

School Year: **2020-21**

# 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 13, 2021	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 .

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

During the 2019-2020 school year, CUSD completed 3 surveys this year (via ThoughtExchange):  
1) "What are some important things we can do, or do better, to support the health and wellness of our staff in CUSD?"

168 total participants (parents and staff), 132 thoughts, 4638 ratings.

### FINDINGS:

- -Consider lowering the heat threshold of 90 degrees. The heat in classroom can be unbearable at times. Effects of improper ventilation and overheating are not healthy for both students and staff.
- -Decrease the demands-Workload on teachers/decrease the stress.
- --More time to complete tasks / provide more time to prep. Especially with new curriculum.
- -Recognize success & satisfaction drive people to invest in their job

2) How can CUSD best prepare our students for college and career readiness?

317 total participants (parents and staff), 265 thoughts, 8511 ratings.

### FINDINGS:

- -Provide Internships, job shadowing and opportunities for work experience in a field of interest Work based learning helps students to clarify goals and make informed decisions
- -Provide financial real life instruction (eg basic economics, balancing a checkbook, taking out a loan, preparing taxes, setting budgets) Basic necessary financial skills are necessary to be successful in life
- -Teach basic life skills. How to cook healthy food, maintain a car, live on a budget, seek out information, de-stress, etc.
- -Meeting about grades and college options throughout all 4 years so students stay focused and know what they have to do to meet their goal.
- -Focus on study skills. organization, public speaking

Career assessment and interpretation Because at this age there is very little exposure to the wide variety of careers available

3) As we look forward in to the New Year, what can we do, as a school community, to best Connect, Challenge, and Champion the students in our care?

132 total participants (parents and staff), 21 thoughts, 330 ratings.

### FINDINGS:

- -Keep kids engaged and feeling loved.
- -Teach how to deal with social pressures
- -Provide more Community College / Dual Credit opportunities for students. Exposure to college classes, saves tuition money, broader course of study and more flexibility than currently available.
- -Community Service opportunities to give back to the community
- -Create / institute a Mindfulness program Institute a peer mentorship program- older students adopt a younger one

- -Connect students through campus community service projects; across classrooms and grade levels. Instill a sense of pride and ownership of school.
- -Make class sizes smaller.
- -Improve environmental health; increase maintenance to include more classroom cleaning & sanitation

During the 2020-21 school year, CMS provided the following surveys:

- -Families were surveyed at least twice to determine learning model for which their child will participate (in-person learning or distance learning).
- -7th grade students took the California Healthy Kids Survey
- -Staff were surveyed on bell schedules and regarding learning models

Challenges:

Timely completion from families

Positive Outcomes:

- -useful information to support planning and programs
- -flexible schedules for families and students
- inclusivity, learning centered school climate
- -staff input on bell schedules

## Classroom Observations

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

Formal:

All year 1 and 2 teachers (non-tenured) receive three formal observations and post observation meetings by a site administrator per year. All intermediate teachers (year 3-6) receive one formal observation and post observation meeting by a site administrator per year. All experienced teachers (year 7+) receive one formal observation or three informal observations and post observation meeting by a site administrator every other year. All teachers write a series (between 2 to 6 depending on years of experience) of SMART goals per year and submit data and narrative reflection to show progress for their professional goals. Administrators support effective goal creation and provide support of teachers to meet their goals. Nearly 100% of teachers annually meet their goals. No teachers are currently on a support plan as outlined by contract language for the evaluation process.

Informal:

Walk through and drop in throughout each week.

2020: Due to COVID, evaluation of intermediate and experienced teachers has been suspended for the 20/21 school year. Year 1 and 2 teachers are completing the process as listed above. Site administrators can request a full goals and evaluation program for any intermediate or experienced teacher based on need.

Below are some instructional practices used at CMS as observed by administrators:

\*Zoom breakout rooms

\* Implementation of online tools and programs - Go Formative, Pear Deck, Explain Everything, Nearpod to support online and in person learning

\* Google Tools ex. Jamboard

- \*Inquiry based learning
- \*Number Talks
- \*DBQ (Document based questioning)
- \*Small group instruction intervention/enrichment supports
- \*Socratic Seminar
- \*innovating and creating models
- \*Project-based learning
- \*Guided questioning
- \*Frontloading content
- \*co-teaching
- \*purposeful questioning using varying levels of DOK
- \*Real time practice

## **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)

Due to Covid-19, statewide assessment data was used from 18-19 in addition to local data used were in class assessments which are common assessments across grade level departments.

CAASPP Data 2019 - Student Group Report: Students with Disabilities dipped in ELA but increased in Mathematics. All other student groups maintained meeting or exceeding proficiency goals. 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. 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. 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 three 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 (new 20-21SY) - 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
- 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 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.

Monday afternoon collaboration time (about 60 minutes) is available for departments and/or curriculum planning. This additional time was added due to the new COVID bell schedule and staff collaboration needs during distance learning.



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

All professional development during COVID has been focused on essential standards and adjustments to lessons/units, delivery and assessment to meet the learning environment. All CMS teachers have submitted a minimum of a 3 week, backwards planned, essential standards aligned curriculum unit. All CMS teachers have continued to revise all lessons and units to address the COVID learning environment.

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  
Savvas curriculum Training for science teachers  
Technology Resource Teacher on site

CUSD has four TOSA's that support CMS teachers:

1. Math/Science
2. English/ELD
3. Technology Resource Teacher lead
4. Arts Integration. English teachers work directly with a professional teaching artist to develop and deliver arts integrated experiences.

