"Where Readiness Takes Root"

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	October 29, 2024
Schoolsite Council (SSC) Approval Date	October 29, 2024
Local Board Approval Date	December 17, 2024

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. 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.
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
X Comprehensive Support and Improvement

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, Title I, and CSI 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:
- Teacher nominations were taken on October 1, 2023. Voting occurred through Google Form from October 5th, 2023, and form results were shared with staff. 2 new teachers were elected: Kala Aguado and Laura Garner
- Parent nominations were submitted via a Google Form that was sent to all families to fill our 1 vacancy. Angelina Palmer, Rosa Corona, and Samantha Pozuelos were nominated and Angelina Palmer was elected on October 6, 2023.
- There were several students nominated to fill our 2 vacant seats. Alyvia Nsubuga and Andrea Castro were elected by Google Form voting which took place during the ASB class period on October 12, 2023.
- 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:
October 13,2023-SSC Training followed by the first meeting. A review of SSC bylaws, Election of Officers, and Parent Engagement Policy was reviewed and School-Parent Compact was reviewed and the next steps overview for funding revisions took place.
October 30, 2023--2nd Modifications and adjustments to 2023-2024 SPSA were discussed, Proposals and Approval of Additional Title I Fund Allocation were discussed, Professional Developments 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
January 16, 2024--School Safety Plan was outlined. Continued evaluation of SPSA actions and services and discussion of Prop 28 Arts funds and survey results, ELAC and DELAC reports were provided citing the need for more incentives to increase attendance.
March 5, 2024--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.
April 23, 2024--ELAC and DELAC reports were provided. ELAC suggested that extracurricular and elective programs be provided with needed funding along with incentives to support student's school attendance. SSC team agrees with the findings ELAC shared to be included in the site's plan. Student achievement and Panorama survey data were shared. Final review of the 24-25 SPSA; emphasis on support for CSI designated groups (Math, Chronic Absenteeism, ELPI).
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, 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, 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.

ELAC Meeting Dates and Topics:

October 13, 2023--Trained and met with ELAC to discuss and receive input regarding SPSA revisions.

November 7, 2023--Met with ELAC to discuss attendance as well as other ways to engage with and encourage families to come to school and participate in events, and solicit help with publicizing Literacy Night.

January 30, 2024-- Met with ELAC to share summative and formative data and gather input regarding the next steps. We used the CA Dashboard and shared EL progress on these items with SSC via our member who belongs to both committees.

March 12, 2024--DELAC Report, Discussed various actions and their impact and received input on modifications and additions per an EL Needs Assessment for SPSA development.

ELAC for the 2024-25 School year met on October 15, 2024--during this meeting, a Needs Assessment was shared with parents. The results of this yielded a need for parents to have more clarity surrounding the steps for the reclassification process and support for this.

Leadership Team Meeting CSI Feedback/Input Collection and Needs Assessment:

April 10, 2024--Overview of CSI criteria, designation, and subgroups data analysis (Math, Chronic Absenteeism, ELPI-CSI subgroups)

April 17, 2024--Whole Staff Overview of CSI, Strengths & Needs Reflection Activity and Feedback, this included a presentation by our Director of State and Federal Programs.

May 1, 2024-- CSI Root Cause Analysis

Following the CSI work mentioned above, the staff determined the need for academic intervention support for both math and ELA with attention to English Learners built into this. 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.

The district supported the plan development by offering a series of support writing sessions to guide in creating the plan. Additionally, they organized one-on-one sessions to offer individualized support and care.

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 2024-2025 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.
- increase allocations for technology needs to be able to implement the best first instruction.
- Increase allocations to fund teacher collaboration and planning of 3 major 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.
- Continue funding for supervision aides to maintain student safety across campus.
- Continue funding an Intervention Teacher to provide math intervention during the day and expand STEM elective offerings made available to grades 7 and 8 which will provide vertical articulation for the already established 6th grade STEM program.
- 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.
- Increase allocations 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. Chronic Absenteeism: There was a significant increase of 9.3% in chronic absenteeism within six main student subgroups. This suggests a potential lack of resources or support systems to address attendance issues effectively, if students are not coming to school they cannot make progress in language development, or mathematics either. This is a red item within the dashboard data. English Learner Progress: The data shows a decline of 19.2% in English Learner Progress, with students falling 146 points below the standard in math and 135 points below the standard in ELA. This indicates potential disparities in resources or instructional strategies for English learners compared to their peers. This is a red item within the dashboard data. Math Performance: In math, students are 107.7 points below the standard within four subgroups. This highlights a specific area of concern regarding resources or teaching methodologies related to mathematics instruction for these student subgroups. This is a red item within the dashboard data. Based on the 2023 data from the California Dashboard, we have been designated CSI for the academic indicators of math, chronic absenteeism, and EL Progress. Through the CSI input sessions, we identified that the need for students to feel safe significantly contributes to chronic absenteeism, along with factors such as parent accountability and understanding the value of education. Additionally, English learners require specific scaffolds, and teachers need support with effective strategies to help newcomers access their content.

In Goals 1-3 of our 2024-2025 plan, we have addressed this inequity:

- (Goal 1) The need for MTSS that address a schoolwide plan for academic support by providing intervention opportunities outside of the school day to target the involvement of EL students who are performing below grade level in math and ELA, create awareness of their ELPAC levels, and an emphasis on reclassification.
- (Goal 1) Increased allocation for 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.
- (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 2&3) Increased allocation for the planning of 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: Math
Overall net gain of 2% from the previous year in Standard "Exceeded" and "Met" categories. Every grade level gained, 6th grade +1%, 7th grade +4%, 8th grade +3%. While these gains were made, we are still 107.7 points below the standard overall.

