list Increase of students achieving at standard on SBAC Increased student growth in students taking Math Lab, Literacy Lab and English Foundations 8 Continued implementation of MTSS plan will be used by all staff</p>
<p>100% of students will complete universal screener to identify risk for social emotional</p>	<p>This is year 1 of implementation and this</p>	<p>100% of students will complete universal screener to identify risk for social emotional</p>



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>behavior problems, and participate in advisory period, community building activities, and monthly SEL lessons to reflect on age appropriate decision making, self-awareness, self-management, social awareness and healthy relationships in connection with the Triton 3 behavioral expectations</p>	<p>information will become the baseline information</p>	<p>behavior problems, and participate in advisory period, community building activities, and monthly SEL lessons to reflect on age appropriate decision making, self-awareness, self-management, social awareness and healthy relationships in connection with the Triton 3 behavioral expectations</p>
<p>Required annual drills Current safety protocols in place School Site Council approval</p>	<p>Annual drills data Current safety protocols in place Documentation of feedback/input Site Council will approve in the fall of '23</p>	<p>Site will hold at least 3 fire drills, 2 lockdown drills and 1 earthquake drill by end of school year 23-24 Documentation of feedback/input Site Council will approve following year plan by May 2024</p>
<p>Use of growth data to determine growth and placement ELPAC data CAASPP data evaluated every fall Read 180 data CAASPP IAB data in ELA and Math</p>	<p>Data on: ELPAC CAASPP Lexile level <ul style="list-style-type: none"> <li>• READ 180</li> </ul> </p>	<p>Consistent growth and possible reclassification based on ELPAC data CAASPP data READ 180 Lexile level data grades</p>
<p>Monthly communication reminders regarding importance of attendance via newsletter and website. Offer Saturday School to recapture student learning and attendance Increase attendance at P2 to Decrease chronic absenteeism, by at least 1.0%.</p>	<p>The daily attendance and tardies of students is monitored to increase the overall attendance of targeted subgroups.</p>	<p>Increase attendance at P2 by 1.5% Decrease chronic absenteeism 23-24 Increase communication regarding attendance and parent education Provide Saturday School opportunities</p>
<p>Reduce suspension rates Decrease overall referral rate for all students by 1%</p>	<p>MTSS supports implemented and practiced Restorative practices and other social supports to decrease</p>	<p>Reduced suspension rates MTSS supports implemented and practiced</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease suspension rate percentage for white, Hispanic, Two or more races and students with disabilities Implement MTSS supports	choice actions that cause a suspension from school	Restorative practices and other social supports to decrease choice actions that cause a suspension from school

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

3.1 Continue to provide academic interventions to support the needs of all students and targeted subgroups (below grade level, special education, 504, EL, RFEP, military dependents, inter-district transfer students and subgroups disproportionately impacted by chronic absenteeism )

#### Action Steps:

- -Intervention classes: Literacy Lab (6-8) continue using READ180, Math Lab (6-8), English 8 Foundations (8)
- -SpEd Academic Support classes at each grade level
- -SST and Beyond program implementation
- -Implement year 4 MTSS process to support students in need of intervention
- -Offer Homework Club 3 days a week after school
- -Implement best practices for providing student reflection and feedback opportunities
- -Clarify/educate on difference between accommodations and modifications (working document that has not been approved by legal)
- -Grade level student concerns list- consistent tracking
- -Dedicated day of the week in T3 to complete unfinished assignments
- -Counseling groups focused on success skills

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

#### Amount(s)

#### Source(s)

DoDEA Funds  
SPED Funds  
Coronado City Funds

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

3.2 CMS will continue to provide a safe and supportive environment that values character education, social-emotional awareness, inclusion, and student connectedness

#### Action Steps:

- -Use of universal screener at intake and quarterly to identify students who are at risk for social-emotional behavior problems
- -use screening data to identify students for social emotional supports including counselor-run skill building groups
- -2 or more days of T3 (Triton Team Time) Advisory period 30 mins (year 3) Monthly SEL lessons incorporating the CASEL 5 SEL framework in connection with Triton 3 behavioral expectations.
- -Bring in a guest speaker to address student health and safety (example: Rocky Herron)
- -Continue to implement Schoolwide positive behavior acknowledgements through at least 50 % of student receiving Triton Tri cards to be shared on broadcasts and entered into monthly drawing
- -Provide consistent visuals campus wide of Coronado Middle School Triton Agreements
- -Continue to create specific aligned wellness activities for T3, Collaborate with SAFE to provide programs (including Monthly wellness Wednesdays) about student safety and health
- -Continue awareness of digital safety
- -Continue use and monitoring of student concerns report and grade level student concerns list Streamline Student Success Team Process Track and monitor staff/student connections list
- -Research social emotional curriculum for middle school Increase club opportunities to support passions, and bolster community involvement and parent participation through involvement in MTSS team, parent surveys and quarterly counselor-led parent nights geared at providing dialogue, education, support, and resources for middle school wellness.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

District and Site Funds

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3.3 Continue to update CMS safety plan and hold appropriate safety drills annually.

Action Steps:

Vet plan with School Site Council

Implement practice drills in conjunction with community safety authorities to determine needs

Implement feedback and outcome from previous years.