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

On site/Zoom professional learning on minimum days (Thursday meetings), and Monday collaboration time for grade level subject teams for curriculum training, building common assessments, developing, planning and aligning lessons.

## 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)

Due to Covid-19, minutes are aligned to regulations. During regular year, CMS master schedule adheres to daily minutes of mathematics instruction and ELA instruction. (241 minutes of mathematics weekly) an (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, 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 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

## Stakeholder 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 10/29/19, 1/28/19, and 5/4/20. The SSC is comprised of department leaders (TLT), 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 provide 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 5/4/20..

## 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		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.14%	0.27%	0.26%	1	2	2
African American	1.27%	0.96%	0.79%	9	7	6
Asian	2.54%	2.06%	1.83%	18	15	14
Filipino	1.84%	1.78%	1.7%	13	13	13
Hispanic/Latino	20.90%	19.34%	22.77%	148	141	174
Pacific Islander	0.56%	0.55%	0.52%	4	4	4
White	61.16%	61.87%	56.94%	433	451	435
Multiple/No Response	4.10%	3.84%	8.9%	29	28	48
<b>Total Enrollment</b>				708	729	764

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 6	221	245	255
Grade 7	235	245	262
Grade 8	252	239	247
<b>Total Enrollment</b>	708	729	764

### Conclusions based on this data:

1. CMS has had a small increase total enrollment. This may be due to more military families being stationed in Coronado and/or interdistrict transfers.
2. CMS had a significant increase in total number of 6th grade students from 17-18 to 18-19. CMS hasn't had a number that large in many years. This number may play a significant role in data scores.
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		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	25	24	21	3.5%	3.3%	2.7%
Fluent English Proficient (FEP)	78	86	98	11.0%	11.8%	12.8%
Reclassified Fluent English Proficient (RFEP)	5	6	10	27.8%	24.0%	41.7%

### Conclusions based on this data:

1. The percentage of CMS students who are English Learners has been below 4% for the past 3 years. This can be attributed to adoption of new ELA curriculum and increased scaffolds provided in classes
2. The percentage of CMS students who are Fluent English Proficient (FEP) has held steady, hovering around 11.5%
3. The number of CMS students who are Reclassified Fluent English Proficient (RFEP) has been below a total of 8 students for 3 years.

# 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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	226	222	240	214	212	234	214	212	233	94.7	95.5	97.5
Grade 7	240	241	245	232	235	239	232	235	239	96.7	97.5	97.6
Grade 8	235	253	247	230	239	237	230	239	236	97.9	94.5	96
All Grades	701	716	732	676	686	710	676	686	708	96.4	95.8	97

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2592.	2608.	2588.	42.06	52.36	40.77	38.79	32.08	33.48	14.02	10.85	20.60	5.14	4.72	5.15
Grade 7	2615.	2619.	2624.	34.91	40.43	39.75	44.83	44.68	42.26	15.95	8.94	13.81	4.31	5.96	4.18
Grade 8	2648.	2629.	2635.	43.48	32.22	41.53	42.61	51.46	38.98	9.57	10.04	12.71	4.35	6.28	6.78
All Grades	N/A	N/A	N/A	40.09	41.25	40.68	42.16	43.15	38.28	13.17	9.91	15.68	4.59	5.69	5.37

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	42.06	44.81	40.52	46.73	45.28	45.26	11.21	9.91	14.22
Grade 7	46.55	52.56	45.19	43.97	38.46	46.44	9.48	8.97	8.37
Grade 8	54.35	47.28	52.12	39.13	43.51	39.41	6.52	9.21	8.47
All Grades	47.78	48.32	45.97	43.20	42.34	43.71	9.02	9.34	10.33

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	50.47	60.19	46.98	41.12	33.65	46.98	8.41	6.16	6.03
Grade 7	54.31	55.36	48.54	39.66	36.48	45.19	6.03	8.15	6.28
Grade 8	57.83	47.48	47.03	37.83	46.22	45.34	4.35	6.30	7.63
All Grades	54.29	54.11	47.52	39.50	39.00	45.83	6.21	6.89	6.65

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	38.32	35.07	34.48	58.41	61.61	61.64	3.27	3.32	3.88
Grade 7	31.03	25.75	28.03	64.66	68.24	67.36	4.31	6.01	4.60
Grade 8	40.43	30.54	39.41	54.35	63.18	54.24	5.22	6.28	6.36
All Grades	36.54	30.31	33.95	59.17	64.42	61.10	4.29	5.27	4.95

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	50.93	65.88	46.98	42.99	31.75	45.69	6.07	2.37	7.33
Grade 7	48.28	58.80	52.72	46.98	36.05	42.68	4.74	5.15	4.60
Grade 8	55.22	53.36	51.27	39.57	41.18	39.41	5.22	5.46	9.32
All Grades	51.48	59.09	50.35	43.20	36.51	42.57	5.33	4.40	7.07

**Conclusions based on this data:**

1. In 2018-2019, the overall achievement in ELA for students who met or exceeded standards decreased by 4%. A total of 79% of CMS students met or exceeded standards in this area. 7th and 8th both remained above 80% while 6th grade dropped by 11%. This may be attributed to the larger 6th grade class size.
2. In 2018-2019, Reading cluster: Demonstrating understanding of literary and non-fictional texts, All students who exceeded and were at/near standard decreased by 1.7%. A total of 89% % of CMS students who exceeded and were at/near standard. 90% of 7th and 8th grade students remained above at exceeded and at/near standard. 85% of 6th grade students were at exceeded and at/near standard. This was a decrease in 5% from 17-18. In 2018-2019, Writing, listening and Inquiry clusters: Although there were some small decreases some grade level clusters from 17-8 to 18-19, 90% all students exceeded and were at/near standards. Decreases are not significant based on the maintained overall high percentage of students meeting or exceeding standards for multiple years.
3. There was an 11% increase in the number of 6th graders students tested in 18-19. This is significant to student performance and achievement.



