School Year: **2025-26**

Board Approved
June 24, 2025

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

School Name	Nellie N. Coffman Middle School
Address	34603 Plumley Rd. Cathedral City, CA 92234-6326
County-District-School (CDS) Code	33-67173-6059091
Principal	Melissa Galataud
District Name	Palm Springs Unified School District
SPSA Revision Date	7/1/2025-6/30/2026
Schoolsite Council (SSC) Approval Date	4/28/25
Local Board Approval Date	6/24/25

This certifies that updates to my SPSA are completed

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Vision Statement:
We at Nellie Coffman Middle School envision a future where every student has the opportunity to become a ‘Quintessential Cougar’—students who excel academically, uphold integrity, and are fully prepared for the challenges of high school and beyond.

Mission Statement:
Our school strives to create Quintessential Cougars by cultivating a community focused on academic excellence, strong character, and readiness for high school and the demands of their future pursuits.

School Profile

Nellie N. Coffman Middle School serves a diverse population of 960 6th, 7th, and 8th-grade students. Situated on the boundaries of Cathedral City and Rancho Mirage, the campus offers stunning views of the surrounding mountains. Guided by our mission, we strive every day to create Quintessential Cougars by fostering academic excellence, strong character, and readiness for high school and future endeavors.
We envision a future where every student has the opportunity to become a ‘Quintessential Cougar’—students who not only excel academically but also demonstrate integrity and are fully prepared to meet the challenges of high school and beyond. To achieve this vision, we use district-approved curriculum aligned with the California Common Core State Standards, delivering high-quality, grade-appropriate instruction. Our rich electives program provides students the opportunity to choose courses based on their interests, allowing them to explore integrated arts, technology, and specialized subjects that will prepare them for high school academies emphasizing college and career readiness.

In addition to our AVID elective courses, AVID strategies are implemented schoolwide, equipping all students with organizational, critical thinking, and study skills that promote academic success across content areas.
Our inclusion model for special education places students in the least restrictive environment and offers a range of instructional supports to meet the diverse needs of all learners. This ensures that every student can access the core curriculum while receiving individualized assistance.

We also provide intervention programs to address specific academic needs. For 6th-grade students, we offer a reading intervention program as well as support for long-term English learners. At the 7th and 8th grade levels, students have access to targeted math intervention electives focusing on specific math topics, while small group pull-outs at the 8th grade level ensure additional support where needed.

At Nellie N. Coffman Middle School, our Advisory Program is a cornerstone of our efforts to support the whole child. Advisory meets regularly and serves as a consistent space for students to build strong connections with a trusted adult and a small peer group. The program fosters a sense of belonging, reinforces schoolwide expectations, and equips students with academic, social-emotional, and high school readiness skills. Advisory lessons are structured around key themes aligned with our mission to develop Quintessential Cougars—students who demonstrate academic excellence, strong character, and preparedness for the future. These themes include: Academic Monitoring and Goal-Setting, Character Development and Community-Building, College and Career Readiness, AVID strategies and organization tools and finally Schoolwide initiatives (e.g., EL reclassification, digital citizenship, anti-bullying, etc) Advisory teachers act as advocates and mentors, helping students reflect on their progress, celebrate achievements, and address challenges. The Advisory Program also creates a platform to communicate important school information, provide targeted interventions, and support students’ social-emotional growth through structured curriculum and team-building activities.

By embracing our mission and vision, Nellie N. Coffman Middle School creates a community that is committed to nurturing students academically and preparing them for success in high school and beyond.

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)

X Schoolwide Program

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.

Nellie N. Coffman Middle School Site Council (SSC) meets regularly during the school year to review and update the school plan, including proposed expenditures of Title I funds. School goals are based on a comprehensive needs assessment that includes an analysis of verifiable state data, including information displayed on the CA School Dashboard. Other district and school data, including interim and common formative assessments, are utilized to further measure and monitor achievement throughout the school year. School goals are aligned with PSUSD LCAP goals and include the same metrics/indicators. Input and advice are solicited from school advisory committees including the ELAC and School Leadership team. The NCMS School Plan addresses how LCFF and Title I funds will be used to improve the academic performance of all students and close student group achievement gaps.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

School Involvement in the SPSA and Annual Review and Update:

SSC Election Dates and Results:

- At the start of the 2024-25 School Year, Staff Teacher Nominations were taken on 09/02/24. Voting occurred through a Google Survey 09/05-09/07. Two new teachers were elected: Cathie Sowell and Lori Porter

-Staff Classified Nominations were taken on 08/30/24. Voting occurred through a Google Survey 09/03/24-09/05/24. Our Classified Staff Member elected is Brianda Duran.

- Parent Nomination forms were sent through Parent Square on 08/29/24 and due on 08/31/24. The ballots were sent via Parent Square on 09/03/24 and due on 09/05/24. Two new parents were elected: Daisi Cordova, Alexis Pimentel.

-Student Nominations were collected by the Associated Student Body (ASB) Teacher of those students interested in being nominated after the principal came to explain the council to the class on 09/03/24. Voting of the student body occurred on 09/04/24, Jayce Vega-Aguilar and Alyia Navarro Guzman were elected.

SSC Meeting Dates and Topics:
September 9, 2024--Dr. Jim Feffer and Robin Hinchcliff came to train our School Site Council. All but 2 members were trained at this meeting. The additional 2 members were trained by Principal Melissa Galataud on Friday, September 20th.
September 24, 2024-- The first official meeting was held, where a review of the SSC bylaws, election of officers, and Parent Engagement Policy revisions were made. Following this, we collectively revised the School-Parent Compact and determined that we would additionally create a simplified acknowledgment of this to send home to students and families to help capture the importance of this crucial documentation of our partnership.
October 29, 2024-- Modifications and adjustments to 2024-2025 SPSA were discussed, Proposals and Approval of Additional Title I Fund Allocation were discussed keeping in mind the ideas presented by the ELAC needs assessment, Professional development plans were discussed, and support for our LTEL students was shared, Overview of dashboard data, summative and formative assessment data, district LCAP and reflection/discussion/evaluation of services and actions funded through the SPSA. We also outlined the School Safety Plan at this time. ELAC and DELAC reports were also provided.
February 3, 2025--ELAC and DELAC reports were provided. Continued evaluation of SPSA actions and services and sharing of input and feedback from students, families, and staff. Student achievement data was shared from the semester STAR Data reports. The School Site Council voted to allocate funding for portions of current teachers' schedules to serve as instructional coaches in Math, ELA, and English Learner support. This decision was based on schoolwide data that highlighted specific areas of need, ensuring that targeted support is provided by staff members with expertise aligned to those needs.
April 27, 2025--ELAC and DELAC reports were provided. Student achievement and Panorama survey data were shared.

Initial review of the 25-26 SPSA; emphasis on support for red areas in the Dashboard (Math and attendance). There was also emphasis put on the ideas from ELAC in helping bridge the performance gaps in math and ELA for English learners in particular.

ELAC Meeting Dates and Topics:
October 15, 2024--Families received training and reviewed the committee bylaws and roles. Key topics included an overview of the ELPAC assessment and the school's goal of reclassifying English Learners to fluent English proficient. The importance of strong school attendance was emphasized, along with the site-wide goal of 95% attendance. A parent needs assessment was also conducted, covering understanding of EL testing procedures, program placement, reclassification goals and criteria, and awareness of the ELAC itself. Families expressed a need to build greater awareness around all items included in the assessment.
December 10, 2024--The group reviewed minutes from the previous meeting and revisited the reclassification process, including the specific requirements for students to be reclassified as fluent English proficient. The school's SPSA (School Plan for Student Achievement) and 2024 California School Dashboard data were presented. Advice and strategies were shared with families on how to support English Learners at home. Additionally, the School Site Council shared updates on Title I funding allocations, including a new funding line specifically dedicated to supporting English Learners through increased teacher collaboration time in response to their first meeting's needs assessment.
March 4, 2024--The Panorama family survey link was shared to gather input from families. Updates were provided on the current ELPAC testing window, and families were informed of efforts to support EL students in preparation for the assessment. This included targeted support during school-day sessions in January, where 7th and 8th-grade students had the opportunity to access the ELPAC practice test. Additionally, a series of EdCamps were held throughout the year to support attendance recovery and provide English Learners with extra test preparation.

Leadership Team Meetings:
February 5, 2025- An equity-based budget was introduced this year to realign and better address the needs of our students and the departments that serve them. This included a system that outlined each department's needs and wants separated for the ability to determine the best approach to ensuring each department can have fidelity to the curriculum and standards.
March 5, 2025--The team began to unpack the needs of each department on campus and work to approve the needs first to ensure resource allocation.
April 2, 2025--Overview of CA Dashboard for NCMS, designation, and subgroups data analysis (Math, Chronic Absenteeism, subgroups)
The staff determined the need for academic intervention support for both math and ELA, with attention to English Learners built into this. The need to refine the school's approach to ELD was identified as a crucial area in being able to support our EL students effectively. It was also noted that specific incentives and extra care for monitoring chronically absent students should be addressed with more home visits and parental support.

Based on the evaluation of the implementation and effectiveness of the SPSA Actions (see Annual Evaluation and Needs Assessment section) and the review of the California School Dashboard, interim assessments, and Panorama Survey Input, the SSC recommended the following revisions to the SPSA for the 2025-2026 school year:
-continue to provide professional development to support the schoolwide implementation of AVID strategies to support academic achievement and along with PD to support social-emotional learning, restorative justice, and trauma-informed practices.
-Continue allocations for technology to be able to implement the best first instruction.
-Continue allocations to fund teacher collaboration and planning of academic-themed Family Nights to provide parent education on academic and social-emotional learning while strengthening the school-to-home partnership.
-Continue to provide additional designated hours for a classified staff member to serve as a liaison to support parent connections to strengthen school-to-home communications.
-Increase allocations to hire a behavior Paraprofessional to aid in managing student behavior needs and flexible options for push-in supports to maintain student safety & behaviors across campus.
-Allocate funding for an ELA teacher to support teachers as an instructional coach for 1 period
-Allocate funding for a language teacher to support teachers as an instructional coach for 1 period
-Allocate funding for a math teacher to support teachers as an instructional coach for 3 periods.
-Continue to purchase materials and supplies to facilitate a school-wide program of fostering self-efficacy and self-management skills to address all students' social-emotional learning (SEL), strengthening school culture and climate, thereby improving chronic absenteeism rates.
-Continue funding for Response to Interventions (RTI)/MTSS that are embedded during the school day to provide targeted, data-driven interventions to support student learning.

Much of this work was encouraged and supported specifically by ELAC. Firstly, ELAC members participate in discussions and provide feedback on goals, strategies, and interventions tailored to support ELLs' academic success

and language proficiency development. Their insights help shape targeted initiatives such as language acquisition programs, culturally responsive teaching practices, and resources for English language development. Additionally, ELAC input informs decisions regarding the allocation of resources and supports, ensuring equitable access to educational opportunities for ELLs. Their feedback on the effectiveness of existing programs and services guides adjustments and improvements to better meet the evolving needs of our diverse student population.

Apart from ELAC, educational partners, including teachers, administrators, and community organizations, play a vital role in influencing the plan moving forward. Their collaborative efforts contribute valuable perspectives, expertise, and data-driven insights that drive continuous improvement in instructional practices, curriculum alignment, and student support services. Educational partner input is integrated into the plan through ongoing communication, collaboration, and data sharing. This collaborative approach fosters a shared vision of student achievement and promotes synergy among stakeholders to implement evidence-based strategies and best practices.

Resource Inequities

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

Through our needs assessment, we identified resource inequities within.

Academic Support Gaps for High-Need Students:
Students with Disabilities (SWD) and Long-Term English Learners (LTELs) are performing significantly below standard in both ELA and math. While their needs are greater, they have not received differentiated instructional support at the scale or depth required, creating a mismatch between need and service intensity.

Limited Access to Proactive Behavioral and SEL Supports:
Suspension rates for SWD have increased, even as overall suspensions declined. This suggests an inequitable distribution of proactive behavior interventions and social-emotional supports, particularly for students with chronic behavior challenges or trauma histories.

Barriers to Engagement for Chronically Absent Students and Families:
Chronic absenteeism affects over one-third of the student body, with even higher rates among vulnerable subgroups. Despite strong family perceptions of inclusion, persistent attendance issues point to inequities in outreach methods, access to resources, and flexible engagement opportunities for families.

Uneven Access to High-Interest Programs and Enrichment:
While NCMS offers strong electives and extracurriculars, not all students, particularly those with behavioral or attendance issues, have equitable access to these opportunities. This limits engagement for students who may benefit most from identity-affirming and interest-based learning experiences.

Underutilization of Data to Drive EL Support:
Although language development indicators are improving, ELs remain in the Very Low performance range academically. A lack of coordinated, data-informed instructional planning may contribute to continued inequities in both access to rigorous content and reclassification readiness.

These inequities illustrate that while services are available schoolwide, they are not yet fully aligned to student need, highlighting the importance of shifting from equal to equitable resource distribution.

In Goals 1-3 of our 2025-2026 plan, we have addressed this inequity:
-(Goal 1) The need for continuing to strengthen MTSS that addresses a schoolwide plan for academic support by providing intervention opportunities in and outside of the school day to target the involvement of EL students who are performing below grade level in math and ELA. Create more opportunities for these students to have access to differentiation in their ELD supports.
-(Goal 1) Provide AVID training and PD to expand upon schoolwide implementation of AVID WICOR methodology in conjunction with district-provided UDL PD focused on removing barriers to student learning. This PD includes more opportunities for PD surrounding co-teaching and supported instruction.
-(Goal 1) Provide materials and supplies to support self-regulation, goal setting, and SEL and provide scaffolds for executive functioning skills to support student learning and improve attendance.
-(Goal 1) Increase allocations to specifically support ELs, create opportunities for teachers to collaborate and deepen their ability to teach designated and integrated ELD. Use a .2 coach to help teach vocabulary schoolwide in a

streamlined way, all departments' time to unpack EL data, specifically to drive the ELD supports within each content area.
-(Goal 1) Increase allocations to add a Behavior Paraprofessional who will provide targeted push-in and pull-out support for students demonstrating behavioral or social-emotional challenges. This role is designed to offer more proactive, relationship-based interventions and ensure students with the highest behavioral needs receive consistent, tiered support aligned to MTSS.
-(Goal 2&3) Provide opportunities to plan family events that strengthen the school-to-home connection. These major family events will include outreach opportunities where students and parents/guardians are strongly encouraged to attend engaging, interactive sessions for events such as A-G requirements (organized by the AVID Team) Night at the Museum (organized by the NCMS History Department) and a Night Under the STARS (Family STEAM Night incorporating math and science department participation) each with a literacy focus provided by ELA teacher supports. The objective of these outreach events is to build a strong sense of belonging among students and families, improve parent/school communication, and educate families on the importance of school attendance.
-(Goal 3) Provide resources to strengthen positive rewards/MTSS schoolwide system to include student leaders collaborating with various staff members of the MTSS team to reinforce schoolwide expectations through positive on-campus events, activities, and enrichment activities off-site to support SEL and college and career goals, with an emphasis on coming to school daily.