Progress Area 2: Attendance Rates

In the 22-23 school year, attendance rates were 88.74%. So far this school year, our site has a 90.00% attendance rate, which is a significant increase. The data indicates positive growth towards reducing Chronic Absenteeism for this school year.

Progress Area 3: Suspension Rate
The suspension rate for all students is currently 8.2% compared to 12.72% in the 22-23 school year. A notable improvement has been made.

Supporting Actions:
For the Math indicator, our intervention approach was successful. This teacher allowed for targeted, diagnostic approaches to determining the needs of each student and using small group pullouts to be able to fill gaps. Additionally, teachers worked in their grade-level teams to deepen their PLC work. Substitute coverage for release days afforded teachers additional time to use data to drive instruction while utilizing their Common Formative Assessments (CFAs) in a formative way. The professional development opportunities along with additional collaboration time for PLC are essential. Specifically, teachers will use data to drive instruction, collaborate and reflect on common assessments, and utilize similar strategies with the Irvine Math Project to equip students with the skills to engage in critical thinking at high levels.

Based on local district data reports, NCMS has one of the lowest suspension rates in comparison to other middle schools in the district. The 2023 California Dashboard data highlighted an overall rate of 12%. NCMS has a four-times-per-week schoolwide advisory program with designated time for academic goal-setting support along with SEL lessons that address all aspects of SEL as measured by the Panorama Survey data. The MTSS team reviews data (academic, behavioral, and social-emotional) to strengthen tier 1, 2, and 3 supports schoolwide. Positive behavioral systems for recognizing positive behavior according to the schoolwide PRIDE matrix (Preparedness Respect Integrity Determination Empathy) are being utilized. Additionally, peer restorative mediation efforts have been put into practice. These collective efforts additionally support both the attendance rate increase along with the decrease in suspension rates. We plan to continue building on the tiered systems we've begun to build and enhance further the proactive approaches to student engagement and peer relationship building along with the staff.

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?

Reflections: Identified Need

Based on the 2023 data from the California Dashboard, we have been designated CSI for the academic indicators of math, chronic absenteeism, and EL Progress.

Chronic Absenteeism
Chronic absenteeism increased from 17.1% to 26.,4% between 2018-19 and 2021-22, indicating that this is an area of need for NCMS which has not changed much at all. The Fall 2023 California School Dashboard indicates that the school and every student group performed in the lowest status level for the 2022-23 year. There are other underlying factors outside of suspension that have adversely affected the rate of chronic absenteeism. The 2023-24 district data as of May 2024 indicates improvement in that chronic absenteeism across subgroups continues to be an area in need of improvement.

Supporting Actions to Address Chronic Absenteeism:
Plans for the 24-25 school year include allocations for increased hours to designate time for classified support in parent communications to increase parent awareness of the impact of attendance on academic performance and social-emotional growth. Funds will also support the planning of social-emotional learning and academic goal-setting materials to be utilized in the schoolwide advisory program to support self-regulation, and executive functioning skills along with building a stronger sense of belonging to improve attendance and decrease chronic absenteeism rates. Plans are in place for a targeted approach to working with families, including increased time spent on parent outreach through phone calls, home visits, and collaboration with teachers, counselors, and other support staff. Plans for increased allocation of two campus supervision aides will serve to improve school safety and campus climate which will in turn improve chronic absenteeism rates for all students.

ELA and Math
In a review of the 2023 state indicators from the California Dashboard, For ELA, the distance from the standard was identified with a status of Low, a decline of 6.2 points from the previous year, and 55.2 points below the standard. For math, the distance from the standard was identified with a status of Very Low, 107.7 points from the standard. The math indicator for all groups fell under Very Low-status levels even though we did make growth from the previous year.

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 be implemented.

Plans are in place to continue to fund 1 intervention teacher who will provide embedded math intervention and support during the school day. This will expand the during-school-day math intervention program to sixth and seventh-grade students. The intervention program is modeled after the eighth-grade math intervention program with in-classroom supports and targeted data to provide students with targeted support through the collaboration of math teachers and the intervention math teacher. The intervention teacher will also provide students with real-world math applications through a STEM elective which will provide students exposed to STEM opportunities in 6th grade with rigorous, hands-on learning opportunities. Teachers in the ELA, Social Studies, and Science departments will continue to build on and apply their knowledge from the professional development opportunities provided by the district on UDL strategies to remove the barriers to student learning. Increased allocations for AVID training and PD will support the school and district vision of teacher-designed, student-led, and student-centered learning. Teachers will continue to engage in lesson observations, collaborative debriefs, and reflective sessions within their PLCs and during additional planning time. The addition of a new WICOR Walk tool designed by teacher leaders will provide new opportunities for cross-curricular/cross-discipline sharing of best practices and observing active engagement in the classroom among colleagues. This work is essential in providing English Learners of all levels and students with disabilities access to the curriculum in rigorous ways with embedded scaffolds. Math teachers will collaborate and strengthen their vertical alignment across grade-level teams through the Irvine Math Project as well as the new curriculum adoption. Renaissance Freckle and Accelerated Reader are programs that will provide teachers with additional data to support student learning. Schoolwide literacy will continue to be a focus for the 2024-2025 academic year with more outreach opportunities for parents with the planned expansion of departmental Family Nights with focuses on school connectedness and disciplinary literacy.