# 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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	226	222	240	221	216	235	221	215	234	97.8	97.3	97.9
Grade 7	240	240	245	234	236	241	234	236	241	97.5	98.3	98.4
Grade 8	235	253	247	230	238	238	230	237	237	97.9	94.1	96.4
All Grades	701	715	732	685	690	714	685	688	712	97.7	96.5	97.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2578.	2586.	2576.	42.08	39.07	35.90	22.62	26.51	26.92	22.17	26.05	26.50	13.12	8.37	10.68
Grade 7	2610.	2605.	2614.	41.45	40.25	40.66	29.91	30.51	30.29	23.08	19.07	22.82	5.56	10.17	6.22
Grade 8	2655.	2634.	2635.	52.17	46.41	48.95	22.61	26.58	20.25	16.96	15.61	18.99	8.26	11.39	11.81
All Grades	N/A	N/A	N/A	45.26	42.01	41.85	25.11	27.91	25.84	20.73	20.06	22.75	8.91	10.03	9.55

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 6	45.70	45.79	43.35	33.48	40.19	41.20	20.81	14.02	15.45	
Grade 7	51.28	53.85	54.36	35.90	30.34	33.61	12.82	15.81	12.03	
Grade 8	55.22	55.70	52.74	31.30	28.69	29.96	13.48	15.61	17.30	
All Grades	50.80	51.97	50.21	33.58	32.85	34.88	15.62	15.18	14.91	

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	40.27	38.60	34.62	44.80	46.51	51.71	14.93	14.88	13.68
Grade 7	44.44	41.10	44.81	46.58	45.76	46.89	8.97	13.14	8.30
Grade 8	55.65	45.99	51.90	33.91	42.62	34.18	10.43	11.39	13.92
All Grades	46.86	42.01	43.82	41.75	44.91	44.24	11.39	13.08	11.94

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	41.18	42.33	36.05	43.89	41.86	48.50	14.93	15.81	15.45
Grade 7	39.74	43.16	37.34	56.84	47.86	54.36	3.42	8.97	8.30
Grade 8	52.17	47.26	47.68	39.57	42.62	43.04	8.26	10.13	9.28
All Grades	44.38	44.31	40.37	46.86	44.17	48.66	8.76	11.52	10.97

**Conclusions based on this data:**

1. In 2018-2019, the overall achievement in Math for students who met or exceeded standards decreased by 2%. A total of 68% of CMS students met or exceeded standards in this area. 7th grade maintained 71% of students who met or exceeded standards while 6th grade dropped by 2% and 8th grade by 4%. Important to take into account an 11% increase in 6th graders who took the test in 17-18 vs. 18-19. Although 8th grade decreased by 4% the overall average of 69% is at above standard statewide.
2. All CMS students increased in communicating and reasoning. This can be attributed to the CPM curriculum which teachers have been using for three years.
3. 7th grade had a 2% increase in Concepts & Procedures from 17-18 to 18-19 and a 5% increase in Problem Solving from 17-18 to 18-19

# 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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	*	*	*	*	*	*	*	6
Grade 7	*	*	*	*	*	*	*	7
Grade 8	*	*	*	*	*	*	*	5
All Grades							18	18

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	*	*		*		*	*	*
7	*	*	*	*	*	*		*	*	*
All Grades	66.67	44.44	*	38.89	*	5.56		11.11	18	18

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	*	*		*		*	*	*
7	*	*	*	*		*		*	*	*
All Grades	77.78	50.00	*	33.33		5.56		11.11	18	18

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	*	*	*	*		*	*	*
7	*	*	*	*	*	*	*	*	*	*
All Grades	*	33.33	*	33.33	*	16.67	*	16.67	18	18

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	61.11	33.33	*	50.00		16.67	18	18

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	83.33	88.89	*	11.11		0.00	18	18

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	*	*	*	*	*	*	*
All Grades	*	38.89	*	38.89	*	22.22	18	18

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	16.67	72.22	83.33		0.00	18	18

**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

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

2018-19 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>729</b>	<b>10.6</b>	<b>3.3</b>	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	24	3.3
Socioeconomically Disadvantaged	77	10.6
Students with Disabilities	108	14.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	1.0
American Indian	2	0.3
Asian	15	2.1
Filipino	13	1.8
Hispanic	141	19.3
Two or More Races	68	9.3
Pacific Islander	4	0.5
White	451	61.9




### Conclusions based on this data:

- 61.9% of CMS students are White, 19.3% are Hispanic, and 9.3% are two or more races, about 8% is all other race/ethnicity groups.
- Almost 15% of all CMS students have an IEP/ student with disabilities.
- Almost 11% of CMS students are socioeconomically disadvantaged.