Needs Assessment – Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, and foster youth have led to improved performance for these students.

Reflections: Success

Progress Area 1: Growth in Math Achievement for English Learners
English Learners showed a significant gain of +8.3 DFS in math, reflecting the positive impact of targeted interventions such as small group instruction, pull-out support, and extended learning opportunities. This improvement indicates that sitewide efforts to scaffold academic language and provide math access are beginning to close long-standing gaps.

Supporting Actions:
Grade-level PLC teams engaged in collaborative data analysis using Common Formative Assessments (CFAs) and focused on aligning instructional strategies across classrooms. Substitute coverage for release days allowed for deeper reflection and planning, and professional development opportunities in both math pedagogy and English Learner supports reinforced the use of scaffolds and language-rich instruction. These efforts created a consistent, supportive environment in which English Learners could begin closing the gap in mathematical proficiency.

Progress Area 2: Substantial Increase in Reclassification of Long-Term English Learners
The reclassification rate for LTELs rose by +10.2%, now reaching 45.9%. This growth highlights the effectiveness of the school's focused Designated ELD instruction, student progress monitoring, and aligned instructional strategies that promote language proficiency and academic readiness.

Supporting Actions:
The MTSS team monitored EL progress as part of their tiered data review cycle, ensuring timely interventions and support adjustments. These efforts collectively empowered LTEL students to accelerate their language acquisition and meet reclassification criteria.

Progress Area 3: Reduction in Suspension Rates Across Multiple Student Groups
The overall suspension rate declined by 2.8%, with additional reductions among English Learners and Homeless Youth. This improvement reflects the school’s ongoing commitment to restorative practices, structured behavioral supports, and relationship-building strategies that promote a more inclusive and supportive school climate.

Supporting Actions:
Based on local district data, NCMS continues to have one of the lowest suspension rates among middle schools in the district. This success is the result of a multi-tiered approach to school climate, driven by a robust advisory program offered four times per week, with dedicated time for social-emotional learning (SEL), relationship-building, and academic support. The schoolwide PRIDE matrix (Preparedness,

Respect, Integrity, Determination, Empathy) continues to anchor positive behavior recognition and expectations across campus. Restorative practices have been expanded through peer mediation and staff training, offering alternatives to exclusionary discipline and fostering stronger peer relationships. The MTSS team regularly reviews behavioral data and provides timely support through Tier 2 and Tier 3 interventions. These proactive and restorative approaches, along with consistent supervision and strong adult-student relationships, contributed to the improved outcomes in suspension data and overall school climate.

Nellie N. Coffman Middle School has made measurable progress across several key areas according to the Fall 2024 California School Dashboard. The All Students group showed a 2.8% reduction in suspension rates, indicating improvements in school climate and behavioral support systems. While overall math performance remains in the Very Low range, the school successfully maintained performance levels in math and science, preventing further academic regression amid ongoing recovery efforts. Notably, English Learners made a significant gain of +8.3 DFS in math, reflecting the impact of targeted instructional supports, and Long-Term English Learners (LTELs) demonstrated a substantial +10.2% increase in reclassification, marking important language acquisition progress. Socioeconomically Disadvantaged students mirrored the schoolwide improvement in suspension rates and maintained their performance in math and attendance, demonstrating stabilization for a high-needs population. Although data for Foster Youth was limited due to small sample sizes, no declines were reported, suggesting that individualized support structures helped sustain progress for these students. Collectively, these outcomes underscore the school's commitment to equity-focused interventions and continuous improvement.

Reflections: Identified Need

Referring to the California School Dashboard, identify: (a) any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or any areas that the school has determined need significant improvement based on review of state indicators, local performance indicators or other local indicators AND (b) identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the school planning to take to address these areas of low performance and performance gaps?

Based on the 2024 data from the California Dashboard, we have some areas that need attention, which are outlined below in sections.

Chronic Absenteeism
Chronic absenteeism is a critical concern at Nellie N. Coffman Middle School, with the indicator in the Red performance band for All Students (35.5%). The rates are even more severe among several student groups:
Students with Disabilities: 47.1%
Long-Term English Learners: 37.6%
Socioeconomically Disadvantaged students: 35.6%
These figures indicate that a substantial portion of the student population is missing more than 10% of the school year, which significantly impacts their ability to engage in instruction and build a connection to school. This area demands urgent, targeted interventions, especially for students facing additional academic and social-emotional challenges.

Supporting Actions to Address Chronic Absenteeism:
To address chronic absenteeism, Nellie N. Coffman Middle School has established a multi-faceted plan to reduce chronic absenteeism by 15% and severe chronic absenteeism by 10% by June 2026. This will be accomplished through a two-tiered intervention strategy. First, counselors will implement Attendance Success Plans, meeting with students after their second absence to identify barriers, set goals, and conduct bi-weekly progress check-ins. Second, the NBA (Never Be Absent) Mentorship Program will pair at-risk students with staff mentors for personalized motivation and support. Attendance gains will be celebrated through student recognition systems, while ongoing absenteeism concerns will be addressed through SART meetings with families. In support of this strategy, plans for the 2025–2026 school year include allocating additional hours for classified staff to increase parent communication and raise awareness about the impact of attendance on academic and social-emotional development. Funds will also support the integration of SEL and academic goal-setting materials into the schoolwide advisory program, helping students develop executive functioning, self-regulation, and a stronger sense of school belonging. A targeted outreach plan will further strengthen family engagement through increased phone calls, home visits, and coordinated communication between teachers, counselors, and support staff. Progress will be closely monitored through monthly attendance reviews in Synergy, with year-end comparisons used to evaluate reductions in both chronic and severe absenteeism.

ELA and Math

According to the 2024 California School Dashboard, Math performance at NCMS is in the Red range (Very Low) for All Students, with an average score of -107.9. Several student groups are also in the Red for Math, including Students with Disabilities (-192.3), Long-Term English Learners (-162.2), English Learners (-138.1), Foster Youth (-169.9), Homeless Youth (-130.4), and Socioeconomically Disadvantaged students (-108.7).
In English Language Arts (ELA), the All Students group scored -60.3, which places them in the Orange range (Low), while Students with Disabilities (-155.7), Long-Term English Learners (-120.8), English Learners (-101.8), Foster Youth (-130.2), and Homeless Youth (-105.8) are all in the Red range for ELA. These scores mean many students, especially those facing additional challenges, are performing well below grade level in both reading and math. NCMS recognizes this urgent need and is committed to providing targeted, meaningful support to help all students succeed.

Supporting Actions to Academic Performance (ELA and Math):
To support academic achievement (Goal 1) of the SPSA for the 2024-2025 school year, the staff identified the need for targeted interventions outside and inside the school day within both of these content areas. This will include the English Learners who need additional support as well. Access to tutoring for all as a tier 1 support is essential. For tier 2 students, a targeted approach with small focus groups will continue to be implemented. To support academic achievement and address persistent performance gaps in ELA and Mathematics, particularly among Students with Disabilities, English Learners, and Long-Term English Learners, NCMS will continue to implement a layered system of supports aligned to Goal 1 of the SPSA. Building on prior success, the site will fund a .6 FTE math instructional coach who will work directly with classroom teachers through a coaching model, supporting Tier 1 instruction using strategies such as station rotation, Kagan cooperative learning, and AVID WICOR-based engagement practices. This instructional coach will assist in elevating classroom instruction through demonstration lessons, team teaching, planning support, and reflective dialogue centered around student needs and formative assessment data.

In addition, the school will fund .2 FTE of an ELA teacher to serve as an instructional coach, supporting ELA and humanities staff in strengthening Tier 1 instruction through lesson co-planning, classroom modeling, and strategies that align with Universal Design for Learning (UDL) principles. Both the ELA and math instructional coaches will contribute to professional development efforts and work collaboratively with departments to identify instructional barriers and expand access to rigorous, grade-level content for all students.

Teachers in ELA, Social Studies, and Science will continue to integrate UDL strategies to remove barriers to learning, supported by professional learning and district-provided development. AVID WICOR strategies will be reinforced through a cross-curricular observation tool—the WICOR Walk—developed by teacher leaders to allow staff to observe, reflect, and share best practices for increasing active student engagement and scaffolded access across all content areas. PLCs will continue to serve as the hub for instructional alignment, data reflection, and unit planning, with a strong focus on supporting English Learners and Students with Disabilities.

To further support learning and engagement, the school will continue using STAR data to provide formative assessment data in math and reading, guiding small group instruction and independent practice. Additionally, NCMS will expand its Family Literacy and Content Night events to strengthen school-home connections, promote content area literacy, and foster greater student belonging. These targeted, layered supports are designed to increase equity and accelerate student progress, particularly for those performing significantly below standard.

A schoolwide approach to support students in their social-emotional learning and growth is needed, thus staff has voted to continue the schoolwide advisory program four times per week. Specifically, a schoolwide approach to embedding self-efficacy and self-management routines through the modeling and facilitation of binders and organizational materials will be provided to every student at NCMS. The four times-per-week model will continue to allow a more consistent time that is dedicated to the needs of all students as the school's tier 1 plan to provide academic, social, and behavioral support as part of the MTSS framework. Additionally, a focus on college and career readiness and a skills-for-life approach will allow us to hone in on being able to articulate the purpose of middle school to all students and families centered around a common messaging model across the school site.

Additional Title 1 funds will be allocated to support purchasing supplemental books for the library and classroom libraries, allowing targeted students, specifically low-income students, English learners, and foster youth to access resources to improve their literacy skills. Additionally, other UDL-based options for students to increase their reading and comprehension will be implemented.

Suspension Data:
The Suspension Rate indicator is in the Red performance band for Students with Disabilities, who recorded a 12.1% suspension rate—the highest of any group—and experienced a +2.3% increase from

the previous year. This trend occurred even as the overall student suspension rate declined to 9.2% (Orange), suggesting that students with disabilities are not equitably accessing preventative behavioral supports, restorative practices, or inclusion-based interventions. This group remains at high risk for exclusionary discipline practices, and the data reflect a critical need to improve proactive behavior support systems for students with higher emotional and behavioral needs.

Supporting Actions for Suspension of Students with Disabilities:
NCMS is implementing targeted supports aimed at prevention, early intervention, and student regulation. A newly added Behavior Paraprofessional will provide both push-in and pull-out services, offering immediate, relationship-centered support for students exhibiting escalating behaviors. This role supports Tier 2 of the school's MTSS framework and ensures that students with frequent behavioral needs receive consistent coaching, emotional check-ins, and structured breaks before reaching disciplinary escalation.

In addition, NCMS continues to leverage its four-day-a-week advisory program to deliver schoolwide SEL instruction that supports self-awareness, emotional regulation, and peer relationships. The advisory period also serves as a proactive space to reinforce schoolwide expectations and the PRIDE values (Preparedness, Respect, Integrity, Determination, Empathy). These efforts are paired with ongoing restorative practices training for staff to increase use of relationship-based strategies and reduce reliance on exclusionary discipline. Together, these actions are designed to interrupt the suspension cycle and create safer, more supportive learning environments for all students—especially those with the highest behavioral support needs.

English Learner Progress:
English Learners at NCMS showed positive growth in language development, with 38% making progress toward English proficiency, a +2.7% increase from the previous year. The reclassification rate for Long-Term English Learners (LTELs) also improved significantly, rising +10.2% to 45.9%. Despite these gains, ELs and LTELs continue to face substantial academic challenges, scoring in the Very Low range on state assessments, with ELs at -101.8 DFS in ELA (red) and -138.1 DFS in math (orange), and LTELs even lower at -120.8 DFS in ELA (red) and -162.2 DFS in math(red).

Supporting Actions for English Learner Progress:
To build upon recent gains in English Learner progress and reclassification, NCMS will continue to refine and expand its Integrated and Designated ELD instructional agreements, focusing on academic language development across content areas.

Integrated ELD Instructional Agreements:
Academic Vocabulary and Comprehension: The campus will implement a more intentional, schoolwide approach to explicit vocabulary instruction. Teachers will identify and pre-teach high-utility and content-specific academic vocabulary, integrating strategies such as semantic mapping, student-friendly definitions, and structured partner talk to reinforce language acquisition. Vocabulary will be intentionally layered across content areas to ensure ELs encounter and reuse terms in multiple contexts.
Collaborative Discussions and Oral Language: Teachers will use seating charts to identify ELs and their language proficiency levels, allowing for purposeful grouping. Structured collaborative discussion protocols will be embedded across lessons to promote language production using academic sentence frames and targeted grammatical structures.
Written Production and Scaffolding: Teachers will continue to scaffold ELs' written tasks using graphic organizers, modeled responses, and peer editing structures, with opportunities for feedback and revision. PLCs will continue using formative assessments to guide support and reteaching strategies.

Designated ELD Instructional Agreements:
Language Structures and Genre Awareness: Designated ELD will include explicit instruction on text structures, grammar, and genre-based writing. Teachers will integrate culturally relevant themes and use content-aligned materials to increase engagement and contextual relevance.
AVID Excel Integration: AVID Excel strategies—including focused note-taking, academic conversations, and use of scripts for accountable talk—will be embedded into Designated ELD classes and reinforced in content areas, building a consistent academic language experience for ELs schoolwide.

Support Structures and Student Advocacy:
Instructional Coaching & Collaboration: The ELA and Math instructional coaches (.2 and .6 FTE, respectively) will support Integrated ELD implementation through co-planning, modeling, and feedback focused on access and equity. Additional collaboration time for content-area PLCs will be prioritized to address instructional barriers for ELs.
EL Counselor and MTSS Team Collaboration: The EL counselor will continue working with the MTSS team and classroom teachers to monitor ELs' progress toward reclassification using ELPAC, Lexile, and formative data. Reclassification goals will be tracked through advisory lessons and individual goal-setting with students.