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 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.

First semester Renaissance STAR 2023 reading data along with CAASPP ELA scores from the spring of 2023 highlight the need for continued support of schoolwide literacy. The STAR Reading Proficiency Rate of 28.4% and the STAR Reading Current Student Growth Percentile (SGP) of 64.4% indicate a need to increase scores to show growth in academic achievement. 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, AR and other UDL-based options for students to increase their reading and comprehension will be implemented. Suspension data for the first 3 quarters of the 2023-2024 school year indicates a need to provide students with tiered SEL support through schoolwide assemblies and

programs to address anti-bullying, kindness, restorative, and conflict resolution strategies. While NCMS currently has the second lowest suspension rate across middle schools in PSUSD, the number of incidents involving physical altercations remains high. Additional funds will be allocated to support SEL programs for students and additional professional development for teachers to maximize outcomes through SEL strategies in the schoolwide advisory program. The STAR Math Proficiency Rate of 26.5% and the STAR Math Current Student Growth Percentile (SGP) of 59.8% indicate a need to increase scores to show growth in academic achievement. Specifically, an increase of 5.3% is needed to meet the SGP school goal for 2023-2024. Additional funds will also be allocated to support hands-on learning and math application through STEAM-based learning as students problem-solve in applying math skills in real-world applications (tier 1 academic support). The STEM program has now expanded with offerings to students of all grades--6-8. The work of the intervention teachers has expanded to grades 6-8 to provide students with tier 2 and 3 academic support.

English Learner Progress:
The preliminary ELPAC results showed that while we had 103 EL students improve and make growth, we have 88 who maintained and 81 who declined.
To better support the needs of English Learners (ELs) based on the provided information, several significant improvements can be made across Integrated ELD and Designated ELD Instructional Agreements, as well as leveraging the roles of the EL Counselor and existing programs like tutoring/mentoring, Young Interpreters, and AVID Excel. Additionally, SSC met and determined that more access to text in home languages would be beneficial in maintaining more of a bilingual approach to our school initiatives and connecting students to school while supporting their language acquisition.

Supporting Actions for English Learner Progress:
Integrated ELD Instructional Agreements to include:
Enhanced Collaborative Discussions: Begin with identifying students and their levels on seating charts so that we can build awareness of who is in our classes and what their needs are. Increase the frequency and depth of collaborative discussions not only for content knowledge but also for language development. Incorporate structured activities that require ELs to express their ideas using targeted language structures and academic vocabulary, using their present levels as a guide for this.
Comprehension Strategies: Develop explicit instruction on comprehension strategies tailored for ELs, such as summarizing, making inferences, and identifying key details. Provide scaffolded practice to help ELs interpret complex texts independently.
Oral and Written Production: Implement a systematic approach to scaffold ELs' oral and written production. Offer targeted feedback and opportunities for revision to help ELs progressively meet the linguistic and contextual expectations of different tasks and settings. This will take place within each content area PLC. Providing our content PLCs with professional development that directly affects our English Learner needs was also seen as an important need. We would like to offer also the opportunity for these teachers to collaborate more around this need.

Designated ELD Instructional Agreements:
Collaborative Discussions and Academic Vocabulary: Expand collaborative discussion activities to include more diverse topics and genres, focusing on developing ELs' ability to engage meaningfully and express ideas clearly. Integrate explicit instruction on academic vocabulary related to the content areas being studied.
Grammar and Language Awareness: Design activities that explicitly teach grammatical structures encountered in texts and tasks, with a focus on how these structures contribute to meaning. Raise awareness of language features and conventions to support ELs' comprehension, close reading, and writing skills across text types. Implementation of this through schoolwide AVID strategies and common language across all teachers and students, including the AVID Excel strands.

EL Counselor Role:
Advocacy and Intervention: Strengthen collaboration between EL Counselors and academic counselors to ensure targeted outreach and intervention services for ELs. Develop personalized plans to support ELs' academic and language needs, with a clear pathway toward reclassification.
Cultural and Linguistic Support: Provide professional development opportunities for staff to enhance their understanding of cultural and linguistic diversity among ELs. Encourage the integration of culturally responsive practices in instruction and support services.

Existing Programs Enhancement:
Tutoring/Mentoring: Expand the scope of the weekly tutoring/mentoring program to include targeted language support tailored to different proficiency levels of ELs. Incorporate activities that reinforce classroom learning and build language skills. This would take place as mentioned above in MTSS supports within Goal 1. This takes place on Wednesdays during the school day with our MTSS Coach and EL support staff member.
Young Interpreters Program: Empower Young Interpreters with additional training and resources to enhance their bilingualism and leadership capabilities. Provide ongoing support for their role in facilitating communication between school and families, including specialized training for interpreting during

academic events. This will foster a sense of belonging and contribute to the lowering of chronic absenteeism.

AVID Excel Program: Continuously evaluate and update the AVID Excel program to align with the evolving needs of ELs. Integrate more activities focused explicitly on academic language acquisition, including opportunities for authentic language use in academic contexts. This is noted in Goal 1 as a means of best first instruction with student access to academic language scripts. Time for the MTSS coach to collaborate with departments on what barriers might be identified through the tutoring will also need to be addressed. We have also built in time for the Spanish teacher to work specifically in pushing into classes to support the English learners and the teachers.

By implementing these improvements, the educational experience for English Learners can be significantly enhanced, fostering their linguistic and academic growth while promoting cultural inclusion and equity within the learning community.