Determine need for additional supports which may be helpful or necessary

Hold run, hide, fight trainings for staff

Continue to implement out of class protocols ex. halls, bathroom passes, check out system- Kiosk

Use of campus security assistant - increase training

Consistent unified messaging

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funds

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

EL/RFEP

Strategy/Activity

3.4 English Learners (EL) and Reclassified Fluent English Proficient (RFEP) students will continue to improve reading, writing, speaking, and listening skills in English to be college and career ready.

Action Steps:

- -Professional learning time dedicated to evaluating data in order to scaffolding for ELD and RFEP students to access content
- -Track CAASPP, ELPAC and ELD class assessment data and share for teacher use
- -Continue use of READ 180 curriculum for ELD class
- -Use the speaking and listening strategies presented by the learning department and colleagues to shelter and scaffold the speaking and listening standards for ELD and RFEP students.
- -Increase focus on speaking and listening standards, specifically language for academic discussion and collaboration

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funds

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

3.5 Continue to monitor daily attendance and tardy rates. Increase overall attendance rates and targeted subgroups.

Action Steps:

- -Key actions are dependent on feedback and outcome from previous years.
- -Use student concerns lists and continue to track attendance of all students twice a month.
- -Attendance Action Team will continue to meet to support student attendance and hold SART/SARB meetings
- -Provide Saturday School and Make – up Day opportunities
- -Continue to educate parents as to the benefits of positive student attendance (other than for financial reasons such as ADA money for schools) through updated information on the school website
- -Provide attendance information in Spanish
- -Survey parents regarding cause/trends
- -Recognize students monthly for 100% attendance using KCMS
- -Track attendance letters being sent to conference with families and document next steps.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funds

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

### 3.6 Continue to monitor referrals and suspension rates to inform decisions to decrease overall suspension rates and targeted subgroups

- -Implement revised/new systems
- -Develop and implement year 4 MTSS including the academic piece of MTSS
- -Continue to incorporate school-wide behavior expectations (The Triton 3) with additional signage around the campus including each classroom.
- -Use advisory activities to discuss behavior expectations and school culture
- -Look at best practices from other schools
- -Determine need for additional supports which may be helpful or necessary.
- -Continue to gather feedback on systems
- -Continue to use Triton Tri Card with reward system recognizing students on KCMS
- -Implement General Procedure for Supporting Student Behavior Matrix
- -Implement revised behavioral definitions for Minor/Learning Space Managed behaviors and Major/ Managed in Collaboration with Administration. Behavior's Chart for staff use
- -Updated referral form to include interventions used by teachers and admin to highlight and promote PBIS
- -Report discipline data quarterly at staff meetings to determine and discuss behavior trends.
- -Use discipline data to determine behavior education needed for students.
- -Use discipline data for reminders to students on KCMS via admin announcements.
- -Use discipline data to assist in determining topics for counselor led parent nights.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

District and Site Funds

## Annual Review

### SPSA Year Reviewed: 2021-22

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 deleted.

### ANALYSIS

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

MTSS committee trained staff and implemented social -emotional and behavioral supports including the Triton 3. Attendance has presented some challenges since Covid19. The ELPAC has provided a more rigorous assessment of EL students who still need to work on speaking and listening skills. More streamlined supports have been put into place for student academic

interventions as well as developing a school community of connectedness. All safety drills were successfully held.

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

Overall implementation of the strategies/activities are as described. Attendance tracking has improved due to the decision tree for Covid19.

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.

Added areas of support for MTSS are now included. Additions are found in the activities.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

Subtotal of additional federal funds included for this school: \$

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 (\$)
-------------------------	-----------------

Subtotal of state or local funds included for this school: \$

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



# 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
General Fund	\$107,996.00	107,996.00

## Expenditures by Funding Source

Funding Source	Amount
----------------	--------

## Expenditures by Budget Reference

Budget Reference	Amount
------------------	--------

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
------------------	----------------	--------

## Expenditures by Goal

Goal Number	Total Expenditures
-------------	--------------------

# 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
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 4 Secondary Students

Name of Members	Role
Brooke Falar	Principal
Kevin Ramirez	Classroom Teacher
Kimberly Pittner	Classroom Teacher
Matt Smith	Classroom Teacher
Liz Josset	Other School Staff
Janice Bryant	Other School Staff Parent or Community Member
Shannon Litchy	Parent or Community Member
Laura Horton	Parent or Community Member
Anna T.	Secondary Student
Maggie B.	Secondary Student
Avery H.	Secondary Student
Megan N.R.	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**

Departmental 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 April 11, 2023.

Attested:

Principal, Brooke Falar on April 11, 2023

# 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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### **Description**

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

## **Educational Partner Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

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

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

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.

## Goal

State the goal. 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 as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that 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.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## 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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal 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.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal 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.]*

## **Annual Review**

In the following 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.

## 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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or 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.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.*

## Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: 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 federal funds for CSI should complete the Budget Summary 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.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# 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 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); and
      - 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; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - 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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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: S 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 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement 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](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (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 (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (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 (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.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

## **Additional Targeted Support and Improvement**

A school identified 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 (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 Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified 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.

## **Appendix C: Select State and Federal Programs**

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

Programs included on the Consolidated Application: <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/>

Developed by the California Department of Education, January 2019