Push-In Support: The Spanish teacher will continue pushing into classrooms to provide bilingual support and serve as a bridge between ELs and their content-area teachers. This will be an instructional coaching period (.2 FTE).
Tutoring and Mentoring During MTSS Time: Wednesday MTSS blocks will continue to offer targeted tutoring for ELs based on proficiency levels, supported by the EL support staff member and MTSS coach.
Young Interpreters Program: Student interpreters will receive additional training and support to enhance their bilingual leadership, facilitating family-school communication and increasing student connectedness.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.11%	0.21%	%	1	2	
African American	1.16%	1.36%	1.62%	11	13	15
Asian	0.11%	0.21%	%	1	2	
Filipino	0.53%	0.73%	0.86%	5	7	8
Hispanic/Latino	92.01%	92.24%	93.00%	875	879	863
Pacific Islander	0.11%	0.21%	0.22%	1	2	2
White	4.73%	3.88%	3.13%	45	37	29
Multiple/No Response	1.26%	1.15%	1.19%	12	11	11
			Total Enrollment	951	953	928

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	314	322	294
Grade 7	313	320	312
Grade 8	324	311	322
Total Enrollment	951	953	928

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	357	363	325	35.90%	37.5%	35.0%
Fluent English Proficient (FEP)	330	317	318	36.00%	34.7%	34.3%
Reclassified Fluent English Proficient (RFEP)			49	14.9%		15%

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
928	**97.4%**	**35%**	**0.4%**
Total Number of Students enrolled in Nellie N. Coffman Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	325	35%
Foster Youth	4	0.4%
Homeless	36	3.9%
Socioeconomically Disadvantaged	904	97.4%
Students with Disabilities	127	13.7%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	15	1.6%
American Indian	0	0.0%
Asian	0	0.0%
Filipino	8	0.9%
Hispanic	863	93%
Two or More Races	11	1.2%
Pacific Islander	2	0.2%
White	29	3.1%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
2	2	0	0	0

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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Orange	Red	Red
60.3 points below standard	101.8 points below standard	120.8 points below standard
Declined 5.1 points	Declined 5.0 points	Declined 11.0 points
843 Students	374 Students	195 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
Less than 11 Students	47.6 points below standard	61.8 points below standard
3 Students	Increased 4.5 points	Declined 5.5 points
	27 Students	824 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
155.7 points below standard	55.4 points below standard	0 Students
Declined 3.5 points	14 Students	
121 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
0 Students	Less than 11 Students	63.6 points below standard
	7 Students	Declined 4.4 points
		788 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	Less than 11 Students	22.5 points above standard
8 Students	2 Students	Declined 17.7 points
		24 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
2	2	0	0	0

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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Red	Orange	Red
107.9 points below standard	138.1 points below standard	162.2 points below standard
Maintained 0.2 points	Increased 8.3 points	Maintained 2.9 points
840 Students	378 Students	192 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Red
Less than 11 Students	96.3 points below standard	108.7 points below standard
3 Students	Declined 16.2 points	Maintained 0.2 points
	29 Students	819 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
192.3 points below standard	101.5 points below standard	0 Students
Increased 3.4 points	14 Students	
121 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Red
Less than 11 Students	Less than 11 Students	110.9 points below standard
1 Student	7 Students	Maintained 1.2 points
		786 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	Less than 11 Students	50.3 points below standard
8 Students	2 Students	Declined 3.3 points
		24 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Yellow	Green
38% making progress.	45.9% making progress.
Number Students: 274 Students	Number Students: 172 Students

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

2024 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**
29.9%	32.1%	0%	37.6%

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Red	Orange	Orange
35.5% Chronically Absent	32.4% Chronically Absent	37.6% Chronically Absent
Maintained 0.3	Declined 2.8	Declined 0.8
986 Students	373 Students	218 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Orange	Red
Fewer than 11 students - data not displayed for privacy	30.4% Chronically Absent	35.6% Chronically Absent
6 Students	Declined 14	Maintained 0
	46 Students	953 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
47.1% Chronically Absent	40% Chronically Absent	0 Students
Declined 1.4	Declined 7.1	
136 Students	15 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Red
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	34.8% Chronically Absent
1 Student	10 Students	Maintained 0.4
		914 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Orange
57.1% Chronically Absent	Fewer than 11 students - data not displayed for privacy	53.3% Chronically Absent
Increased 32.1	2 Students	Declined 1.2
14 Students		30 Students

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	4	0	0

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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Yellow	Yellow	Orange
9.2% suspended at least one day	9.4% suspended at least one day	11.8% suspended at least one day
Declined 2.8%	Declined 2.1%	Maintained 0.1%
1019 Students	381 Students	221 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Yellow	Yellow
Fewer than 11 students - data not displayed for privacy	9.8% suspended at least one day	9.5% suspended at least one day
7 Students	Declined 4.1%	Declined 2.8%
	51 Students	981 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
12.1% suspended at least one day	13.3% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Increased 2.3%	Declined 16.1%	1 Student
140 Students	15 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	9.2% suspended at least one day
2 Students	10 Students	Declined 2.9%
		936 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Orange
6.7% suspended at least one day	Fewer than 11 students - data not displayed for privacy	10.5% suspended at least one day
Declined 1.7%	2 Students	Increased 1.6%
15 Students		38 Students

Conclusions based on this data:

1.

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 1 – Increased Academic Achievement

All students at NCMS will be provided with rigorous instruction with the necessary scaffolds embedded in best first instruction to access and master content in all subjects, especially math and English.

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

California School Dashboard - Academic Indicator for English Language Arts
All Students (ALL)
English Learners (EL)
Hispanic (Hisp)
African American (AA)
Socioeconomically Disadvantaged (SED)
Students with Disabilities (SWD)
)

St. Group	Color	DFS/Percentage	Change
All	Orange	50	Increase
EL	Red	92	Increase
Hisp	Orange	56	Increase
SED	Orange	53	Increase
SWD	Red		Increase

St. Group	Color	DFS/Percentage	Change
All	Orange	60.3 points below standard	Declined 5.1 points
EL	Red	101.8 points below standard	Declined 5.0 points
Hisp	Orange	63.6 points below standard	Declined 4.4 points
AA	No Performance Color	55.4 points below standard	
SED	Orange	61.8 points below standard	Declined 5.5 points
SWD	Red	155.7 points below standard	Declined 3.5 points

California School Dashboard - Academic Indicator for Mathematics
All Students (ALL)
English Learners (EL)
Hispanic (Hisp)
African American (AA)
Socioeconomically Disadvantaged (SED)
Students with Disabilities (SWD)

St. Group	Color	DFS/Percentage	Change
All	Red	102	Increase
EL	Red	143.4	Increase
Hisp	Red	109	Increase
SED	Red	105	Increase
SWD	Red	192	Increase

St. Group	Color	DFS/Percentage	Change
All	Red	107.9 points below standard	Maintained 0.2 points
EL	Orange	138.1 points below standard	Increased 8.3 points
Hisp	Red	110.9 points below standard	Maintained 1.2 points
AA		101.5 points below standard	

Metric/Indicator	Expected Outcomes	Actual Outcomes
		<table><tr><td></td><td>No Performance Color</td><td></td><td></td></tr><tr><td>SED</td><td> Red</td><td>108.7 points below standard</td><td>Maintained 0.2 points</td></tr><tr><td>SWD</td><td> Orange</td><td>192.3 points below standard</td><td>Increased 3.4 points</td></tr></table>
California School Dashboard - English Learner Progress Indicator (ELPI)	California Science Test - Percent of Students Who Meet or Exceed Standard Grade 8 - 16%	California Science Test - Percent of Students Who Meet or Exceed Standard Grade 8 - 30.7%
California Science Test - Percent of Students Who Meet or Exceed Standard Grade 8	<table><tr><td></td><td>Color</td><td>DFS/Percentage</td><td>Change</td></tr><tr><td>English Learner Progress Indicator</td><td></td><td>32</td><td>increase</td></tr></table>	<table><tr><td></td><td>Color</td><td>DFS/Percentage</td><td>Change</td></tr><tr><td>English Learner Progress Indicator</td><td> Yellow</td><td>38%</td><td>4 2.7</td></tr></table>
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 13.2%	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 15%
8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) -25.52%	8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) -35.54%
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance -100%	Williams Textbook/Materials Compliance -100%

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
As a CSI improvement action, NCMS will create a multi-tiered system of support for academic improvement. The system will provide evidence-based academic interventions for math, ELA, and support for English Learners through tutoring, small group instruction, and pull-out intervention supports both during and outside of the school day. Progress will be monitored by student performance improvement on state and local assessments, including CAASPP and ELPAC.	New academic supports were launched to help students improve in math, English Language Arts (ELA), and English language development. We created a system to offer tutoring and small-group help both during and outside of the school day. During lunch, students with a GPA below 2.0 were invited to attend twice a week for help with organization, missing assignments, and understanding classwork. English Learners also received lunchtime support focused on building vocabulary, completing work, and improving language skills. Our MTSS coach tracked student grades, attendance, and behavior to help guide and improve the support each student received. We also offered before and after school tutoring on Tuesdays and Thursdays. At first, sessions were divided by grade level to focus on key concepts. Later, we opened them to all grade levels so more students could join. These sessions helped students get extra help with homework, test prep, and class content.	Before and after school interventions will require time cards, to develop protocols, to monitor student needs by way of focus groups. Prep buyouts for the creation of interventions during the school day to support student achievement. UDL Lesson planning timecards or subs to support instructional methods/ 1000-1999: Certificated Personnel Salaries CSI Funding 70000	Before and after school interventions will require time cards, to develop protocols, to monitor student needs by way of focus groups. Prep buyouts for the creation of interventions during the school day to support student achievement. UDL Lesson planning timecards or subs to support instructional methods 1000-1999: Certificated Personnel Salaries CSI Funding 45000
		Curriculum, supplies, and materials for elective classes and targeted interventions, allowing for flexible and innovative ways to enhance student learning experiences and align more closely with content area standards. 4000-4999: Books And Supplies CSI Funding 20000	Curriculum, supplies, and materials for elective classes and targeted interventions, allowing for flexible and innovative ways to enhance student learning experiences and align more closely with content area standards. 4000-4999: Books And Supplies CSI Funding 21000
		Professional development conferences focused on data-driven decision making, UDL best practices, assessment alignment, and instructional support, providing opportunities for educators to explore diverse and	Professional development conferences focused on data-driven decision making, UDL best practices, assessment alignment, and instructional support, providing opportunities for educators to explore diverse and

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	In addition, teachers worked together to improve lessons by using strategies that reach all learners, and many attended workshops to strengthen how they support students with different academic and language needs. These services helped students stay on track, build skills, and feel more confident in their learning.	adaptable strategies that enhance teaching and learning. 5000-5999: Services And Other Operating Expenditures CSI Funding 15000	adaptable strategies that enhance teaching and learning. 5000-5999: Services And Other Operating Expenditures CSI Funding 9500
NCMS will provide access to best first instruction through the use of technology, programs, books and supplies to support academic achievement, and literacy. This will be measured by performance on the STAR Assessment, ELA and Math CAASP, and the ELPAC.	We provided a variety of tools, programs, and professional development opportunities that helped students succeed in English Language Arts (ELA), Math, and across all subject areas. ELA teachers implemented Accelerated Reader with consistency, helping students track their reading progress and build literacy skills. Students had access to a wide range of books to support independent reading and comprehension growth. Hands-on learning experiences were brought into science classrooms through the Amplify curriculum. Students participated in engaging investigations using real materials like owl pellets, frog and eye dissections, deepening their understanding of life sciences through tactile exploration.	Instructional Materials, Digital Programs/Licenses, and Software to Support Academic Achievement for all students throughout virtual, blended, and in-person learning modalities. Digital programs and licenses include but are not limited to Kahoot Premium, and Quizzizz Premium to support all students across content areas. Renaissance Freckle and Accelerated Reader, to support all students in the areas of math and literacy. iReady, Moby Max, Generation Genius, and Kami to support Special Education students. Headsets with microphones to support student use of digital programs and engagement in hybrid mode. Smart Notebook software is adaptable to use with the Viewsonic touch screens; this software has the capacity to aid teachers in instructional	Instructional Materials, Digital Programs/Licenses, and Software to Support Academic Achievement for all students throughout virtual, blended, and in-person learning modalities. Digital programs and licenses include but are not limited to Kahoot Premium, and Quizzizz Premium to support all students across content areas. Renaissance Freckle and Accelerated Reader, to support all students in the areas of math and literacy. iReady, Moby Max, Generation Genius, and Kami to support Special Education students. Headsets with microphones to support student use of digital programs and engagement in hybrid mode. Smart Notebook software is adaptable to use with the Viewsonic touch screens; this software has the capacity to aid teachers in instructional

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	To support student engagement and content review, digital platforms such as EdPuzzle and Gimkit were purchased, providing interactive and self-paced learning opportunities across subjects. Students were also taught how to stay organized and manage their academic responsibilities through schoolwide use of planners and binder organization systems introduced during advisory. Teachers reinforced these skills in class, helping students track assignments, plan ahead, and set academic goals. To improve instruction, NCMS invested in a wide range of professional development for teachers: SEL and Restorative Practices training equipped staff to better support students' social-emotional needs, especially during advisory and disciplinary interventions. Content-focused PD in History/Social Science, Science, ELA, and Math helped teachers improve their use of Depth of Knowledge (DOK), critical thinking strategies, and CAASPP-aligned practices. Math teachers participated in training on conceptual understanding and implementation	design/lesson planning to maximize hybrid learning. Schoolwide AVID materials to support academic goal setting and WICOR include focused note-taking, whiteboard kits, graphic organizers, Academic Word List (AWL) resources, conceptual math resources, and cooperative learning resources. Supplemental books that support student literacy across content areas, Kidgrit, CA Colleges, AVID Advisory Curriculum, and college/career readiness resources to support academic goal setting and SEL along with other resources to support Advisory lessons. STEAM materials to provide students with hands-on learning related to science, technology, arts, and mathematics along with materials to aid with cooperative learning and literacy (reading/writing/listening skills) across all content areas. This could include the Project Lead the Way curriculum and additional STEM-based supplemental curriculum. 4000-4999: Books And Supplies Title I 20000	design/lesson planning to maximize hybrid learning. Schoolwide AVID materials to support academic goal setting and WICOR include focused note-taking, whiteboard kits, graphic organizers, Academic Word List (AWL) resources, conceptual math resources, and cooperative learning resources. Supplemental books that support student literacy across content areas, Kidgrit, CA Colleges, AVID Advisory Curriculum, and college/career readiness resources to support academic goal setting and SEL along with other resources to support Advisory lessons. STEAM materials to provide students with hands-on learning related to science, technology, arts, and mathematics along with materials to aid with cooperative learning and literacy (reading/writing/listening skills) across all content areas. This could include the Project Lead the Way curriculum and additional STEM-based 4000-4999: Books And Supplies Title I 18000
		Materials to facilitate academic goal setting for all students to including but not limited to binders, supplies, and academic	Binders and other materials to support advisory program goals, Schoolwide agendas. 4000-4999: Books And Supplies