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)				14.9%		

School and Student Performance Data

Student Population

The 2023 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.

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
953	**98.5**	**38.1**	**0.6**
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	363	38.1
Foster Youth	6	0.6
Homeless	49	5.1
Socioeconomically Disadvantaged	939	98.5
Students with Disabilities	122	12.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	13	1.4
American Indian	2	0.2
Asian	2	0.2
Filipino	7	0.7
Hispanic	879	92.2
Two or More Races	11	1.2
Pacific Islander	2	0.2
White	37	3.9

Conclusions based on this data:

1.

School and Student Performance Data
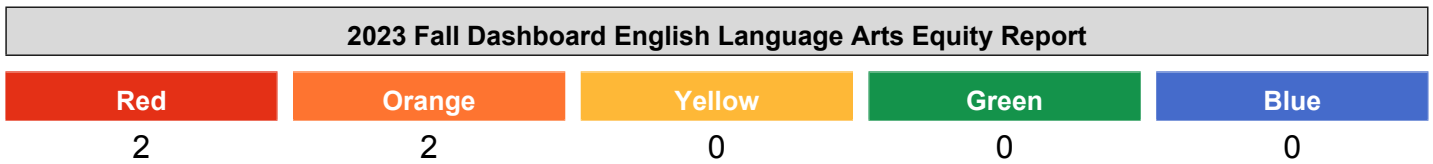
Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
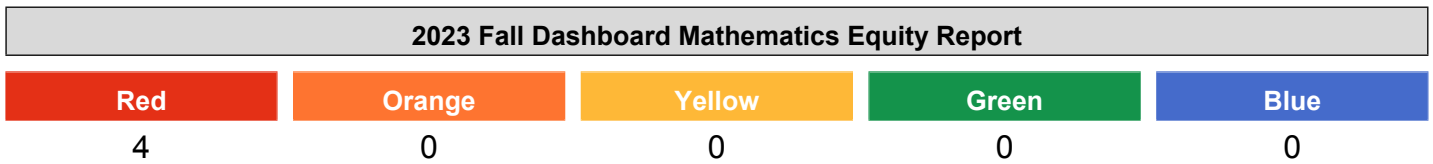## English Language Arts

The 2023 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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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Red	Less than 11 Students
55.2 points below standard	96.7 points below standard	
Decreased -6.2 points	Decreased Significantly -21.5 points	3 Students
878 Students	421 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
52.1 points below standard	Orange	Red
Increased Significantly +19.8 points	56.2 points below standard	152.3 points below standard
26 Students	Decreased -6.5 points	Decreased -4.7 points
	871 Students	117 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students	Less than 11 Students	Less than 11 Students	Less than 11 Students
10 Students	1 Student	2 Students	7 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Less than 11 Students	Less than 11 Students	40.2 points above standard
59.3 points below standard	10 Students	2 Students	Increased Significantly +51.3 points
Decreased -7 points			29 Students
819 Students			

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
134.5 points below standard	11.3 points below standard	45.2 points below standard
Decreased Significantly -23.2 points	Decreased -11.1 points	Maintained -0.8 points
292 Students	129 Students	237 Students

Conclusions based on this data:
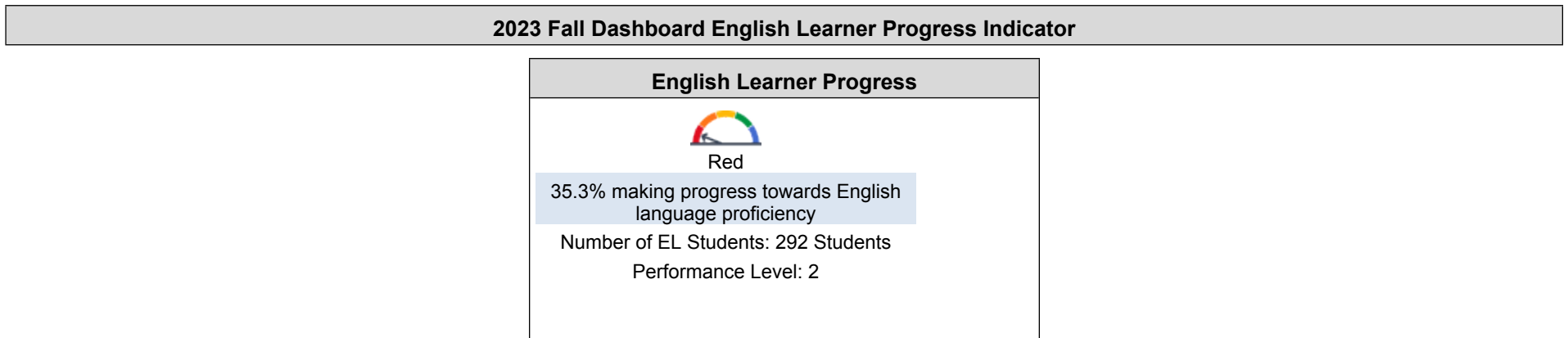
1.