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Chronic Absenteeism</b>  Orange	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Blue		

#### Conclusions based on this data:

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







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  Green 65.5 points above standard Declined -3.8 points 690	<p><b>English Learners</b></p>  Yellow 5.2 points below standard Increased ++4.7 points 37	<p><b>Foster Youth</b></p>  No Performance Color 0 Students
<p><b>Homeless</b></p>  No Performance Color 0 Students	<p><b>Socioeconomically Disadvantaged</b></p>  Blue 49.7 points above standard Increased ++8.3 points 84	<p><b>Students with Disabilities</b></p>  Yellow 5 points below standard Maintained ++0.4 points 102

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 80.6 points above standard Increased ++7.8 points 15	 No Performance Color 95 points above standard 11
Hispanic	Two or More Races	Pacific Islander	White
 Green 33.2 points above standard Declined Significantly -21.4 points 130	 Green 77.1 points above standard Declined -8.6 points 63	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Blue 74.4 points above standard Maintained ++0.6 points 431

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 10	30.3 points above standard Increased ++4.1 points 27	70.7 points above standard Declined -3 points 593

**Conclusions based on this data:**

1. In English Language Arts, all CMS students decreased by 3.8 points, however, scoring 65.5 points above standard in ELA.
2. In English Language Arts, CMS English Learners increased by 4.7 points, however, scoring 4.7 points below standard and students with disabilities grew by 8.3 points, scoring 49.7 points above standard in ELA.
3. In English Language Arts, CMS Hispanic population declined by 21.4 points however, scoring 33.2 points above standard, students of two or more races declined by 8.6 points however, scoring 77.1 points above standard. White student population maintained at 0.6 points scoring 74.4 points above standard. Closer look at data may indicate more student need for Literacy Lab (intervention)



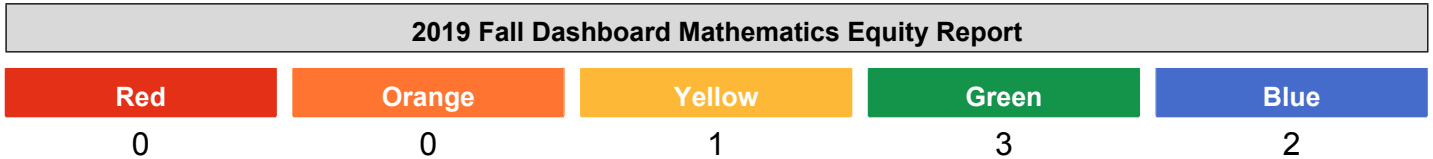
# School and Student Performance Data

## Academic Performance Mathematics





The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  Blue 40.2 points above standard Maintained -0.2 points 690	<p><b>English Learners</b></p>  Green 19.8 points below standard Increased ++4.3 points 37	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p>	<p><b>Socioeconomically Disadvantaged</b></p>  Green 7.4 points above standard Maintained -1.2 points 84	<p><b>Students with Disabilities</b></p>  Yellow 38.1 points below standard Increased ++10.3 points 102

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 51.3 points above standard Declined Significantly -22.4 points 15	 No Performance Color 92.2 points above standard 11
Hispanic	Two or More Races	Pacific Islander	White
 Green 7.8 points above standard Declined -14.6 points 130	 Blue 49.9 points above standard Increased ++4.6 points 63	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Blue 49.2 points above standard Maintained ++2.2 points 431

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 10	11.5 points above standard Maintained ++2.6 points 27	45.6 points above standard Maintained ++2.9 points 593

#### Conclusions based on this data:

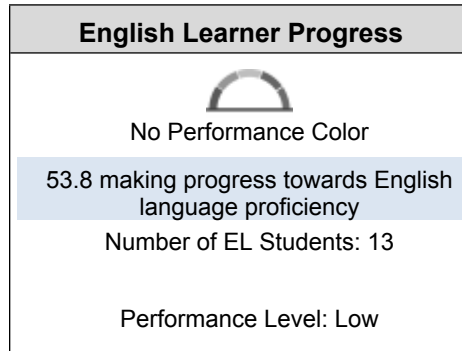
1. All CMS students maintained with 0.2 points in math, scoring 40.2 points above standard. This can be attributed to the completed year 3 implementation of CPM curriculum
2. CMS Hispanic population declined by 14.6 points in math, scoring 7.8 points above standard., Students with two or more races increased by 4.6 points scoring 49.9 points above standard, and our white population maintained with 2,2 points scoring 49.2 points above standard.
3. CMS English Learners increased by 4.3 points in math, scoring 19.8 points below standard and students with disabilities increased 10.3 points, scoring 38.1 points below standard. Socioeconomically disadvantaged students maintained with 1.2 points, 7.4 points above average.

# School and Student Performance Data

## Academic Performance English Learner Progress

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

### 2019 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.

### 2019 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
15.3	30.7	7.6	46.1

#### Conclusions based on this data:

- 53.8% of our 13 EL students are making progress towards English language proficiency. This "Low" Performance level indicates a need for closer student data tracking and providing more scaffolding/interventions.
- 6 of 13 CMS students progressed at least one ELPI level indicating overall growth.
- The adoption and implementation of Amplify ELA curriculum provides accommodations and scaffolds for EL students