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	of a consistent scope and sequence, enhancing the coherence of instruction and building student mastery. Teachers attended AVID Summer Institute and AVID workshops, which strengthened strategies to support writing, inquiry, collaboration, organization, and reading (WICOR) schoolwide. To make this learning possible, teachers were supported with certificated substitute coverage for professional learning days, including WICOR Walks, SEL sessions, restorative practices training, and academic planning days. These opportunities allowed teachers to observe peers, plan collaboratively, and bring fresh strategies directly back into their classrooms. Finally, investments in updated classroom technology—including Chromebooks, protective cases, document cameras, cords, and projectors—ensured students had reliable access to instructional materials and digital content in all learning environments. Together, these services and investments supported high-quality, daily instruction and helped students grow in their academic confidence and performance, as	planners for organization and building of self efficacy. 4000-4999: Books And Supplies Title I 7681 PD Stipends and/or timecards for trainings, professional developments and collaborative time for teachers in all subject areas. This will allow teachers time for grade level lesson and assessment planning as well as to further the classroom best first instruction practices 1000-1999: Certificated Personnel Salaries Title I 23638 Professional development for cross curricular articulation, WICOR Walks, Family Night academic outreach planning and implementation 1000-1999: Certificated Personnel Salaries Title I 18900 Increase Access to Technology to support student learning and increase academic success. Technology to include the purchase of Chromebooks and other accessories. Instructional Technology to include teacher technology to be able to execute best first instruction in this (such	Title I 6900 Content collaboration time for each department to participate in. 1000-1999: Certificated Personnel Salaries Title I 12500 Paid for each teacher to have a sub while completing WICOR Walks, Also paid teachers who participated in Hispanic Heritage event which included ELs and awards as well as History Night. 1000-1999: Certificated Personnel Salaries Title I 11000 Chromebooks and cases, cords for viewsonic and other supplies, new projectors, and document cameras. 4000-4999: Books And Supplies Title I 30000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	measured by STAR, CAASPP, and ELPAC assessments.	as laptops, projectors, Viewsonic and document cameras) as well as items for robotics and public service announcement programs (PSA) including but not limited to tablets, tablet cases, robots, attachments, supplies for robotic challenges, cameras, microphones, digital licenses and programs, 3D printing supplies, drones, and other access cables for proper use of these tools) 4000-4999: Books And Supplies Title I 33000	
		Instructional Materials, Digital Program/Licenses and Software 5000-5999: Services And Other Operating Expenditures LCFF 3000	Instructional Materials, Digital Program/Licenses and Software 5000-5999: Services And Other Operating Expenditures LCFF 0
		SEL PD to provide teachers with support in the advisory program. Restorative practices training to provide SEL student support. PD centered on best first instruction practices centered around DOK, critical thinking and supporting CAASPP ELA rigor History/Social Studies (H/SS), science, and ELA. Professional development on conceptual mathematical understanding and implementation of scope and sequence. AVID Summer Institute professional development along with AVID workshops and professional development.	SEL PD to provide teachers with support in the advisory program. Restorative practices training to provide SEL student support. PD centered on best first instruction practices centered around DOK, critical thinking and supporting CAASPP ELA rigor History/Social Studies (H/SS), science, and ELA. Professional development on conceptual mathematical understanding and implementation of scope and sequence. AVID Summer Institute professional development along with AVID workshops and professional development.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		5000-5999: Services And Other Operating Expenditures Title I 12000	5000-5999: Services And Other Operating Expenditures Title I 15000
		Certificated sub release days for professional development opportunities (AVID WICOR Walks, SEL, restorative practices, academic release and planning days) 1000-1999: Certificated Personnel Salaries Title I 4000	Certificated sub release days for professional development opportunities (AVID WICOR Walks, SEL, restorative practices, academic release and planning days) 1000-1999: Certificated Personnel Salaries Title I 3400
NCMS will provide intervention opportunities to students to improve academic outcomes as well as provide more choices for engaging in elective and extracurricular exposure to STEAM. Progress will be monitored by student performance improvement on state and local assessments, including CAASPP and ELPAC.	We were able to support additional class sections, allowing the school to offer math intervention, STEAM-based electives, and AVID Excel. While the original plan included a dedicated math intervention class, staffing adjustments led to the assigned teacher covering regular math sections due to enrollment needs. Despite this shift, students continued to benefit from strong, targeted instruction within core math classes, and teachers used student data to group and support learners as needed. NCMS successfully continued offering a STEM elective for students in grades 6–8. This course exposed students to real-world problem solving and hands-on learning through projects involving coding, 3D printing, drone piloting, and engineering design	.06 Intervention teacher to provide math intervention for grades 6 and 7 along with increased STEM exposure for grades 7 and 8 1000-1999: Certificated Personnel Salaries Title I 77972	.06 Intervention teacher to provide math intervention for grades 6 and 7 along with increased STEM exposure for grades 7 and 8 1000-1999: Certificated Personnel Salaries Title I 76890
		.04 Intervention teacher to provide math intervention for grades 6 and 7 along with increased STEM exposure for grades 7 and 8 1000-1999: Certificated Personnel Salaries LCFF 49982	.04 Intervention teacher to provide math intervention for grades 6 and 7 along with increased STEM exposure for grades 7 and 8 1000-1999: Certificated Personnel Salaries LCFF 50000
		.04 Additional Sections for AVID EXCEL Elective for Long-Term English Language Learners.	Partially funded teacher for AVID excel needs. 1000-1999: Certificated Personnel Salaries

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	challenges. Students had access to materials and equipment to explore career pathways in science and technology, helping them build skills in critical thinking, creativity, and collaboration. In addition, the school offered AVID Excel as a dedicated support elective for Long-Term English Learners. This course focused on building academic vocabulary, language development, and confidence in accessing rigorous content. Students participated in structured academic support while also preparing for high school success. Together, these programs provided students with increased access to academic support and enrichment, helping them stay engaged in learning and preparing them for future success in high school and beyond. Progress was monitored through classroom performance, benchmark assessments, and state testing (CAASPP and ELPAC).	1000-1999: Certificated Personnel Salaries LCFF 42116	LCFF 42000
Provide all students with supplemental culturally relevant literature to increase engagement, equity and access to materials that students can identify with and participate in a process that embraces culturally linguistic and relevant perspectives.	While this remains a priority for our school, this action was not fully implemented during the 2024–25 school year due to competing site needs and limited capacity within the implementation timeline. Time-sensitive priorities related to academic interventions,	Increasing student access to a variety of supplemental literary texts to engage students academically and socio-emotionally and improve literacy skills through culturally relevant literature. 4000-4999: Books And Supplies	Increasing student access to a variety of supplemental literary texts to engage students academically and socio-emotionally and improve literacy skills through culturally relevant literature. 4000-4999: Books And Supplies

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Supplemental books with an emphasis on a selection that embraces diversity and culture will be purchased for classroom libraries and library to support schoolwide literacy initiative. This will be measured by site library data and surveys along with performance on the STAR Assessment, ELA and Math CAASP, and the ELPAC.	professional development, and student support systems took precedence, and the selection and purchasing of supplemental literature was not completed as intended.	Title I 2000 Supplemental books in Spanish to support building literacy and fluency in World Languages as well as for our EL students to have supplemental texts in their home language to offer more home to school connections. 4000-4999: Books And Supplies Title I 794	Title I 0 Supplemental books in Spanish to support building literacy and fluency in World Languages as well as for our EL students to have supplemental texts in their home language to offer more home to school connections. 4000-4999: Books And Supplies Title I 0
Providing professional development to departments to target the needs of English Learners.	The ELA department was able to begin to participate in this initiative, engaging in targeted professional development and collaboration focused on scaffolding instruction, integrating academic vocabulary, and increasing access to complex texts. These strategies were implemented in classrooms to help English Learners more confidently engage with grade-level content and demonstrate their understanding in reading and writing tasks. While the intent was to expand this support across all departments, time constraints and scheduling challenges limited broader implementation. As a result, other content areas were not able to fully participate during the 2024–25 school year.	Additional hours for teachers to attend professional development outside of the school day and collaborate with one another to support Englsih Learners. 1000-1999: Certificated Personnel Salaries Title I 4000	ELA Teachers meet with ELA TOSA to plan ELD strategies. 1000-1999: Certificated Personnel Salaries Title I 1200

Analysis

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

This year, NCMS made substantial progress in implementing strategies aligned to our goal of providing all students with rigorous, scaffolded instruction, particularly in math and English. We expanded access to academic support by implementing schoolwide tutoring both during and outside of the instructional day. Our Multi-Tiered System of Supports (MTSS) was strengthened to more effectively identify and respond to student needs.

We also invested in professional learning to build sitewide instructional capacity. Staff deepened their understanding of Universal Design for Learning (UDL), establishing a sitewide baseline for future growth. AVID strategies were embedded more consistently across content areas through our WICOR PLC model, and all staff participated in eight WICOR Walks to observe and reflect on best practices across classrooms. This built a stronger culture of collaboration and alignment to high-quality instruction.

In addition, the school funded licenses and resources to increase student engagement in Tier 1 instruction and ensure alignment with state standards. Advisory was leveraged to support academic goal setting, with students receiving binders and materials to structure their planning. Time and resources were allocated for staff to attend targeted trainings and engage in collaborative planning to refine lesson design. Finally, instructional technology was expanded, and we funded 2.5 teaching positions to support reduced class sizes and enhance content delivery.

Increased student access to academic support through tutoring correlated with improved engagement and performance for targeted students. Teachers reported greater participation in before- and after-school tutoring, and MTSS tracking showed increased identification and service delivery for students performing below grade level. While overall schoolwide achievement remains an area for continued growth, the expanded tutoring access ensured that more students received timely interventions, particularly in math and ELA.

Staff collaboration through WICOR PLCs and eight WICOR Walks led to greater consistency in Tier 1 instructional practices. Feedback from staff surveys and administrative walkthroughs indicated increased implementation of AVID/WICOR strategies across classrooms. Teachers reported improved use of organizational tools, collaborative strategies, and focused note-taking—all contributing to a more structured and scaffolded learning environment.

Despite the intent of using the 0.6 FTE math intervention allocation to support struggling students, this position did not fully meet its intended purpose. The staff member was not effectively deployed for targeted intervention, which limited the impact of this investment. As a result, performance gains in math were not as significant as anticipated, particularly for students in need of intensive support.

English Learners consistently underperformed in comparison to their peers in both STAR and district interim assessments across grade levels and content areas. This trend highlights a critical gap in the effectiveness of our current scaffolding and instructional strategies for ELs. While some EL-specific supports were embedded, this data suggests a need for more targeted, differentiated instructional approaches and additional designated ELD support in future planning.

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

Several planned strategies and expenditures under Goal 1 were not fully implemented due to timing, staffing, and capacity constraints. While the ELA department was able to utilize funds for collaboration around EL strategies. Other content areas did not have sufficient time within their schedules to plan and implement department-specific professional learning surrounding ELs. As a result, funds designated for this collaboration were underspent.

Additionally, the intended purchase of supplemental culturally relevant literature for classroom and library use was not completed. Although this remains a priority for supporting student engagement, equity, and representation in schoolwide literacy efforts, the process of selecting, vetting, and ordering appropriate materials was delayed and will be revisited in the coming year.

Funds allocated through CSI to expand tutoring services were also not fully expended. Staffing shortages and difficulty securing consistent personnel at the start of the year limited our ability to launch a full-scale tutoring program as early as planned. Similarly, CSI funds reserved for professional development and conference participation went partially unused due to calendar constraints and competing site priorities.

These variances were not due to a lack of alignment with the SPSA goal, but rather logistical challenges that affected the full execution of the intended strategies within the school year.

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.

Based on the analysis of implementation and effectiveness, several refinements will be made to Goal 1 to ensure stronger alignment between resources, staff capacity, and student needs. Many effective strategies will continue into the coming year, including schoolwide tutoring, professional development, and structured collaboration time—all of which support the continued strengthening of our Multi-Tiered System of Supports (MTSS) and the development of our advisory program to better address the academic and social-emotional needs of students.

However, the plan will shift in several key areas. The 2.5 FTE teaching positions previously funded under this goal will be eliminated. In their place, we will allocate a 0.6 FTE math coach to support instructional improvement in mathematics—a clear area of need based on sitewide data. In addition, a 0.2 FTE ELA coach and a 0.2 FTE English Learner (EL) coach will be added to build targeted capacity in these specific areas.

To address persistent performance gaps for English Learners, additional emphasis will be placed on supporting this subgroup. This includes centering professional development and coaching around both Integrated and Designated ELD strategies, with the goal of improving access to core content and academic achievement.

These changes are reflected in the updated SPSA under the Action Plan for Goal 1, specifically in the revised activities and resource allocations noted in the 2025–2026 budget summary.