School and Student Performance Data

Academic Performance
Mathematics

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report					
Red	**Orange**	**Yellow**	**Green**	**Blue**
4	0	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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Red	Less than 11 Students
107.7 points below standard	146.4 points below standard	3 Students
Maintained -0.4 points	Decreased Significantly -16.2 points	
874 Students	420 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
80.1 points below standard	Red	Red
Increased Significantly +33.1 points	108.6 points below standard	195.7 points below standard
25 Students	Maintained -0.4 points	Maintained -0.7 points
	867 Students	115 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	Less than 11 Students	Less than 11 Students	Less than 11 Students
9 Students	1 Student	2 Students	7 Students

Hispanic	Two or More Races	Pacific Islander	White
Red	Less than 11 Students	Less than 11 Students	47 points below standard
112.1 points below standard	10 Students	2 Students	Increased Significantly +42.1 points
Maintained -2.9 points			28 Students
818 Students			

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
178.7 points below standard	73.4 points below standard	96.9 points below standard
Decreased Significantly -20.6 points	Maintained -1.2 points	Increased +8.5 points
291 Students	129 Students	236 Students

Conclusions based on this data:

1.

School and Student Performance Data

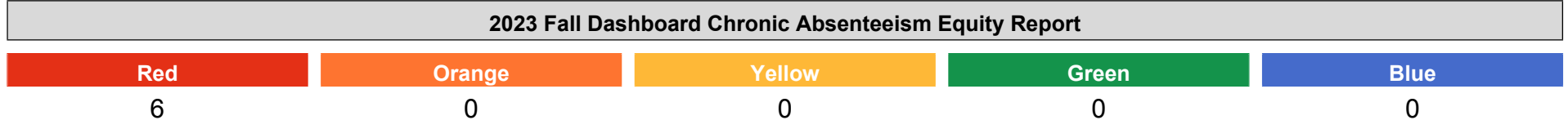## Academic Performance
English Learner Progress

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Red
35.3% making progress towards English language proficiency
Number of EL Students: 292 Students
Performance Level: 2

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.

2023 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
92	96	3	100

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
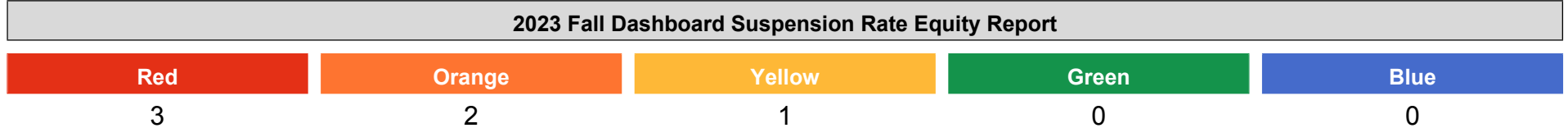## Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
6	0	0	0	0

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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

Red

35.8% Chronically Absent

Increased Significantly 9.3

1004 Students

English Learners

Red

35.3% Chronically Absent

Increased Significantly 8.8

377 Students

Foster Youth

66.7% Chronically Absent

0

12 Students

Homeless

Red

44.4% Chronically Absent

Increased 11.6

36 Students

Socioeconomically Disadvantaged

Red

35.6% Chronically Absent

Increased Significantly 9.1

978 Students

Students with Disabilities

Red

48.5% Chronically Absent

Increased 9.7

130 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
47.1% Chronically Absent 0 17 Students	Less than 11 Students 2 Students	Less than 11 Students 2 Students	Less than 11 Students 7 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red 35.2% Chronically Absent Increased Significantly 9.1 918 Students	25% Chronically Absent Declined -3.6 12 Students	Less than 11 Students 2 Students	Red 54.5% Chronically Absent Increased 17.6 44 Students

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
3	2	1	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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Orange	Orange	23.1% suspended at least one day
12% suspended at least one day	11.6% suspended at least one day	Increased 6.4
Increased 3	Increased 2.2	13 Students
1015 Students	380 Students	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Red	Red	Orange
13.9% suspended at least one day	12.2% suspended at least one day	9.8% suspended at least one day
Increased 7.2	Increased 3.1	Increased 1.9
36 Students	989 Students	132 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
29.4% suspended at least one day	Less than 11 Students	Less than 11 Students	Less than 11 Students
	2 Students	3 Students	7 Students
Increased 12.7			
17 Students			

Hispanic	Two or More Races	Pacific Islander	White
Red	8.3% suspended at least one day	Less than 11 Students	Yellow
12.1% suspended at least one day		2 Students	8.9% suspended at least one day
	Increased 1.7		
Increased 3.2	12 Students		Declined -2.6
927 Students			45 Students

Conclusions based on this data:

1.

Annual Review and Update

SPSA Year Reviewed: 2023-24

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)
)

Expected Outcomes

St. Group	Color	DFS/Percentage	Change
All	Yellow	45	+4.1 Increased
EL	Orange	57.3	+15 Incr. Sig.
Hisp	Yellow	45	+7.3 Increased
SED	Yellow	45	+4.7 Increased
SWD	Orange	132.6	+15 Incr. Sig.

Actual Outcomes

St. Group	Color	DFS/Percentage	Change
All	Orange	55.2 points below standard	Decreased - 6.2 points
EL	Red	96.7 points below standard	Decreased Significantly - 21.5 points
Hisp	Orange	59.3 points below standard	Decreased -7 points
AA			Less than 11 Students
SED	Orange	56.2 points below standard	Decreased - 6.5 points
SWD	Red	152.3 points below standard	Decreased - 4.7 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)

Expected Outcomes

St. Group	Color	DFS/Percentage	Change
All	Yellow	92.3	+15 Incr. Sig.
EL	Yellow	115	+15 Incr. Sig.
Hisp	Yellow	94.2	+15 Incr. Sig.
SED	Yellow	93.2	+15 Incr. Sig.
SWD	Yellow	180	+15 Incr. Sig.