# School and Student Performance Data

## Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

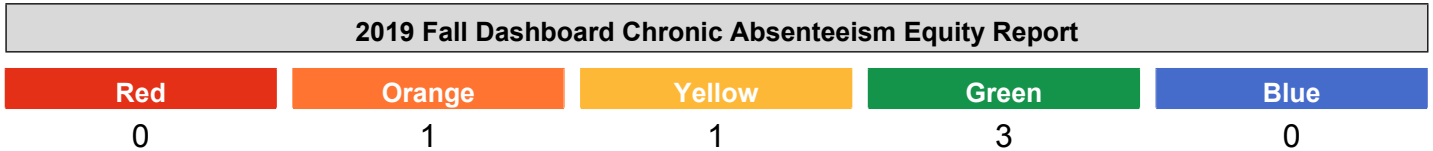
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  <p>Orange</p> <p>5.7</p> <p>Increased +0.9</p> <p>758</p>	<p><b>English Learners</b></p>  <p>No Performance Color</p> <p>7.7</p> <p>Increased +3.7</p> <p>26</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Green</p> <p>6.3</p> <p>Declined -2</p> <p>96</p>	<p><b>Students with Disabilities</b></p>  <p>Green</p> <p>8.1</p> <p>Declined -2.8</p> <p>111</p>

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 6.3 Increased +0.7 16	 No Performance Color 0 Maintained 0 13
Hispanic	Two or More Races	Pacific Islander	White
 Orange 6.6 Increased +2.4 152	 Green 10 Declined -1.8 100	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Yellow 4.7 Increased +0.7 464

**Conclusions based on this data:**

1. CMS will analyze and determine action steps to support Hispanic and White students 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

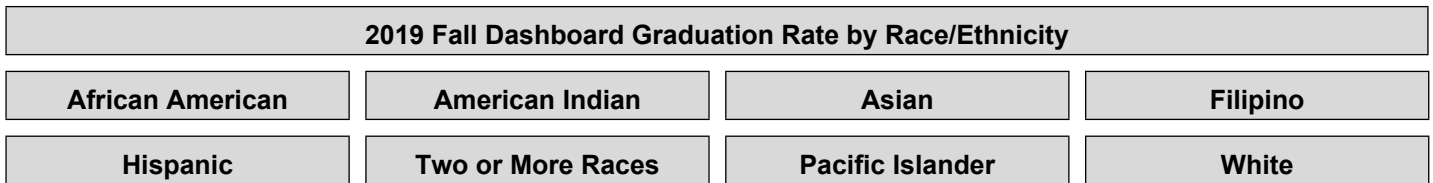
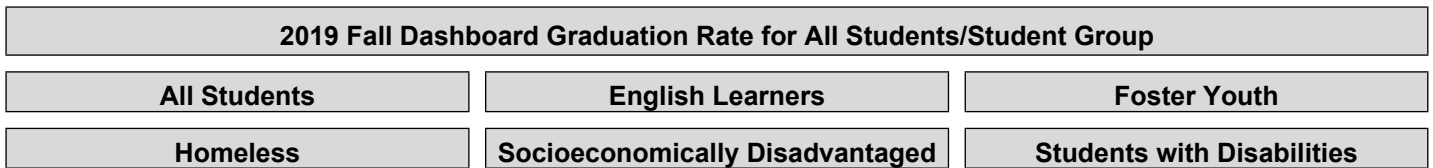
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

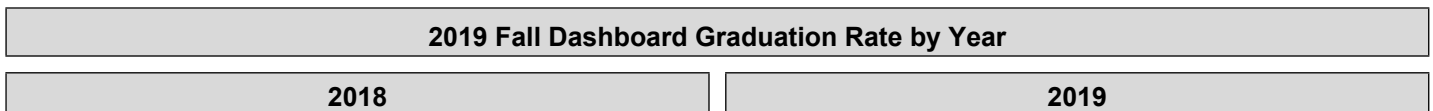
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

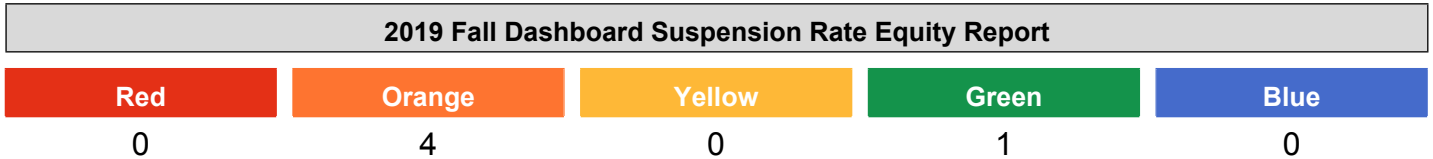
# School and Student Performance Data

## Conditions & Climate Suspension Rate





The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.











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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  Orange 4.2 Increased +1.7 764	<p><b>English Learners</b></p>  No Performance Color 7.4 Increased +3.4 27	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p>	<p><b>Socioeconomically Disadvantaged</b></p>  Green 5.2 Declined -1.8 97	<p><b>Students with Disabilities</b></p>  Orange 8 Increased +4.1 113



### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 7	 No Performance Color Less than 11 Students - Data 2	 No Performance Color <span style="background-color: #e6f2ff; padding: 2px;">6.3</span> Declined -4.9 16	 No Performance Color <span style="background-color: #e6f2ff; padding: 2px;">0</span> Maintained 0 13
Hispanic	Two or More Races	Pacific Islander	White
 Orange <span style="background-color: #e6f2ff; padding: 2px;">5.8</span> Increased +2.8 155	 Orange <span style="background-color: #e6f2ff; padding: 2px;">7</span> Increased +7 100	 No Performance Color Less than 11 Students - Data 4	 Orange <span style="background-color: #e6f2ff; padding: 2px;">3.2</span> Increased +0.8 467