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 2 – Parent Engagement

NCMS will continue to collaborate with parents by offering additional opportunities for parent involvement. Parent educational opportunities will include resources on chronic absenteeism and its impact on student learning. Resources will continue to be shared with parents on how to strengthen their school to home connections.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes 250 or more parents/families for Panorama family survey completion	Parent Participation in Stakeholder Input Processes 166 parents/families for Panorama family survey completion
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) -96% or more Hispanic (Hisp) - 95% or more African American (AA) - 97% or more	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) -97% Hispanic (Hisp) - 97% African American (AA) - 100%
Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 96% or more Hispanic (Hisp) - 97% or more African American (AA) - 88% or more	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) -98% Hispanic (Hisp) - 98% African American (AA) - 100%
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 125	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 125

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
NCMS will provid a designated classified staff liaison to aide in strengthening home to school connections. The staff member will document support provided to increase parent awareness on academic progress, chronic absenteeism and parent engagement opportunities.	NCMS funded additional hours for a classified staff member to serve as a family liaison. This role helped increase parent awareness of student academic progress, improve communication around chronic absenteeism, and promote participation in school events and engagement opportunities. Throughout the year, the liaison contacted families directly to share academic updates, support attendance follow-up, and assist parents in navigating school tools like ParentVUE. The liaison also supported communication between staff and families by helping connect parents to counselors, teachers, and other school resources. Additionally, the liaison served as a translator for both ELAC (English Learner Advisory Committee) and School Site Council meetings, helping to ensure equitable access to information and parent voice in school decision-making. This included translating live during meetings, disseminating agendas and minutes in both English and Spanish, and actively recruiting and reminding families to attend	Additional 2.25 hours per day dedicated to parent/family communication. 2000-2999: Classified Personnel Salaries Title I 23831 Fringes 3000-3999: Employee Benefits Title I 17138	Additional 2.25 hours per day dedicated to parent/family communication. 1000-1999: Certificated Personnel Salaries Title I 23500 Fringes 3000-3999: Employee Benefits Title I 17000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	and participate in these important advisory groups. These efforts helped foster stronger relationships with families, increased access to information for our multilingual community, and supported our goal of building a collaborative and inclusive school environment that supports student success.		
NCMS will host family nights with literacy, STEAM related and AVID parent outreach to facilitate increased parent involvement and increased understanding of student academic expectations. Provide materials, supplemental resources and books, supplies and resources highlighting academic goal setting, social emotional learning (SEL), academic expectations and ways to monitor student progress using ParentVUE. This will be evaluated through attendance of these events along with post survey data.	Staff worked to create a welcoming and inclusive environment, with translation services available to ensure full access for all families, particularly those in our multilingual community. Key events included: “Night at the Museum” where families and students explored social studies projects, art, and other activities that sparked curiosity and creativity of students within their content. A Hispanic Heritage Night, which celebrated culture while also recognizing student achievement and including an ELPAC awareness session to help families understand English Learner supports and reclassification goals. An AVID A–G Requirement Night, where families learned about high school graduation and college eligibility requirements, along with	Foster interest and curiosity in schoolwide literacy initiative and hands-on STEAM-related learning for both parents and students focusing on habits of the mind for science, technology, engineering, the arts and mathematics. Engage families through active engagement utilizing supplemental books and resources to foster the joy of reading and other skills to build high school readiness and rigor while educating parents on strategies to support student literacy and math goals. 4000-4999: Books And Supplies Title I Part A: Parent Involvement 2505 Provide classified support, including translations for parent/guardian school events such as Family Literacy Nights, Family STEAM Night Series, and Social Science Family Nights	Foster interest and curiosity in schoolwide literacy initiative and hands-on STEAM-related learning for both parents and students focusing on habits of the mind for science, technology, engineering, the arts and mathematics. Engage families through active engagement utilizing supplemental books and resources to foster the joy of reading and other skills to build high school readiness and rigor while educating parents on strategies to support student literacy and math goals. 4000-4999: Books And Supplies Title I Part A: Parent Involvement 0 Provide classified support, including translations for parent/guardian school events such as Family Literacy Nights, Family STEAM Night Series, and Social Science Family Nights

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	ways AVID supports student success. Student-led interviews, empowering students to take the lead in sharing their academic progress and goals with their families, promoting confidence and high school readiness. Parent Conferences, offering structured time for families to engage directly with teachers about student progress, learning needs, and strategies for success. While the plan included the distribution of supplemental books and materials to promote literacy at home, this portion was not implemented as the school was unable to determine which resources would best serve family needs within the available timeline. Through these events and outreach efforts, NCMS continued to foster a culture of partnership, with families playing an active role in their children's academic journey.	2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 1344 Extra duty for classified staff members to provide additional support during outreach events. Provide face-to-face as well as phone/virtual outreach opportunities that increase parent awareness of students' social-emotional learning, school-to-home connections, and the function of the NCMS advisory program. Additional resources to support communication to assist parents in supporting students through the use of learning applications and programs. 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 1000	2000-2999: Classified Personnel Salaries Title I 1300 Extra duty for classified staff members to provide additional support during outreach events. Provide face-to-face as well as phone/virtual outreach opportunities that increase parent awareness of students' social-emotional learning, school-to-home connections, and the function of the NCMS advisory program. Additional resources to support communication to assist parents in supporting students through the use of learning applications and programs. 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 1000
Increase Parent Participation and Involvement through the active recruitment of parents for advisory committees and the SSC. Work with parents to understand academic and socio-emotional demands of middle school. Ensure	Outreach efforts were conducted through personal invitations, reminder calls, and school events to ensure families felt welcomed and encouraged to contribute to school decision-making.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
all school communications are in Spanish and English.	To support understanding of the academic and social-emotional challenges of middle school, NCMS provided opportunities for families to engage in discussions about student expectations, school supports, and readiness for high school. Events such as AVID A–G Night, student-led interviews, and family conferences gave parents clear insight into their child's academic progress and school goals. In alignment with our commitment to equity and access, all schoolwide communications were delivered in both English and Spanish, including ParentSquare messages, event flyers, meeting agendas and minutes, and key school announcements. This helped ensure that all families—regardless of language—had access to important information and could fully participate in their student's school experience.		

Analysis

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

This year, NCMS prioritized strengthening family engagement by increasing opportunities for parent involvement, particularly around chronic absenteeism, academic support, and school-home connections. The school funded additional classified hours to ensure events were accessible to families, including translation services, sign-in support, and event communication. These resources helped create a more welcoming and inclusive environment for all families. Parent-facing resources and education were embedded into school events, and we emphasized outreach and follow-up for key topics such as absenteeism, advisory goals, and academic monitoring.

Increased family engagement in schoolwide feedback efforts was evident in the significant rise in Panorama survey participation, from 88 responses last year to 166 this year. This more than 88% increase indicates stronger communication and outreach to families, supported by the added classified staffing at events and follow-up efforts.

More multilingual access and participation occurred due to the use of classified staff to provide translation and logistical support at events. Families reported feeling more included and informed, especially Spanish-speaking parents who noted improved communication during advisory-related and academic planning events.

Despite these gains, turnout at spring semester events and conferences was lower than fall semester events. This suggests that while our strategies improved access, additional efforts may be needed to sustain family engagement consistently throughout the year, especially in the second semester.

Efforts to educate families about chronic absenteeism were initiated, but need to be further expanded and systematized. While materials were shared and discussions were held during key events, formal structures for family education on attendance, such as workshops or virtual tools, were limited. Continued work is needed to integrate this messaging more consistently into the family engagement framework.

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

One planned strategy under this goal—to foster interest in schoolwide literacy and STEAM-related learning for families through supplemental resources and hands-on engagement—was not fully implemented. While the intent was to engage both students and families in activities that promote reading, critical thinking, and high school readiness, the site faced challenges in determining how best to structure and execute this initiative. As a result, the funds allocated for supplemental books and materials to support this effort were not fully spent. This represents an area for refinement moving forward, with the goal of developing a clearer structure and timeline for family-facing academic engagement events that align with existing schoolwide initiatives.

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.

Based on this year’s implementation and expenditure analysis, NCMS will make adjustments to better align actions with measurable family engagement outcomes. The planned activity to foster interest in schoolwide literacy and hands-on STEAM learning for families—through supplemental resources and shared experiences—will be removed from next year’s plan. While the intent was aligned to our broader goals of academic readiness and family connection, the initiative proved difficult to structure and implement effectively.

In place of this, the school will invest in sending our Family and Community Engagement Specialist (FACES) to the California Association for Bilingual Education (CABE) conference. This change reflects a more intentional and strategic investment in building staff capacity to understand and respond to the needs of our diverse families. Insights gained from CABE will directly inform future outreach strategies and help strengthen relationships between school and home in ways that are culturally responsive and community-driven.

These changes are reflected in the updated SPSA under Goal 2, specifically in the revised action items and associated budget allocations.

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 3 – Safe and Healthy Learning Environment

NCMS will provide students with essential supports to strengthen their social emotional learning (SEL) and increase opportunities for school connectedness among students and staff members.

Annual Measurable Outcomes

Metric/Indicator

Student Attendance Rates
All Students (ALL)

Chronic Absenteeism Rates
All Students (ALL))
English Learner (EL)
Hispanic (Hisp)
African American (AA)
Socioeconomically Disadvantaged (SED)
Students with Disabilities (SWD)

Suspension Rates:
All Students (ALL)
English Learner (EL)

Expected Outcomes

Student Attendance Rates
All Students (ALL) - Improve the overall attendance rate for all
students by 1%

St. Group	Color	DFS/Percentage	Change
All	Red	35	Decrease .8
EL	Red	34.3	Decrease 1
Hisp	Red	34.5	Decrease 1
SED	Red	35	Decrease .6
SWD	Red	48	Decrease .5

St. Group	Color	DFS/Percentage	Change

Actual Outcomes

Student Attendance Rates
All Students- 90.7%

St. Group	Color	DFS/Percentage	Change
All	Red	35.5% Chronically Absent	Maintained 0.3
EL	Orange	32.4% Chronically Absent	Declined 2.8
Hisp	Red	34.8% Chronically Absent	Maintained 0.4
AA	No Performance Color	40% Chronically Absent	Declined 7.1
SED	Red	35.6% Chronically Absent	Maintained 0
SWD	Orange	47.1% Chronically Absent	Declined 1.4

St. Group	Color	DFS/Percentage	Change

Metric/Indicator	Expected Outcomes	Actual Outcomes
Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table><tr><td>All</td><td>Orange</td><td>11.7</td><td>Decrease .3</td></tr><tr><td>EL</td><td>Orange</td><td>11t.3</td><td>Decrease .3</td></tr><tr><td>Hisp</td><td>Red</td><td>11.8</td><td>Decrease \.3</td></tr><tr><td>AA</td><td></td><td>29</td><td>Decrease .4</td></tr><tr><td>SED</td><td>Red</td><td>11.9</td><td>Decrease .3</td></tr><tr><td>SWD</td><td>Orange</td><td>9.5</td><td>Decrease .3</td></tr></table>	<table><tr><td>All</td><td> Yellow</td><td>9.2% suspended at least one day</td><td>Declined 2.8%</td></tr><tr><td>EL</td><td> Yellow</td><td>9.4% suspended at least one day</td><td>Declined 2.1%</td></tr><tr><td>Hisp</td><td> Yellow</td><td>9.2% suspended at least one day</td><td>Declined 2.9%</td></tr><tr><td>AA</td><td> No Performance Color</td><td>13.3% suspended at least one day</td><td>Declined 16.1%</td></tr><tr><td>SED</td><td> Yellow</td><td>9.5% suspended at least one day</td><td>Declined 2.8%</td></tr><tr><td>SWD</td><td> Red</td><td>12.1% suspended at least one day</td><td>Increased 2.3%</td></tr></table>
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL) - less than 0.2% English Learner (EL) - 0 Hispanic (Hisp) - less than 0.2% African American (AA) - 0	Expulsion Rates All Students (ALL) -0% English Learner (EL) - 0% Hispanic (Hisp) - 0% African American (AA) - 0%
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Connectedness All Students (ALL) -48% or more English Learner (EL) -54% or more Hispanic (Hisp) - 48% or more African American (AA) -49% or more	Panorama Survey – School Connectedness All Students (ALL) -50% English Learner (EL) -50% Hispanic (Hisp) - 50% African American (AA) -43%
Panorama Survey – School Safety Perception All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Safety Perception All Students (ALL) -54% or more English Learner (EL) -60% or more Hispanic (Hisp) -58% or more African American (AA) -55% or more	Panorama Survey – School Safety Perception All Students (ALL) -59% English Learner (EL) -61% Hispanic (Hisp) -60 African American (AA) 48%

Metric/Indicator	Expected Outcomes	Actual Outcomes
Williams Facilities Inspection Results	Williams Facilities Inspection Results -100%	Williams Facilities Inspection Results -100%

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
NCMS will provide a range of targeted services such as expanded elective choices, enhanced extra curriculars and incenvites designed to meet students' diverse interests and needs, ensuring they remain motivated and active participants in their education. Progress on this will be evaluated by chronic absentiism rates as well as suspension rates and Panorama survey results.	Hundreds of students were able to attend field trips to locations they never had been. Various colleges and other reward performances in the arts field took place. Students in elective programs had access to proper materials to execute coding, robotic and 3D printing. Incentives for attendance growth were provided as well other materials that extra curricular clubs and sports could use to engage more students.	Transportation (i.e. bussing) for enrichment field trips that promote college and career readiness along with activities that foster increased student involvement and connection to school which includes extracurricular events, intermural sports and academic/socioemotional enrichment. 5000-5999: Services And Other Operating Expenditures LCFF 13000	Enrichment trips that connect to electives and content 5000-5999: Services And Other Operating Expenditures LCFF 16000
		Materials to support STEM based learning (i.e. makerspace kits, robotics, coding, shoutcasting, vlogging, drones, esports) 4000-4999: Books And Supplies LCFF 4665	Supplies to support the elective programs 4000-4999: Books And Supplies LCFF 4500
		Supplemental materials to support expansion of STEM program which includes technology involving STEAM, hands-on learning to include coding, drone racing and design,	4000-4999: Books And Supplies Title I 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		3-d printing, public speaking and public service announcements along with robots and makerspace kits. 4000-4999: Books And Supplies Title I 2000	
		Monitor incentives to reduce chronic absenteeism and provide attendance incentives for students. 4000-4999: Books And Supplies LCFF 5000	Purchased medals, certificates and plaques to honor student efforts and progress. 4000-4999: Books And Supplies LCFF 5000
		Material and Supplies to support extracurricular clubs including Skills USA (Engineering and Science), Young Interpreters (Bilingual education), Digicom Club (21st Century Learning), Girls Club (Math), Math Club (RCOE MATH Field DAY), AVID (College and Career ready), Debate (Speech and English Language Arts), Dance (Physical Education & Social Emotional development). Provide all students with access to musical instruments to support the Band Program. 4000-4999: Books And Supplies LCFF 13000	materials to support extra curricular programs 4000-4999: Books And Supplies LCFF 15000
NCMS will provide increased security visibility and classified translation for after school events, family nights, Saturday school and	We were able to have security visible for support/safety during after-school events and edcamps.	Additional classified hours to provide support for interventions, after school activities, security	Hired security for after school extra curricular functions 2000-2999: Classified Personnel Salaries

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
outreach events in order to promote a healthy and safe school climate. Progress on this will be evaluated by chronic absentiism rates as well as suspension rates and Panorama survey results.		coverage and translation for outreach events. 2000-2999: Classified Personnel Salaries LCFF 5264	LCFF 4900
		Hire additional supervision aides to promote a healthy and safe school climate. 2000-2999: Classified Personnel Salaries LCFF 28474	Attempted to hire, but position remained unfilled. 2000-2999: Classified Personnel Salaries LCFF 15000
As a CSI improvement action, NCMS will enhance the school culture and promote team-building skills among students through targeted programs and activities that aim to create a cohesive, supportive, and vibrant school environment where every student feels valued and engaged. This will be monitored through Panorama Survey results and chronic absenteeism rates.	We were able to send 3 teachers to Character Strong in order to work on tier 1 strategies, additionally 3 teachers also attended PLUS training to determine ways to bolster student voice and issues on campus. We also are sending our ASB teacher to CASL training. Through this were able to build advisory toolkits to help strengthen the work that advisories are doing and make the content more equitable for all teachers/students.	Design and implement a comprehensive initiative centered on self-awareness, goal setting, high school readiness, empathy, kindness, and team building to foster strong relationships among students and staff members. This open-ended approach will include rebranding materials and involve consulting services or specialized programs aimed at nurturing a positive school culture built on trust, respect, and understanding. The focus is on creating meaningful connections that enhance the overall well-being and success of everyone in the school community that could be anchored together through our site's advisory program and high school readiness campaign.	trainings, curriculum, supplies for advisory kits 5000-5999: Services And Other Operating Expenditures CSI Funding 38000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		5000-5999: Services And Other Operating Expenditures CSI Funding 40000	
		Allocate resources to address students' socio-emotional needs through systematic programs designed to promote team building and empathy among students. Additionally, we will allocate funds to time card staff members to assist with new student orientation before the school year commences, fostering a welcoming and supportive environment centered on preparing students for high school. 1000-1999: Certificated Personnel Salaries CSI Funding 10012	teacher time cards for SEL support during high need times, as well as planning and execution of 6th grade orientation. 1000-1999: Certificated Personnel Salaries CSI Funding 9500

Analysis

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

This year, NCMS implemented a wide range of actions aimed at strengthening students' social-emotional learning and deepening school connectedness. Hundreds of students participated in field trips—many for the first time—to college campuses and arts-related performances, offering exposure to new environments and future opportunities. Elective students engaged meaningfully in hands-on learning using robotics, coding, and 3D printing equipment, while clubs and sports received materials to support broader student participation. The school also invested in safety and visibility at after-school events and Saturday EdCamps, and funded training in Character Strong and PLUS to help staff enhance Tier 1 SEL strategies and increase student voice on campus. Advisory content was enhanced through new toolkits, and student incentives for attendance contributed to a more positive school culture.