Actual Outcomes

St. Group	Color	DFS/Percentage	Change
All	Red	107.7 points below standard	Maintained - 0.4 points
EL	Red	146.4 points below standard	Decreased Significantly - 16.2 points
Hisp	Red	112.1 points below standard	Maintained - 2.9 points
AA			Less than 11 Students

Metric/Indicator	Expected Outcomes	Actual Outcomes

		SED — Red — 108.6 points below standard — Maintained - 0.4 points
		SWD — Red — 195.7 points below standard — Maintained - 0.7 points

Metric/Indicator	Expected Outcomes	Actual Outcomes
California Science Test - Percent of Students Who Meet or Exceed Standard Grade 8	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 -13.16%

California School Dashboard - English Learner Progress Indicator (ELPI)

Expected Outcomes:

	Color	DFS/Percentage	Change
English Learner Progress Indicator			

Actual Outcomes:

	Color	DFS/Percentage	Change
English Learner Progress Indicator	Red	35.3%	

Metric/Indicator	Expected Outcomes	Actual Outcomes
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 - 13.49%
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. All Students (ALL) 16.86% English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)
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
Instructional Materials, Digital Program/Licenses and Software to Support Academic Achievement for all students. Curricular materials to support literacy and project based learning in all content areas.	Funded Follet, Renaissance, Kahoot, EdPuzzle, EBSCO, Generation Genius and Quizizz.	Instructional Materials, Digital Program/Licenses and Software to Support Academic Achievement for all students throughout virtual, blended and in-person learning modalities. Digital programs and licenses include purchases of the following: Legends of Learning for math and science and Imagine Learning for math. Legends of Learning for math and science, Padlet, Brainpop, Kahoot Premium, Screencastify, PearDeck Premium, GimKit 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. Mote Premium to provide students with authentic feedback across content areas. Headsets with microphones to support student use of digital programs in both distance learning and hybrid mode. Smart Notebook software adaptable to use with the Viewsonic touch screens; this	Instructional Materials, Digital Program/Licenses and Software to Support Academic Achievement for all students throughout virtual, blended and in-person learning modalities. Digital programs and licenses include purchases Legends of Learning for math and science and Imagine Learning for math. Legends of Learning for math and science, Padlet, Brainpop, Kahoot Premium, Screencastify, PearDeck Premium, GimKit 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. Mote Premium to provide students with authentic feedback across content areas. Headsets with microphones to support student use of digital programs in both distance learning and hybrid mode. Smart Notebook software adaptable to use with the Viewsonic touch screens; this software has the capacity to aide

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		software has the capacity to aide teachers in the instructional design/lesson planning to maximize distance learning and hybrid learning. Schoolwide AVID materials to support academic goal setting and WICOR that include focused note-taking, whiteboard kits, graphic organizers, Academic Word List (AWL) resources, conceptual math resources and cooperative learning resources. These items would be distributed at curriculum distributions and mailed home. Supplemental books that support student literacy across content areas, Kidgrit, SecondStep,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 aide with cooperative learning and literacy (reading/writing/listening skills) across all content areas. 4000-4999: Books And Supplies Title I 18978	teachers in the instructional design/lesson planning to maximize distance learning and 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. These items would be distributed at curriculum distributions and mailed home. Supplemental books that support student literacy across content areas, Kidgrit, SecondStep, 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. 4000-4999: Books And Supplies Title I 18978
Provide all students with materials and supplies to regularly facilitate	We constructed and purchased academic organizers for each	Materials to facilitate academic goal setting for all students to	Materials to facilitate academic goal setting for all students to

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
academic goal setting strategies throughout the school day.	student to be used and distributed through advisory. We also purchased binders and supplies for each student to learn strategies for self efficacy and organization of materials for each class.	include binders, supplies, and academic planners. 4000-4999: Books And Supplies Title I 4400	include binders, supplies, and academic planners. 4000-4999: Books And Supplies Title I 4400
Professional Development Opportunities to provide time for data-driven decision making,UDL best practices, assessment alignment and development to support instructional practices.	Paid teachers to assist in planning lessons and materials within all content areas.	PD Stipends for training, 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 38925	PD Stipends for training, professional development, 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's best first instruction practices 1000-1999: Certificated Personnel Salaries Title I 38925
		Professional development for cross-curricular articulation, WICOR Walks, Family Night academic outreach planning and implementation 1000-1999: Certificated Personnel Salaries Title I 18500	Professional development for cross curricular articulation, WICOR Walks, Family Night academic outreach planning and implementation 1000-1999: Certificated Personnel Salaries Title I 18500
Intervention Teacher dedicated to math interventions embedded throughout the day to support sixth and seventh grade students. Intervention Teacher will also provide expanded elective	Fully funded additional FTE to expand math intervention and STEM program.	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	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

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
opportunities that include STEM focus to increase student access of Innovation Lab use and STEAM vertical articulation from 6th to 8th grade.		Title I 69854	Title I 69854
		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 46569	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 46569
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.	Purchased books that are culturally and socio-emotionally relevant for our populations.	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 Title I 2000	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 Title I 2000
		Supplemental books in Spanish to support building literacy and fluency in World Languages 4000-4999: Books And Supplies Title I 300	Supplemental books in Spanish to support building literacy and fluency in World Languages 4000-4999: Books And Supplies Title I 300
Additional Sections for AVID EXCEL Elective for Long-Term English Language Learners.	Partially funded teacher for AVID Excel needs.	Additional .40 FTE to provide additional academic supports in the form of AVID Excel sections for English Learner academic language supports. 1000-1999: Certificated Personnel Salaries LCFF 50377	Additional .40 FTE to provide additional academic supports in the form of AVID Excel sections for English Learner academic language supports. 1000-1999: Certificated Personnel Salaries LCFF 50377