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.5	4.2

**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. CMS students have a 30 minute advisory period 4 days a week and will discuss school agreements, policies, 8 Keys 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.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
100% of students will use Thrively to document goals, strengths, and reflections. 100% of students will add content to their PowerSchool e-portfolio.	20-21 80% of 6th graders used Thrively Some CMS students included work and reflections in their PowerSchool e-portfolio	21-22 100% of students will use Thrively to explore interests and strengths and document goals and reflections 100% of students will add content to their PowerSchool e-portfolio
Teachers will use annual CAASPP SBAC data, at least once a year, to inform instruction and support student needs. ELA and Math teachers will administer and use interim assessment data two times a year. All teachers will use Illuminate to analyze student achievement data.	CUSD is currently adopting Illuminate software as a data collection tool.	100% of teachers will assess the 2021 annual CAASPP SBAC data to inform instruction and support student needs. Math and ELA teachers will administer and use SBAC interim data twice a year. SBAC Interim Assessment data will be used to determine new baselines. All teachers will use Illuminate to analyze student achievement data.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>CMS staff will focus on site-wide goal of student engagement including building student ownership of learning. Staff and students will complete a Fall 21 and Spring 22 survey on student engagement and ownership of learning. Develop shared resource folder and best practices.</p>	<p>Survey data will determine baseline.</p>	<p>Growth in student engagement and ownership from Fall 21 data to Spring 22 survey. PL provided to staff on student engagement strategies. Shared resource folder and best practices.</p>
<p>Increase percentage of students with disabilities in meeting and or exceeding standards in ELA and Math CAASPP SBAC.</p>	<p>Math subgroup -students with disabilities - yellow ELA subgroup -students with disabilities - yellow</p>	<p>Increased or maintained Math and ELA subgroup data for students.</p>
<p>All grade level increase % of students above standard on ELA SBAC Cluster Listening/Demonstrating effective communication skills. ELA team to document vertical alignment of 6-8 literacy skills. Use Read 180 data for Literacy Lab and English 8 Foundations to track growth. Develop department list of opportunities for building student speaking and listening skills.</p>	<p>June 2019: 34% of 6th grade students above standard on ELA SBAC Cluster Listening/Demonstrating effective communication skills. 28 % of 7th grade students above standards on ELA SBAC Cluster Listening/Demonstrating effective communication skills. 39 % of 8th grade students above standards on ELA SBAC Cluster Listening/Demonstrating effective communication skills Department collaboration and articulation of literacy skills.</p>	<p>By June 2022: Increase % of 6th grade students above standard on ELA SBAC Cluster Listening/Demonstrating effective communication skills. increase % of 7th grade students above standard on ELA SBAC Cluster Listening/Demonstrating effective communication skills. Increase % of 8th grade students above standard on ELA SBAC Cluster Listening/Demonstrating effective communication skills Documented vertical alignment of 6-8 literacy skills. Read 180 growth data for Literacy Lab and English 8 Foundations. Department list of opportunities for building student speaking and listening skills.</p>
<p>Implement year 2 NGSS Savvas curriculum. Curriculum work to align learning plan. Assess 2019 CAST assessment data.</p>	<p>Year 1 implementation of Savvas NGSS curriculum Evidence of Phenomena based lessons. CAST data 2019 62% met or exceeded standard.</p>	<p>Implementation of year 2 NGSS Savvas curriculum. Documented aligned planning. Evidence of growth in achievement on CAST assessment percentage.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Administer SBAC Interim Assessment twice a year and analyze data to set student growth goals and track achievement. Provide student intervention access via Math Lab class. Continued team collaboration.	Summative SBAC data to target student areas of need. Team collaboration, common assessments.	Use summative, annual SBAC data to track growth and needs. Use SBAC Interim data throughout year and analyze data for student growth goals and achievement. Math Lab intervention data.
Document literacy (SOS strategies) and historical inquiry skills activities into each unit of study. Implement shared observation tracking document.	Current literacy (SOS strategies) and historical inquiry skills activities for each unit of study.	Grade level documents of literacy (SOS strategies) and historical inquiry skills activities into each unit of study. Shared observation tracking document.
Increase alignment in skill based literacy content in science and history via consistent language and collaboration as evidenced in cluster data on SBAC and ELA interim assessments.	Department collaboration between ELA and history and documentation of literacy skill content needs.	Evidence of increased alignment in skill based literacy content in science and history via consistent language and cluster data on SBAC and ELA interim assessments.

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 will implement and use Thrively (online platform) to discover, develop, and reflect on student strengths, interests, and goals.

#### Action Steps:

- -Train staff and implement Thrively with students which they will use during T#
- -Via Thrively, students will document and track their goals, reflections and growth over time
- -Students will add work samples and reflections to their e-portfolio in PowerSchool
- -Implement a career day – working in collaboration with k-12 workforce counselor
- -Access CHS and/or college students.
- -Provide interest survey
- -Student reflection on goals two times a year
- -Parent input and feedback two times a year

**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 budget for PowerSchool LMS  
CMS Funds for Thrively

**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 and use Illuminate (assessment database) with staff  
Implement a CUSD local assessment and assessment calendar - SBAC interim assessment in ELA and Math  
  
Staff will use the following data:  

- -SBAC data from Spring 2021
- -SBAC Interim Assessment data
- -Grade level department common assessments and collaboration
- -Math MDTP data
- -Lexile data
- -PE Fitnessgram data
- -Read 180 data and intervention classes (math and literacy) and EL classes
- -Use and track data: SBAC, Lexile, SBAC interim assessments, 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)

[Empty box for Amount(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 Site-wide focus on building of student engagement through student ownership of learning.