There was a noticeable increase in student participation in schoolwide events and extracurricular offerings. This progress is directly tied to the expanded access to materials for clubs and electives, as well as the intentional use of incentives and rewards to promote involvement. More students reported feeling connected to campus through these opportunities, supporting both SEL development and school climate.

Advisory lessons became more consistent and equitable across classrooms, due to the development and implementation of schoolwide advisory toolkits. These toolkits were informed by staff training (Character Strong and PLUS), which helped align the content to Tier 1 SEL practices. Teacher feedback indicated increased comfort with delivering SEL-based advisory lessons.

Field trips and performance experiences contributed to both SEL growth and high school readiness. Students reported greater engagement and connection to their academic goals as a result of participating in off-campus learning experiences that aligned with future planning and college exposure.

Safety and support at after-school events improved with the addition of visible security and classified supervision. This helped increase family and student turnout and created safer, more inclusive spaces for student-led activities and EdCamps—supporting both SEL and attendance interventions.

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

Several planned expenditures under Goal 3 were not fully implemented due to logistical and staffing challenges. Despite the intent to use Title I funds to expand the STEM program through the purchase of supplemental materials—such as drones, robots, makerspace kits, and other hands-on learning tools—it was difficult to determine how to appropriately allocate and process these purchases within the required timeframe. As a result, these funds remained unspent.

Additionally, there was an overage of approximately $3,000 in transportation costs and over $2,000 in extracurricular funds. These amounts were not fully utilized due to event scheduling adjustments and lower-than-expected program supply needs.

Lastly, the supervision aide position included in the current plan will be removed in the upcoming year, as efforts to fill this position over the past 2–3 years have not been successful. Without a reliable hire, the position has not served its intended purpose of improving student safety and support during unstructured times.

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.

To build on this year’s progress and address areas where implementation was limited, several adjustments will be made to Goal 3 in the coming year. The previously budgeted supervision aide position will be removed, as ongoing hiring challenges have made it difficult to staff this role effectively. Additionally, funds originally allocated for supplemental STEM materials will be reallocated due to challenges in timely and purposeful spending.

In their place, new investments will be made to enhance student connectedness and campus safety. NCMS will introduce Kicks to Learn, a program that promotes physical activity and school engagement through culturally relevant games and structured lunchtime activities. This addition aims to support students’ social-emotional well-being, foster positive peer relationships, and provide inclusive recreational opportunities during unstructured time.

To further strengthen campus safety and responsiveness, the school will also purchase radios for the Physical Education department. This will improve communication among staff during outdoor activities and allow for faster coordination and preventative safety measures during PE classes and other events.

These changes are reflected in the updated SPSA under revised Action Items and associated budget allocations for Goal 3.

Goals, Strategies, & Proposed Expenditures

Goal 1

Increase Academic Achievement

Goal Statement

All students at NCMS will be provided with rigorous instruction with the necessary scaffolds embedded in best first instruction to access and master content in all subjects, especially math and English.

LCAP Goal

All Palm Springs Unified School District students will demonstrate mastery of grade level content and will graduate high school prepared with the academic and technical skills necessary for college and career success.

Identified Need

Nellie N. Coffman Middle School has a clear need to improve student access to rigorous, grade-level instruction, particularly in English Language Arts (ELA) and Mathematics, based on current performance data.
According to the 2024 California School Dashboard, Math performance at NCMS is in the Red range (Very Low) for All Students, with an average score of -107.9. Several student groups are also in the Red for Math, including Students with Disabilities (-192.3), Long-Term English Learners (-162.2), English Learners (-138.1), Foster Youth (-169.9), Homeless Youth (-130.4), and Socioeconomically Disadvantaged students (-108.7).
In English Language Arts (ELA), the All Students group scored -60.3, which places them in the Orange range (Low), while Students with Disabilities (-155.7), Long-Term English Learners (-120.8), English Learners (-101.8), Foster Youth (-130.2), and Homeless Youth (-105.8) are all in the Red range for ELA. These scores mean many students, especially those facing additional challenges, are performing well below grade level in both reading and math. NCMS recognizes this urgent need and is committed to providing targeted, meaningful support to help all students succeed.

Despite recent gains in reclassification rates and English Learner Progress Indicator (ELPI) growth, students are not yet demonstrating academic proficiency across content areas.

Measuring and Reporting Results

Metric/Indicator

California School Dashboard - Academic Indicator for English Language Arts
All Students (ALL)
English Learners (EL)
Hispanic (Hisp)

Baseline

St. Group	Color	DFS/Percentage	Change
All	Orange	60.3 points below standard	Declined 5.1 points
EL		101.8 points below standard	Declined 5.0 points

Expected Outcome

St. Group	Color	DFS/Percentage	Change
All	Orange	55 points below standard	Increase 5 points
EL	Orange	95 points below standard	Increase 5 points

Metric/Indicator	Baseline	Expected Outcome
African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)		

	Red		
Hisp	Orange	63.6 points below standard	Declined 4.4 points
AA	No Performance Color	55.4 points below standard	
SED	Orange	61.8 points below standard	Declined 5.5 points
SWD	Red	155.7 points below standard	Declined 3.5 points

Hisp	Orange	60 points below standard	increase 3 points
SED	Orange	55 points below standard	increase 6 points
SWD	orange	150 points below standard	increase 5 points

California School Dashboard - Academic Indicator for Mathematics
All Students (ALL)
English Learners (EL)
Hispanic (Hisp)
African American (AA)
Socioeconomically Disadvantaged (SED)
Students with Disabilities (SWD)

St. Group	Color	DFS/Percentage	Change
All	Red	107.9 points below standard	Maintained 0.2 points
EL	Orange	138.1 points below standard	Increased 8.3 points
Hisp	Red	110.9 points below standard	Maintained 1.2 points
AA	No Performance Color	101.5 points below standard	
SED	Red	108.7 points below standard	Maintained 0.2 points
SWD	Orange	192.3 points below standard	Increased 3.4 points

St. Group	Color	DFS/Percentage	Change
All	orange	103 points below standard	increase 4.9 points
EL	Orange	134 points below	increase 4 points
Hisp	Orange	105 points below	increase 5 points
SED	orange	103 points below	increase 5 points
SWD	Orange	187 points below	increase 5 points

California School Dashboard - English Learner Progress Indicator (ELPI)	California Science Test - Percent of Students Who Meet or Exceed Standard Grade 8 13.93%	California Science Test - Percent of Students Who Meet or Exceed Standard Grade 8 - 16%

California Science Test - Percent of Students Who Meet or Exceed Standard			

	Color	DFS/Percentage	Change

	Color	DFS/Percentage	Change

Metric/Indicator	Baseline	Expected Outcome
Grade 8	English Learner Progress Indicator Yellow 38% 4 2.7	English Learner Progress Indicator yellow 42% 4
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate- 10.7 %	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 13.2%
8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) - 21.52%	8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) -25.52%
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliancev- 100%	Williams Textbook/Materials Compliance -100%

Planned Strategies/Activities

Strategy/Activity 1

NCMS will continue to improve and refine our multi-tiered system of support for academic improvement. The system will provide evidence-based academic interventions for math, ELA, and support for English Learners through tutoring, small group instruction, and pull-out intervention supports both during and outside of the school day. Progress will be monitored by student performance improvement on state and local assessments, including CAASPP and ELPAC.

Students to be Served by this Strategy/Activity

X All

Timeline

7/1/2025 - 6/30/26

Person(s) Responsible

Principal,

Proposed Expenditures for this Strategy/Activity

Amount	12000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Before and after school interventions will require time cards, to develop protocols, to monitor student needs by way of focus groups. Prep buyouts for the creation of interventions during the school day to support student achievement. UDL Lesson planning timecards or subs to support instructional methods.
Amount	918
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Curriculum, supplies, and materials for elective classes and targeted interventions, allowing for flexible and innovative ways to enhance student learning experiences and align more closely with content area standards.
Amount	57272
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	6 FTE math teacher will serve in an instructional coaching capacity, supporting classroom teachers through co-planning, modeling, team teaching, and feedback cycles. This position is designed to strengthen Tier 1 instruction, promote the use of engagement strategies such as WICOR and Kagan structures, and address math achievement gaps identified in the California Dashboard and site level assessments.
Amount	27869.92
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	A .2 FTE ELA teacher will serve as an instructional coach to support ELA and humanities teachers with lesson planning, modeling, and instructional strategies focused on Universal Design for Learning, academic discourse, and scaffolded writing. This role will enhance Tier 1 instruction and support literacy achievement across content areas.
Amount	60783
Source	LCFF

Budget Reference	2000-2999: Classified Personnel Salaries
Description	An additional Behavior Paraprofessional will be added to support Tier 2 and Tier 3 interventions within the MTSS framework. This staff member will provide both push-in and pull-out support, offering flexible, student-centered options that help remove behavioral and social-emotional barriers to learning and increase access to academic achievement.

Strategy/Activity 2

NCMS will provide access to best first instruction through the use of technology, programs, books and supplies to support academic achievement, and literacy. This will be measured by performance on the STAR Assessment, ELA and Math CAASP, and the ELPAC.

Students to be Served by this Strategy/Activity

X All

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

Principal, Assistant Principals, Leadership Team, Advisory Teachers, AVID Coordinator, AVID Excel Teachers

Proposed Expenditures for this Strategy/Activity

Amount	15000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	instructional materials, digital subscriptions, and supplemental resources to support best-first instruction and academic achievement across virtual, blended, and in-person learning. It covers licenses for digital programs, headsets with microphones for student engagement, ViewSonic touchscreens for enhanced lesson design, and schoolwide AVID materials (e.g., focused note-taking tools, graphic organizers, cooperative learning kits). Additionally, it includes literacy-building resources across content areas, Kidgrit and AVID advisory curriculum for SEL and academic goal setting, college/career readiness tools, and STEAM materials to support hands-on, standards-aligned learning in science, technology, arts, and mathematics.
Amount	5000
Source	Title I
Budget Reference	4000-4999: Books And Supplies

Description	Materials to facilitate academic goal setting for all students to including but not limited to binders, supplies, and academic planners for organization and building of self efficacy.
Amount	20000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	PD Stipends and/or timecards for trainings, professional developments and collaborative time for teachers in all subject areas. This will allow teachers time for grade level lesson and assessment planning as well as to further the classroom best first instruction practices
Amount	2000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Professional development for cross curricular articulation, WICOR Walks, Family Night academic outreach planning and implementation
Amount	14610.88
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Increase student access to technology and support academic achievement through high-quality, standards-aligned instruction. Funds will be used to purchase student Chromebooks and accessories to ensure equitable access to digital learning tools. To support best-first instruction, technology for teachers will include laptops, projectors, document cameras, and ViewSonic interactive displays to enhance instructional delivery across virtual, blended, and in-person settings. Additional instructional technology will support site programs such as robotics and Public Service Announcement (PSA) projects, including tablets and protective cases, robots and related attachments, challenge supplies, drones, microphones, cameras, 3D printing materials, and necessary connection cables. These tools will provide students with hands-on, collaborative, and project-based learning experiences that strengthen STEM skills, digital literacy, and engagement across content areas.
Amount	10000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures

Description	Professional development to strengthen both academic instruction and social-emotional learning (SEL) across the school. Teachers will receive SEL-focused training to enhance the advisory program, including restorative practices that promote student well-being and belonging. Additional PD will center on best-first instructional practices aligned with Depth of Knowledge (DOK), critical thinking, and California Assessment of Student Performance and Progress (CAASPP) rigor in ELA, History/Social Studies, and Science. Teachers will also engage in professional learning focused on conceptual math understanding and the effective implementation of the site's math scope and sequence. Participation in AVID Summer Institute and ongoing AVID professional development will support the use of WICOR strategies, academic goal setting, and college/career readiness schoolwide.
Amount	4000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	certified substitute release days to support teacher participation in professional development and collaborative planning. Release time will be used for AVID WICOR Walks, SEL and restorative practices training, and academic planning days that focus on lesson design, data analysis, and implementation of best-first instruction to improve student outcomes.

Strategy/Activity 3

NCMS will improve academic achievement and language development for English Learners by implementing a sitewide system of supports that integrates designated and integrated ELD, strengthens instructional practices across content areas, and increases student access to targeted interventions, culturally responsive materials, and reclassification supports. Progress will be measured by increased ELPI growth, higher LTEL reclassification rates, reduced DFS gaps in ELA and math for English Learners, and improvements in local assessment data and classroom walkthrough evidence of ELD strategy implementation.