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Increase Access to Technology to support student learning and increased academic success.	Equipment was purchased to further STEM course needs. Purchased Brain POP for site-wide use.	Technology to include purchase of Chromebooks with touch screen capability. Students will learn about marketing, design, career applications, mentorship opportunities and ways to utilize technology as a tool for learning and entrepreneurship. Instructional Technology to include items for robotics and public service announcement program (PSA) including but not limited to tablets, tablet cases, robots, attachments, supplies for robotic challenges, cameras, microphones, digital licenses and programs, drones) 4000-4999: Books And Supplies Title I 13492	Technology to include purchase of Chromebooks with touch screen capability. Students will learn about marketing, design, career applications, mentorship opportunities and ways to utilize technology as a tool for learning and entrepreneurship. Instructional Technology to include items for robotics and public service announcement program (PSA) including but not limited to tablets, tablet cases, robots, attachments, supplies for robotic challenges, cameras, microphones, digital licenses and programs, drones) 4000-4999: Books And Supplies Title I 13492
		Instructional Materials, Digital Program/Licenses and Software 5000-5999: Services And Other Operating Expenditures LCFF 3216	Instructional Materials, Digital Program/Licenses and Software 5000-5999: Services And Other Operating Expenditures LCFF 3216
Certificated Professional Development (including trainings to support school implementation of social emotional learning (SEL) support systems and academic supports through AVID)	Sent several teachers to the AVID Coordinator and other trainings through AVID Riverside County Organization. ELA, SS, and Math Teachers were able to engage in several PD days to focus on their content's scope and sequence as well as best practices.	SEL PD to provide teachers with support in the advisory program; SEL PD. 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	SEL PD to provide teachers with support in the advisory program; SEL PD. 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

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	Sending 6 teachers for AVID Summer Institute.

We hosted 4 WICOR Walks throughout the year with 3-5 subs each so that teachers were able to visit the instructional experience their peers deliver.

ELA, SS, and Math Teachers were able to each have grade-level planning days during the year with substitute coverage. STEM Teachers were also able to have articulation days for the use of technology and setting up equipment. | mathematical understanding and implementation of scope and sequence. AVID Summer Institute professional development along with AVID workshops and professional development.
5000-5999: Services And Other Operating Expenditures
Title I
32000 | mathematical understanding and implementation of scope and sequence. AVID Summer Institute professional development along with AVID workshops and professional development.
5000-5999: Services And Other Operating Expenditures
Title I
32000 |
| | | 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
14000 | 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
14000 |

Analysis

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

To achieve the goal of providing all students at NCMS with rigorous instruction and necessary scaffolds in math and English, several strategies and activities were implemented.
Curriculum Alignment: The curriculum was aligned with state standards, ensuring that it provides a rigorous foundation in math and English.
Differentiated Instruction: Teachers used differentiated instruction techniques to meet the diverse needs of students, including English Learners (ELs). This involved using various instructional strategies, materials, and assessments based on students' readiness, interests, and learning profiles.
Professional Development: Teachers received professional development on best practices for teaching ELs, including language acquisition strategies, there was also attention to AVID strategies that are used schoolwide.
Data Analysis: Regular data analysis was conducted to monitor student progress and identify areas where additional support was needed.

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

Due to mulitple changes in the administrative office and other staff, some of our planned actions will be carried over into the 24-25 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.

Overall, these strategies and activities led to positive outcomes in providing rigorous instruction and scaffolds for students, including ELs. However, there are still gaps in addressing the direct need for before, after, and during school intervention tutoring specifically focused on Math and ELA and including ELs within this. To improve effectiveness in this area we plan to develop a MTSS approach to targeted tutoring using CSI funds: Develop a targeted tutoring program specifically designed for ELs, addressing their unique language and academic needs. Regularly monitor and evaluate the effectiveness of the tutoring program, adjusting strategies based on student progress and feedback.
Foster collaboration between classroom teachers, EL specialists, and tutors to align instruction and support for ELs both during and outside of regular school hours. Scaffolds such as graphic organizers, sentence frames, and vocabulary support need embedding into instruction to help ELs access and master content.
By addressing these gaps and refining strategies to meet the direct needs of ELs, the implementation of the intervention tutoring program can lead to improved outcomes for these students in math, English, and other subjects.
CSI funding will also be used to provide professional development opportunities for teachers to grow skills in supporting ELs and assessment analysis for promoting diagnostic teaching practices centered on data.