#### Action Steps:

- Provide a Fall 2021 and Spring 2022 survey to staff and students
- Staff PL and ongoing discussions on engagement strategies
- Shared best practices
- Use of Innovation lab (iLab) to support STEM integrated learning in all discipline areas
- 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

#### 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  
 TIIG 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 All departments will continue to support student literacy to increase the number of students above standard on ELA SBAC Cluster Listening/Demonstrating effective communication skills

Action Steps:  
 Align literacy skills 6th through 8th grade across subject areas  
 Focus on student talk:

- -Provide more opportunities for students to build speaking and listening skills through Socratic seminars, debates, Amplify Quests, accountable talk, Flipgrids, and other programs
- - Quality of questioning to deepen understanding
- -DOK levels
- -Student connections to content
- -Setting expectations and opportunities for student talk

- Literacy Lab intervention class for grades 6-7 to increase foundational literacy skills through use of READ 180 curriculum
- English 8 Foundations class to increase foundational literacy skills through use of READ 180 curriculum
- Implement a cross curricular novel with history in English classes
- Professional learning opportunities for ELA Dept. with History and Science Departments
- Utilize opportunities for students to build close reading and annotation skills across 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  
DoDEA 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 Science: Implementation of curriculum and support materials aligned with Next Generation Science Standards.  
  
Action Steps:  

- Implementation of Savvas NGSS aligned curriculum
- Attend Pearson Savvas PL training for year 2 of implementation
- Continue department PL for aligned planning and implementation
- Develop adopted curriculum supported assessments and materials
- Analyze assessments data
- Examine 2019 and 2021 CAST test results for areas of focus for instruction

**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

**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 Mathematics: Use Interim SBAC Assessment to support and guide instruction and increase achievement.



**Action Steps:**

- Use summative, annual SBAC baseline data to target student areas of need
- Administer SBAC Interim Assessment at least two times a 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)

[Empty box for Amount(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 History/Social Science: Vertically align literacy and historical thinking skills from 6th through 8th grade

**Action Steps:**

- Continue adding literacy (SOS strategies) and historical inquiry skills activities into each unit of study
- Maintain a shared observation tracking document
- Use information and feedback from history classroom observations to guide further planning and vertical alignment

- Use release time for vertical alignment of these 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)

District and Site Funds

**Strategy/Activity 10**

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

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

All

Strategy/Activity

1.9 ELA: Align literacy skills with history and science to maintain or increase student achievement.

Action Steps:

- Use summative, annual SBAC baseline data to target student areas of need
- Administer SBAC Interim Assessment and analyze data to set student growth goals and track achievement
- Continue to provide student intervention access via Read 180 Literacy Lab class
- Collaborate with science and history teachers to develop a shared aligned literacy skills list
- Use release time for vertical alignment of these skills
- Utilize supplemental nonfiction literacy content that aligns with with history and science content
- Align close reading and annotations skills to develop a common language and approach

**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 11**

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

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

All

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.

## **Annual Review**

### **SPSA Year Reviewed: 2019-20**

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. CMS targeted 8th grade students by developing a Foundations 8 English class and implemented the use of Read 180. Literacy Lab 6-7 also used Read 180 this year. Due to COVID-19, gathering baseline data has been challenging. Therefore, we will focus on gathering data and driving instruction by looking at grade level clusters. Additionally, we will have a strong focus on literacy skills and hone student skills in the areas of speaking and listening.

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

COVID-19 impacted goal implementation

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.

Due to COVID-19, and the lack of CAASPP/SBAC data for spring 2020, CMS will use local assessment data and student work to support continued growth of teaching and learning.

# 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
Weekly Triton Newsletter on Sundays Update Website with streamlined guides to programs, resources, and events Weekly Facebook updates KCMS broadcast available on CUSD website Updated staff Powerschool pages	Weekly Triton Newsletter on Sunday CMS website with streamlined guides to programs, resources, and events Facebook updates KCMS broadcast posted on CUSD website Staff PowerSchool pages	Increased PTO attendance and family engagement Weekly Triton Newsletter on Sunday Updated Website with streamlined guides to programs, resources, and events Updated Weekly Facebook posts KCMS broadcast on CUSD website Updated staff PowerSchool pages
Leadership team agendas and notes Evidence of Wave and weekly PL agendas and notes Implement surveys to gather data Continue use of shared Google folder	Weekly Wave Bulletin Leadership team agendas and notes Weekly PL agendas and notes Survey data Shared Google folder	Weekly Wave Bulletin 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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Implement at least two 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	At 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' Triton News ( through Smore) to parents via weekly email messages via InTouch and posted to Facebook

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 PowerSchool

Parent information events

Continued use of InTouch 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 Wave Bulletin 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

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 Triton Newsletter

Curriculum and instructional program information

Regularly updated website

KCMS broadcast announcements

8 Keys of Excellence 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

Restructure Back to School Night to encourage and support the following:

Regularly communicate the importance of:

\*\*\* consistent Power School checks

\*\*\*How to access weekly communication, key topics, and specific class information

\*\*\*Utilize text messaging links

\*\*\*Encourage parent participation in PTO.

### 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: 2019-20

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.