Students to be Served by this Strategy/Activity

X English Learner

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

Principal, Intervention teacher, STEM teachers, AVID elective teachers, teacher librarian

Proposed Expenditures for this Strategy/Activity

Amount	4000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries

Description	extended learning opportunities for teachers outside of the school day to collaborate on improving instruction for English Learners. Professional development will focus on refining Designated and Integrated ELD practices, aligning instruction to ELD standards, and streamlining explicit academic vocabulary instruction across content areas. These sessions will support cross-disciplinary planning, development of consistent scaffolds, and sitewide implementation of strategies that promote language development and access to grade-level content for ELs.
Amount	500.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental books in Spanish will be purchased to support literacy and fluency development in World Languages and to provide English Learners with access to texts in their home language. These resources will help strengthen home-to-school connections, reinforce language development, and promote a culturally responsive learning environment that values and builds upon students' linguistic backgrounds.
Amount	14408.20
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	.2 FTE teacher will serve as an English Learner support specialist, providing both instructional coaching for staff and targeted push-in/pull-out services for EL students. This role will build teacher capacity to implement Integrated and Designated ELD strategies through co-planning, modeling, and professional learning aligned to the CA ELD Standards. The teacher will also provide direct support to ELs based on their proficiency levels, reclassification goals, and academic needs—strengthening access to grade-level content and contributing to language development and academic success.

Strategy/Activity 4

Provide all students with supplemental culturally relevant literature to increase engagement, equity and access to materials that students can identify with and participate in a process that embraces culturally linguistic and relevant perspectives. Supplemental books with an emphasis on a selection that embraces diversity and culture will be purchased for classroom libraries and library to support schoolwide literacy initiative. This will be measured by site library data and surveys along with performance on the STAR Assessment, ELA and Math CAASP.

Students to be Served by this Strategy/Activity

X All

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

Principal, teachers and teacher librarian

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Increasing student access to a variety of supplemental literary texts to engage students academically and socio-emotionally and improve literacy skills through culturally relevant literature.

Goals, Strategies, & Proposed Expenditures

Goal 2

Increase Parent and Community Partnerships

Goal Statement

NCMS will strengthen school-to-home partnerships and provide targeted interventions that address barriers to attendance. Parent engagement will be prioritized through consistent communication, home visits, and access to resources that increase awareness of the academic and social-emotional impact of chronic absenteeism.

LCAP Goal

Palm Springs Unified School District will collaborate with families and our local communities to develop and maintain positive parent, student, and community involvement and engagement to promote and support student success.

Identified Need

Nellie N. Coffman Middle School saw a notable improvement in family engagement, with double the number of families completing the 2025 Panorama Survey compared to the previous year. Survey responses were overwhelmingly positive—97% favorability in Family School Connectedness and 98% in Climate of Support for Academic Learning. However, despite this strong perception, in-person event attendance data shows an inconsistent pattern: fall parent conferences had stronger family turnout, while spring conferences experienced a significant drop in participation. Attendance at other school events, including academic nights, has also remained low overall.

These data point to a need for more sustained, year-round engagement strategies. Student survey results reveal deeper challenges that families may not fully perceive: only 44% of students report strong academic confidence (Self-Efficacy), and just 43–50% feel a strong sense of belonging. Semester report cards and progress on high school readiness goals confirm these gaps, with an increase in the number of students earning Ds and Fs. These indicators highlight the urgency of equipping families with tools and strategies to support their child's learning and well-being at home.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes 166 parents/families completed the Panorama family survey	Parent Participation in Stakeholder Input Processes 250 or more parents/families for Panorama family survey completion
Family School Connectedness via Panorama Family Climate Survey All Students (ALL)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) -97%	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) -97% or more

Metric/Indicator	Baseline	Expected Outcome
Hispanic (Hisp) African American (AA)	Hispanic (Hisp) - 97% African American (AA) - 100%	Hispanic (Hisp) - 97% or more African American (AA) - 97% or more
Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) -98% Hispanic (Hisp) 98% African American (AA) -100%	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 98% or more Hispanic (Hisp) - 98% or more African American (AA) - 97% or more
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Attendees Attending 1 or more school/parent center sponsored events at site -100	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 125

Planned Strategies/Activities

Strategy/Activity 1

NCMS will provide a designated classified staff liaison to aide in strengthening home to school connections. The staff member will document support provided to increase parent awareness on academic progress, chronic absenteeism and parent engagement opportunities.This will be evaluated with survey data as well as parent engagement event rates.

Students to be Served by this Strategy/Activity

X All

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	43589
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Additional 2.25 hours per day dedicated to parent/family communication.

Strategy/Activity 2

NCMS will expand access to culturally responsive outreach, increasing two-way communication, and providing families with tools to support their child's academic and social-emotional development. Through a combination of family workshops, multilingual communication, and classified staff support during events, the school will foster inclusive and welcoming environments that empower parents as active partners in their child's education.This will be evaluated through attendance of these events along with post survey data.

Students to be Served by this Strategy/Activity

X All

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

Principal and FACES

Proposed Expenditures for this Strategy/Activity

Amount	1200
Source	Title I Part A: Parent Involvement
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Support the participation of the site's Family and Community Engagement Specialist (FACES) in the California Association for Bilingual Education (CABE) conference. This professional development opportunity will enhance the FACES representative's capacity to engage multilingual families, strengthen culturally responsive outreach practices, and build meaningful school-home partnerships. Aligned with the goal of increasing parent and community involvement, this training will support the development of inclusive engagement strategies that promote academic success for English Learners and all students.
Amount	2000
Source	Title I Part A: Parent Involvement

Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified staff support will be provided to assist with translation and logistical coordination for parent/guardian engagement events, including Family Literacy Nights, the Family STEAM Night Series, and Social Science Family Nights. These supports ensure that all families—particularly multilingual and Spanish-speaking households—can fully participate in school events, strengthening communication, inclusion, and school-home partnerships.
Amount	1039
Source	Title I Part A: Parent Involvement
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Extra duty pay will be provided to classified staff members to support outreach events through in-person, phone, and virtual engagement opportunities. These efforts will increase parent awareness of students' social-emotional learning, strengthen school-to-home connections, and enhance understanding of the NCMS advisory program. Additional resources will support communication with families and guide them in using learning applications and digital tools to actively support their students' academic and personal development.
Amount	1000
Source	LCFF
Budget Reference	0001-0999: Unrestricted: Locally Defined
Description	Provisions to support counselor-led family engagement events by funding necessary supplies and materials to facilitate workshops and outreach activities including academic support, social-emotional learning, college and career readiness, and Career Day.

Goals, Strategies, & Proposed Expenditures

Goal 3

Maintain Healthy and Safe Learning Environment

Goal Statement

NCMS will provide students with essential supports to strengthen their social emotional learning (SEL) and increase opportunities for school connectedness among students and staff members.

LCAP Goal

Palm Springs Unified School District will provide healthy and physically and emotionally safe learning environments that foster and support all students.

Identified Need

Multiple sources of school climate and SEL data indicate that Nellie N. Coffman Middle School students need increased social-emotional supports and opportunities for meaningful school connections.

According to the 2024 California School Dashboard, Chronic absenteeism is a critical concern at Nellie N. Coffman Middle School, with the indicator in the Red performance band for All Students (35.5%). The rates are even more severe among several student groups:
Students with Disabilities: 47.1%
Long-Term English Learners: 37.6%
Socioeconomically Disadvantaged students: 35.6%
These figures indicate that a substantial portion of the student population is missing more than 10% of the school year, which significantly impacts their ability to engage in instruction and build a connection to school. This area demands urgent, targeted interventions, especially for students facing additional academic and social-emotional challenges.

The Suspension Rate indicator is in the Red performance band for Students with Disabilities, who recorded a 12.1% suspension rate—the highest of any group—and experienced a +2.3% increase from the previous year. This trend occurred even as the overall student suspension rate declined to 9.2% (Orange), suggesting that students with disabilities are not equitably accessing preventative behavioral supports, restorative practices, or inclusion-based interventions. This group remains at high risk for exclusionary discipline practices, and the data reflect a critical need to improve proactive behavior support systems for students with higher emotional and behavioral needs.

Panorama's Student SEL Survey further confirms these concerns: only 44% of students reported high self-efficacy, and just 54% reported strong self-management, indicating struggles with emotional regulation, confidence, and executive functioning. These figures suggest that a large portion of the student body is not consistently engaged in the school day, often due to underlying social-emotional or environmental barriers. While the school has made progress in reducing suspensions overall, showing a 2.8% decline among all students, certain groups, such as Students with Disabilities, have seen increases in exclusionary discipline, highlighting the need for continued attention to proactive behavioral supports and restorative practices. These patterns underscore the importance of strengthening the school's advisory and SEL infrastructure to promote student belonging, emotional regulation, and positive peer and adult relationships. With

advisory already in place four times per week, NCMS is well-positioned to deepen this work by aligning supports to student needs, increasing staff capacity, and integrating SEL strategies across the school day.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) -95.0%	Student Attendance Rates All Students (ALL) - Improve the overall attendance rate for all students by 1%

Chronic Absenteeism Rates
All Students (ALL))
English Learner (EL)
Hispanic (Hisp)
African American (AA)
Socioeconomically Disadvantaged (SED)
Students with Disabilities (SWD)

St. Group	Color	DFS/Percentage	Change
All	Red	35.5% Chronically Absent	Maintained 0.3
EL	Orange	32.4% Chronically Absent	Declined 2.8
Hisp	Red	34.8% Chronically Absent	Maintained 0.4
AA	No Performance Color	40% Chronically Absent	Declined 7.1
SED	Red	35.6% Chronically Absent	Maintained 0
SWD	Orange	47.1% Chronically Absent	Declined 1.4

St. Group	Color	DFS/Percentage	Change
All	Orange	33.8% Chronically Absent	Decline 1.7
EL	Orange	32.0% Chronically Absent	Decline .4
Hisp	Red	34.1% Chronically Absent	Decline .7
AA	No Performance Color	37% Chronically Absent	Decline 3.0
SED	Orange	34.6% Chronically Absent	Decline 1.0
SWD	Orange	45.1% Chronically Absent	Decline 2.0

Suspension Rates:
All Students (ALL)
English Learner (EL)
Hispanic (Hisp)
African American (AA)
Socioeconomically Disadvantaged (SED)
Students with Disabilities (SWD)

St. Group	Color	DFS/Percentage	Change
All	Yellow	9.2% suspended at least one day	Declined 2.8%
EL	Yellow	9.4% suspended at least one day	Declined 2.1%
Hisp	Yellow	9.2% suspended at least one day	Declined 2.9%
AA	No Performance Color	13.3% suspended at least one day	Declined 16.1%
SED	Yellow	9.5% suspended at least one day	Declined 2.8%

St. Group	Color	DFS/Percentage	Change
All	Yellow	7.19% suspended at least one day	Decline 2 points
EL	Red	16% suspended at least one day	increase 6.6 points
Hisp	Yellow	6.44% suspended at least one day	decline 3.2 points
AA	Red	23.08%suspended at least one day	increase 10 points
SED	Orange	6.75% Suspended	decrease 6 points
SWD	Yellow	6.4% suspended	decreased 6.3 points

Metric/Indicator	Baseline	Expected Outcome
	SWD | Red | 12.1% suspended at least one day | Increased 2.3%	
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL) 0.46 % English Learner (EL) 0 Hispanic (Hisp) 0.46% African American (AA) 0 Socioeconomically Disadvantaged (SED) 0 Students with Disabilities (SWD) 0	Expulsion Rates All Students (ALL) -0% English Learner (EL) - 0 Hispanic (Hisp) - less than .02% African American (AA) - 0
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Connectedness All Students (ALL) -46% English Learner (EL) -52.6% Hispanic (Hisp) - 46% African American (AA) -47%	Panorama Survey – School Connectedness All Students (ALL) -48% or more English Learner (EL) -54% or more Hispanic (Hisp) - 48% or more African American (AA) -49% or more
Panorama Survey – School Safety Perception All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Safety Perception All Students (ALL) -54% English Learner (EL) -56.8% Hispanic (Hisp) -56% African American (AA) -53%	Panorama Survey – School Safety Perception All Students (ALL) -54% or more English Learner (EL) -60% or more Hispanic (Hisp) -58% or more African American (AA) -55% or more
Williams Facilities Inspection Results	Williams Facilities Inspection Results 100%	Williams Facilities Inspection Results -100%

Planned Strategies/Activities

Strategy/Activity 1

NCMS will enhance student experiences by providing access to engaging electives, hands-on club activities, trips, and recognition opportunities that celebrate attendance, academic growth, strong character, and student leadership. This system will reflect students' interests, cultures, and identities. Progress will be measured by:
Increased student participation in electives and extracurricular activities (sign-in sheets, rosters).
Panorama Survey results related to school connectedness, sense of belonging, and student engagement.
Reduction in chronic absenteeism and behavior referrals (Synergy data).
Number of students receiving recognition through incentive systems (awards tracking, PBIS points, etc.).

Students to be Served by this Strategy/Activity

X All

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	14000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Transportation (i.e. bussing) for enrichment field trips that promote college and career readiness along with activities that foster increased student involvement and connection to school which includes extracurricular events, intermural sports and academic/socioemotional enrichment.
Amount	24500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	NCMS will provide supplemental materials and supplies to support student engagement, academic growth, and school connectedness through a wide range of electives, extracurricular programs, and incentive-based initiatives. Materials will enhance hands-on, interest-driven learning experiences across STEAM, visual and performing arts, and college and career readiness pathways. Resources will include technology and creative media for electives (e.g., coding, 3D printing, drone design, clay for art), as well as instruments to ensure equitable participation in Band.

	Supplies will also support enrichment programs such as SkillsUSA, Young Interpreters, Math Club, Girls Club, AVID, Debate, Dance, and intramural sports, all of which foster leadership, confidence, collaboration, and school pride. In addition, materials will be used for student recognition and attendance incentives aimed at improving engagement and reducing chronic absenteeism, further supporting a healthy and inclusive school climate.
Amount	18000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Implement the Kicks to Learn program as part of its alternative lunch activities and enrichment offerings. This program integrates culturally relevant content, movement, and critical thinking to build student confidence, social-emotional skills, and school engagement.

Strategy/Activity 2

NCMS will provide increased security visibility and classified translation for after school events, family nights, Saturday school and outreach events in order to promote a healthy and safe school climate. Progress on this will be evaluated by chronic absentiism rates as well as suspension rates and Panorama survey results.

Students to be Served by this Strategy/Activity

X All

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

Assistant Principal

Proposed Expenditures for this Strategy/Activity

Amount	4000
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Additional classified hours to provide support for interventions, after school activities, security coverage and translation for outreach events.

Amount	1500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Purchase two-way radios to improve real-time staff communication—particularly in high-traffic areas such as PE—to support swift response to student needs and promote a safe and connected campus.

Strategy/Activity 3

NCMS will enhance the school culture and promote team-building skills among students through targeted programs and activities that aim to create a cohesive, supportive, and vibrant school environment where every student feels valued and engaged. This will be monitored through Panorama Survey results and chronic absenteeism rates.

Students to be Served by this Strategy/Activity

X All

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

Prinicpal, MTSS Coach, Teachers, Counselors, Prevention Specialists

Proposed Expenditures for this Strategy/Activity

Amount	6000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Continue to implement a comprehensive initiative centered on self-awareness, goal setting, high school readiness, empathy, kindness, and team building to foster strong relationships among students and staff members. This open-ended approach will include rebranding materials and involve consulting services or specialized programs aimed at nurturing a positive school culture built on trust, respect, and understanding. The focus is on creating meaningful connections that enhance the overall well-being and success of everyone in the school community, which will be anchored together through our site's advisory program and high school readiness campaign.
Amount	10000

Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Allocate resources to address students' socio-emotional needs through systematic programs designed to promote team building and empathy among students. Additionally, we will allocate funds to time card staff members to assist with new student orientation before the school year commences, fostering a welcoming and supportive environment centered on preparing students for high school.

Centralized Services for Planned Improvements in Student Performance

School Goal #1: Increase Academic Achievement				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	**Start Date Completion Date**	**Proposed Expenditure**	**Estimated Cost**	**Funding Source (itemize for each source)**
Secondary Literacy Teacher on Special Assignment (TOSA)	July 1, 2025 - June 30, 2026	Provide onsite professional development and coaching support with evidence-based practices to build best first instruction in literacy for grades 6-12	12,807	LCFF
Technology Teacher on Special Assignment (TOSA)	July 1, 2025 - June 30, 2026	Support students and staff with the integration of technology into instruction	6,083	Title II
College and Career Readiness Teacher on Special Assignment (TOSA)	July 1, 2025 - June 30, 2026	Provide onsite professional development and coaching support for counselors, teachers, support staff, and/or administrators to increase A-G rates, college and career readiness, and social emotional learning for students in grades 6-12.	6,247	Title I
Secondary Mathematics Teacher on Special Assignment (TOSA)	July 1, 2025 - June 30, 2026	Provide onsite professional development and coaching support with evidence-based practices to build best first instruction in mathematics for grades 6-12	14,905	LCFF
History/Social Science Teacher on Special Assignment (TOSA)	July 1, 2025 - June 30, 2026	Provide onsite professional development and coaching support with evidence-based practices to build best first instruction in history/social science for grades 6-12	14,931	Title IV

School Goal #1: Increase Academic Achievement				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	**Start Date Completion Date**	**Proposed Expenditure**	**Estimated Cost**	**Funding Source (itemize for each source)**
Solution Tree Professional Learning Communities (PLC) Professional Development	July 1, 2025 - June 30, 2026	Consultants and substitutes to support the development of PLCs for teacher teams in mathematics and English language arts in grades 6-12	30,624	Title I
Middle School Reading Intervention Program	July 1, 2025 - June 30, 2026	Provide a dedicated Reading Intervention Teacher and intervention instructional materials to support student skill development in reading across grades 6-8 funded via the Learning Recovery Emergency Block Grant	164,452	None Specified

School Goal #2: Increase Parent and Community Partnerships				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	**Start Date Completion Date**	**Proposed Expenditure**	**Estimated Cost**	**Funding Source (itemize for each source)**
Family engagement events and classes	July 1, 2025 - June 30, 2026	Parenting classes on effective strategies and structures. Parent/community engagement activities.	1,500	None Specified

School Goal #3: Maintain Healthy and Safe Learning Environment				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	**Start Date Completion Date**	**Proposed Expenditure**	**Estimated Cost**	**Funding Source (itemize for each source)**
Youth Mental Health First Aid Training	July 1, 2025 - June 30, 2026	Training and accompanying books and materials.	2,962	Title IV

The following actions and related expenditures support this site program's goals and will be performed as a centralized services. Note: the total amount of each categorical program must be aligned with the Consolidated Application.

Note: Centralized services may include the following direct services:

- *Evidence-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff*
- *District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches*
- *After-school and Summer School programs funded by categorical programs*
- *Data analysis services, software, and training for assessment of student progress*

Centralized Services do not include administrative costs.

Budget Summary and Consolidation

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	$210,489
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$377,190.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	206,250	0.00
Title I Part A: Parent Involvement	4,239	0.00
LCFF	166,701	0.00

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 ($)
Title I	$206,250.00
Title I Part A: Parent Involvement	$4,239.00

Subtotal of additional federal funds included for this school: $210,489.00

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

State or Local Programs	Allocation ($)
LCFF	$166,701.00

Subtotal of state or local funds included for this school: $166,701.00

Total of federal, state, and/or local funds for this school: $377,190.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	166,701.00
Title I	206,250.00
Title I Part A: Parent Involvement	4,239.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	1,000.00
1000-1999: Certificated Personnel Salaries	151,550.12
2000-2999: Classified Personnel Salaries	112,611.00
4000-4999: Books And Supplies	64,028.88
5000-5999: Services And Other Operating Expenditures	48,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0001-0999: Unrestricted: Locally Defined	LCFF	1,000.00
1000-1999: Certificated Personnel Salaries	LCFF	26,000.00
2000-2999: Classified Personnel Salaries	LCFF	64,783.00
4000-4999: Books And Supplies	LCFF	26,918.00
5000-5999: Services And Other Operating Expenditures	LCFF	48,000.00
1000-1999: Certificated Personnel Salaries	Title I	125,550.12
2000-2999: Classified Personnel Salaries	Title I	43,589.00
4000-4999: Books And Supplies	Title I	37,110.88
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	4,239.00

School Site Council Membership

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

1 School Principal

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Melissa Galataud	X				
Brianda Duran			X		
Kala Aguado		X			
Laura Garner		X			
Lori Porter		X			
Cathie Sowell		X			
Alyia Navarro Guzman					X
Alyvia Nsubuga					X
Jayce Vega-Aguilar					X
Angelina Palmer				X	
Alexis Pimentel				X	
Daisi Cordova				X	
Numbers of members of each category:	**1**	**4**	**1**	**3**	**3**

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

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other:

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 4/28/25.

Attested:

	Principal, Melissa Galataud on 4/28/25
	SSC Chairperson, Laura Garner on 4/28/25

Title I and LCFF Funded Program Evaluation

Goal #1:
All students at NCMS will be provided with rigorous instruction with the necessary scaffolds embedded in best first instruction to access and master content in all subjects, especially math and English.

Actions/ Activities (Strategies)	**What is working and why? (Effective indicators)** *Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:*	**What is not working and why? (Ineffective indicators)** *Specific evidence/indicators showing that this activity or strategy is not working, including:*	**Modification(s) based on evaluation results** *Continue or discontinue and why?*
NCMS will continue to improve and refine our multi-tiered system of support for academic improvement. The system will provide evidence-based academic interventions for math, ELA, and support for English Learners through tutoring, small group instruction, and pull-out intervention supports both during and outside of the school day. Progress will be monitored by student performance improvement on state and local assessments, including CAASPP and ELPAC.			
NCMS will provide access to best first instruction through the use of technology, programs, books and supplies to support academic achievement, and literacy. This will be measured by performance on the STAR Assessment, ELA and Math CAASP, and the ELPAC.	Materials to foster cooperative learning and support schoolwide literacy movement.	N/A	Continue funding digital program/licenses and software to support schoolwide literacy goals and structured student engagement.
NCMS will improve academic achievement and language development for English Learners by implementing a sitewide system of supports that integrates designated and integrated ELD, strengthens instructional practices across content areas, and increases student access to targeted interventions, culturally responsive materials, and reclassification supports. Progress will be measured by increased ELPI growth, higher LTEL reclassification rates, reduced DFS gaps in ELA and math for English Learners, and improvements in local assessment data and classroom walkthrough evidence of ELD strategy implementation.	Academic goal setting is vital to the schoolwide advisory program and materials that facilitate the process of facilitating guided student reflection through the use of agendas, school binders and organizational materials helps support academic and SEL goals for students.	N/A	Continue this strategy to address needs as outlined in student Panorama data.

Provide all students with supplemental culturally relevant literature to increase engagement, equity and access to materials that students can identify with and participate in a process that embraces culturally linguistic and relevant perspectives. Supplemental books with an emphasis on a selection that embraces diversity and culture will be purchased for classroom libraries and library to support schoolwide literacy initiative. This will be measured by site library data and surveys along with performance on the STAR Assessment, ELA and Math CAASP.	Professional development to support schoolwide AVID goals and structured interactions like Kagan strategies along with assessment alignment and lesson/standards alignment in PLCs.	N/A	Continue to remove barriers in student learning through Kagan strategies for structured student interactions and WICOR framework of AVID.
	Math intervention embedded during the school day with identified groups using STAR data.	N/A	Continue math intervention and STEAM course offerings to support interventions during the school day.
	Providing students with culturally relevant literature has increased students' interests in reading as demonstrated by some students' AR goal data.	N/A	Continue providing students with culturally relevant text and literature to advance literacy goals.
	Reclassification rate along with ELPI dashboard indicator supports the action of providing additional AVID excel sections.	N/A	Continue to embed EL support during the school day through AVID Excel support.
	Technology to support student learning across academic disciplines	N/A	Continue to incorporate technology to support active student engagement.
	Professional development focusing on SEL to support the advisory program along with academic supports through AVID	N/A	Continue to offer professional development focusing on SEL to support the advisory program along with academic supports through AVID

Goal #2:
NCMS will strengthen school-to-home partnerships and provide targeted interventions that address barriers to attendance. Parent engagement will be prioritized through consistent communication, home visits, and access to resources that increase awareness of the academic and social-emotional impact of chronic absenteeism.

Actions/ Activities (Strategies)	**What is working and why? (Effective indicators)** *Specific evidence/indicators of success/effectiveness in*	**What is not working and why? (Ineffective indicators)** *Specific evidence/indicators showing that this activity or*	**Modification(s) based on evaluation results** *Continue or discontinue and why?*

	implementing this activity or strategy, including:	*strategy is not working, including:*	
NCMS will provide a designated classified staff liaison to aide in strengthening home to school connections. The staff member will document support provided to increase parent awareness on academic progress, chronic absenteeism and parent engagement opportunities.This will be evaluated with survey data as well as parent engagement event rates.	Increased parent involvement during events such as the Family STEAM series and Literacy Night highlights the outreach efforts of designated classified staff	N/A	Continue to have designated classified staff strengthen the parent to school partnership through site's master plan for parent engagement.
NCMS will expand access to culturally responsive outreach, increasing two-way communication, and providing families with tools to support their child's academic and social-emotional development. Through a combination of family workshops, multilingual communication, and classified staff support during events, the school will foster inclusive and welcoming environments that empower parents as active partners in their child's education.This will be evaluated through attendance of these events along with post survey data.	The most successful event this year was the Family Literacy Night which consisted of highly engaging and interactive workshops to support student and parent education on academic topics that aligned with the school vision and mission.	N/A	Through the development of a parent engagement blueprint with an outline of major activities and events, parents will continue to engage in departmental/academic parent nights such as Family Literacy Night, Science Night, Night at the Museum, etc.
	Teachers and classified extra duty hours to plan and execute parent/family night events proved to be effective in increasing parent attendance to family nights.	N/A	Continue funding teachers and classified extra duty hours to plan and execute parent/family night events proved to be effective in increasing parent attendance to family nights.
	Continue to garner parent support through a variety of ways that parents can get involved on campus.	N/A	Continue to garner parent support through a variety of ways that parents can get involved on campus.

Goal #3:
NCMS will provide students with essential supports to strengthen their social emotional learning (SEL) and increase opportunities for school connectedness among students and staff members.

Actions/ Activities (Strategies)	**What is working and why? (Effective indicators)** *Specific evidence/indicators of success/effectiveness in*	**What is not working and why? (Ineffective indicators)** *Specific evidence/indicators showing that this activity or*	**Modification(s) based on evaluation results** *Continue or discontinue and why?*

	implementing this activity or strategy, including:	*strategy is not working, including:*	
NCMS will enhance student experiences by providing access to engaging electives, hands-on club activities, trips, and recognition opportunities that celebrate attendance, academic growth, strong character, and student leadership. This system will reflect students' interests, cultures, and identities. Progress will be measured by: Increased student participation in electives and extracurricular activities (sign-in sheets, rosters). Panorama Survey results related to school connectedness, sense of belonging, and student engagement. Reduction in chronic absenteeism and behavior referrals (Synergy data). Number of students receiving recognition through incentive systems (awards tracking, PBIS points, etc.).	Enrichment trips have supported AVID goals and fostered an academic culture that extends beyond the school day with meaningful and relevant learning.	N/A	Funds to support enrichment trips have supported AVID goals and fostered an academic culture that extends beyond the school day with meaningful and relevant learning.
NCMS will provide increased security visibility and classified translation for after school events, family nights, Saturday school and outreach events in order to promote a healthy and safe school climate. Progress on this will be evaluated by chronic absentiism rates as well as suspension rates and Panorama survey results.	Materials and supplies have provided students with opportunities to extend their learning, making real life connections to their learning and STEAM based learning.	N/A	Continue to fund materials and supplies to fund cooperative learning, structured interactions across disciplines to support student achievement.
NCMS will enhance the school culture and promote team-building skills among students through targeted programs and activities that aim to create a cohesive, supportive, and vibrant school environment where every student feels valued and engaged. This will be monitored through Panorama Survey results and chronic absenteeism rates.	Security to support school and outreach events have been beneficial to students and families in supporting safety especially during large events.	N/A	Continue to fund security to support school and outreach events have been beneficial to students and families in supporting safety especially during large events.
	Supervision aides have helped to address safety perceptions among students and families.	N/A	Continue to fund 1 supervision aide and extra duty hours for supervision aides to support school's safety goals.
	Sub release for targeted interventions provided by teachers.	N/A	Modified to include sub coverage to provide opportunities for WICOR Walks to support student learning.

	Academic and SEL based incentives have supported efforts to address chronic absenteeism.	N?A	Continue to fund incentives with a specific emphasis on PBIS and building school culture and climate to address absenteeism.
	N/A	Due to Expanded Learning programs, funds to support clubs and extracurriculars were not utilized as planned	Discontinue the funds allocated for club support as this is supported through the expanded learning programs.
	Funding additional hours for classified support and translation during family events has been useful to our families	N/A	Continue funding additional hours for classified support and translation during family events has been useful to our families

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 64004 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 65004, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

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

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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.

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.

Purpose and Description

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

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

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

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

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

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

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

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

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

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

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

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

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64004(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

b. use methods and instructional strategies that:

i. strengthen the academic program in the school,

ii. increase the amount and quality of learning time, and

iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

i. strategies to improve students' skills outside the academic subject areas;

ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

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

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.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 64004[a] as amended by Assembly Bill [AB] 716, effective January 1, 2049).

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, 2049).

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 64004(a), both as amended by AB 716, effective January 1, 2049.

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/

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