Restructure Back to School Night to provide PowerSchool training for parents and offer more training throughout the year. Increase readership of Triton News 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
Use and monitor student concerns list Reduction of D/F List Increase students and student sub groups achieving at standard Math/ELA support classes Implementation of MTSS systems	Current student concerns list D/F List Math/ELA support classes Documented MTSS systems	21-22 Tracked 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 Implementation of MTSS plan will be used by all staff
Weekly T3 SEL lessons incorporating Thrively 2021 California Healthy Kids Survey data Analyze MTSS implementation of supports Evidence on campus events and programs that support student health, connectedness and safety programs Year 1 No Place for Hate committee	Weekly T3 SEL lessons 2019 California Healthy Kids Survey data MTSS Planning and communicated to all staff Campus events and programs that support student health, connectedness and safety programs Year 1 No Place for Hate committee and two projects	Thrively and SEL lessons implemented in T3 School wide structures of MTSS implemented and used Use CHKS survey data to drive some T3 lessons and MTSS systems Multiple on campus events and programs that support student health, connectedness and safety programs



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Track the % of students with staff/student connection Gather feedback regarding New bell schedule and T3 advisory four days a week	19-20 (5.5 months) implemented New bell schedule with T3	Year 2 No Place for Hate committee, projects, and completion Decreased % of students without staff/student connection Bell schedule and T3 feedback
Required annual drills Current safety protocols in place School Site Council approval	Annual drills data Current safety protocols in place Documentation of feedback/input Site Council will approve following year plan by May	Site will hold at least 3 fire drills, 2 lockdown drills and 1 earthquake drill by end of school year 21-22 Documentation of feedback/input Site Council will approve following year plan by May 2022
Use of growth data to determine growth and placement ELPAC data CAASPP data evaluated every fall <ul style="list-style-type: none"> <li>Read 180 data</li> </ul>	Data on: ELPAC CAASPP Lexile level <ul style="list-style-type: none"> <li>READ 180</li> </ul>	Consistent growth and possible reclassification based on ELPAC data CAASPP data READ 180 Lexile level data grades
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%.	Due to COVID19, data is from 18-19 <ul style="list-style-type: none"> <li>Chronic absenteeism P2 to 96.0%</li> </ul>	Increase attendance at P2 by 1.5% Decrease chronic absenteeism 21-22 Increase communication regarding attendance and parent education Increased Saturday School opportunities
Reduce suspension rates Decrease overall referral rate for all students by 1% Decrease suspension rate percentage for white, Hispanic, Two or more races and students with disabilities Implement MTSS supports	Due to COVID19, data is from 18-19 Overall decreased referral rate for all students by 3% Decreased suspension rate percentage for socioeconomically disadvantaged students, students with disabilities and Hispanic students Decreased referrals	Reduced suspension rates MTSS supports implemented and practiced Restorative practices and other social supports to decrease choice actions that cause a suspension from school

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)

**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 2 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)**

TIIG Funds 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:

- 4 days of T3 (Triton Team Time) Advisory period 30 mins (year 2)
- Weekly SEL lessons with focus on monthly Key - 8 Keys of Excellence -incorporating Thrively MTSS Language - PBiS (clearly outline)
- Implement Schoolwide Agreements
- Implement year 2 of No Place for Hate committee and projects
- Key Cards - share cards on broadcasts
- Provide consistent visuals campus wide of Coronado Middle School Triton Agreements
- Create specific aligned wellness activities for T3
- Collaborate with SAFE to provide programs 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

**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

**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
- Continue Covid-19 protocols
- 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)

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

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)

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  
Continue to 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)  
Provide attendance information in Spanish  
Survey parents regarding cause/trends

**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. Decrease overall suspension rates and targeted subgroups.

**Action Steps:**

Implement revised/new systems  
Develop and implement year 2 MTSS  
Continue to use Growth Opportunity cards- site wide behavior reflection  
Continue to incorporate school-wide behavior expectations (Coronado Middle School Triton Agreements)  
Use T3 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 Key Card with reward system  
Implement General Procedure for Supporting Student Behavior Matrix  
Implement behavioral definitions for Minor/Learning Space Managed behaviors and Major/Managed in Collaboration with Administration. Behavior’s Chart for staff use

**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: 2019-20

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 formed and developed school wide systems to provide social -emotional and behavioral supports. T3 advisory period and the new bell schedule was fully implemented in 19-20. Attendance has presented some challenges due to Covid19. However, the attendance action team formed and began putting into place new strategies and incentives for increasing attendance. 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 drill were successfully held and a campus security assistant was hired.

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

Attendance tracking challenges due to 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.

Implementation of Thrively during T3 advisory period. Safety protocols due to COVID19

# 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

## LEA/LCAP Goal

## Goal 4

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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)

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.

# 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

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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)

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.



# 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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
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	\$97,842.00	97,842.00

## 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
- 2 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Karin Mellina	Principal
Kevin Ramirez	Classroom Teacher
Kimberly Pittner	Classroom Teacher
Laurie Fountain	Classroom Teacher
Barb Jones	Other School Staff
Alison Keehan	Other School Staff
David Keszei	Parent or Community Member
Roelof Roos	Parent or Community Member
Heidi Iverson	Parent or Community Member
Cailin C.	Secondary Student
Zoe T.	Secondary Student
Isabella B.	Secondary Student
Rodolfo G.M.	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 13, 2021.

Attested:

Principal, Karin Mellina on April 13, 2021

# 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.**

[Stakeholder 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.

## **Stakeholder 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**asurable, **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 Stakeholder 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 (Stakeholder 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 (Stakeholder 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