Annual Review and Update

SPSA Year Reviewed: 2023-24

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 80 Families completed the survey which was a decrease of 26% from the previous year.
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) -92% Hispanic (Hisp) - 94% African American (AA) - no responses received All areas have decreased in the last year but only by 1-4% points which is not significant.
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	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) -91% Hispanic (Hisp) - 95% African American (AA) - no responses received All areas have decreased in the last year but only by 1-4% points which is not significant.
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 has increased to over 300 this year.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Strengthen parent to school communication through a designated classified staff liaison. The staff member will document support provided to increase parent awareness on academic progress, chronic absenteeism and parent engagement opportunities.	Funded additional hours for classified position.	Additional 2.25 hours per day dedicated to parent/family communication. 2000-2999: Classified Personnel Salaries Title I 23172	Additional 2.25 hours per day dedicated to parent/family communication. 2000-2999: Classified Personnel Salaries Title I 23172
		Fringes 3000-3999: Employee Benefits Title I 16213	Fringes 3000-3999: Employee Benefits Title I 16213
Family literacy nights, STEAM related and AVID parent outreach nights 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.	Purchased materials for family literacy night connection and purpose for parents. Paid classified staff to man sign in tables and offer translation and communication about navigating the events.	Foster interest and curiosity in schoolwide literacy initiatives 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 while educating parents on strategies to support student literacy goals. 4000-4999: Books And Supplies Title I Part A: Parent Involvement 2678	Foster interest and curiosity in schoolwide literacy initiatives 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 while educating parents on strategies to support student literacy goals. 4000-4999: Books And Supplies Title I Part A: Parent Involvement 2678
		Provide classified support, including translations for parent/guardian school events such as Family Literacy Nights,	Provide classified support, including translations for parent/guardian school events such as Family Literacy Nights,

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Family STEAM Night Series, and Social Science Family Nights 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 842	Family STEAM Night Series, and Social Science Family Nights 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 842
Provide virtual and face to face outreach opportunities that increase parent awareness on 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. Extra duty for classified staff members' additional support during outreach events.	Pay classified staff to make phone calls/ translate.	Extra duty for classified staff members to provide additional support during outreach events. 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 1000	Extra duty for classified staff members to provide additional support during outreach events. 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 all school communications are in Spanish and English.			

Analysis

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

Overall, the combination of funding additional hours for communication, providing resources for educational events, training and paying staff for effective communication, and actively involving parents in school events has contributed to an increase in parent involvement. While there are areas for improvement, such as survey participation rates, the overall effectiveness of the strategies appears to be positive based on the increased attendance at school-sponsored

events and ongoing communication efforts. Going back to an open house model for parent conferences allowed us to accommodate and welcome more families on campus than in the past several years.

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

No major differences between the intended implementation and the budgeted expenditures occured.

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.

Family engagement consistently across school events has been low. Using departments to help engage families in school events will aide in bringing more purpose and relevancy to them. We will be making changes to the approaches used for outreach and alignment of events and pre-planning to help ensure there is enough time to properly inform and engage families.

Annual Review and Update

SPSA Year Reviewed: 2023-24

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	Expected Outcomes	Actual Outcomes

Student Attendance Rates
All Students (ALL)

Student Attendance Rates
All Students (ALL) - 95.0%

Student Attendance Rates
All Students (ALL) - 88.74%

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

Expected Outcomes:

St. Group	Color	DFS/Percentage	Change
All	Yellow	16.6	Declined -0.5
EL	Yellow	16.8	Declined -0.5
Hisp	Yellow	15.7	Declined -0.5
AA	No Performance Color	21.2	Declined -0.5
SED	Yellow	16.9	Declined -0.5
SWD	Yellow	24.3	Declined -0.5

Actual Outcomes:

St. Group	Color	DFS/Percentage	Change
All	Red	35.8% Chronically Absent	Increased Significantly 9.3
EL	Red	35.3% Chronically Absent	Increased Significantly 8.8
Hisp	Red	35.2% Chronically Absent	Increased Significantly 9.1
AA		47.1% Chronically Absent	0
SED	Red	35.6% Chronically Absent	Increased Significantly 9.1
SWD	Red	48.5% Chronically Absent	Increased 9.7

Suspension Rates:
All Students (ALL)
English Learner (EL)
Hispanic (Hisp)
African American (AA)

Expected Outcomes:

St. Group	Color	DFS/Percentage	Change
All	Yellow	12.3	Declined -0.3
EL	Yellow	12	Declined -0.3

Actual Outcomes:

St. Group	Color	DFS/Percentage	Change
All	Orange	12% suspended at least one day	Increased 3

Metric/Indicator	Expected Outcomes				Actual Outcomes			

Metric/Indicator | **Expected Outcomes** | **Actual Outcomes**

Socioeconomically Disadvantaged (SED)
Students with Disabilities (SWD)

Hisp	Yellow	11.9	Declined - 0.3
AA	No Performance Color	7.7	Declined - 0.3
SED	Yellow	12.5	Declined - 0.3
SWD	Yellow	18.4	Declined - 0.3

EL	Orange	11.6% suspended at least one day	Increased 2.2
Hisp	Red	12.1% suspended at least one day	Increased 3.2
AA		29.4% suspended at least one day	Increased 12.7
SED	Red	12.2% suspended at least one day	Increased 3.1
SWD	Orange	9.8% suspended at least one day	Increased 1.9

Expulsion Rates
All Students (ALL)
English Learner (EL)
Hispanic (Hisp)
African American (AA)

Expulsion Rates
All Students (ALL) - less than 0.46%
English Learner (EL) - 0
Hispanic (Hisp) - less than 0.46%
African American (AA) - 0

Expulsion Rates
All Students (ALL) - .002%
English Learner (EL) - 0
Hispanic (Hisp) - .001%
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) -61% or more
English Learner (EL) -66% or more
Hispanic (Hisp) - 62% or more
African American (AA) -59% or more

Panorama Survey – School Connectedness
All Students (ALL) -46%
English Learner (EL) -53%
Hispanic (Hisp) - 46%
African American (AA) -47%

Panorama Survey – School Safety Perception
All Students (ALL)
English Learner (EL)
Hispanic (Hisp)
African American (AA)

Panorama Survey – School Safety Perception
All Students (ALL) -66% or more
English Learner (EL) -69% or more
Hispanic (Hisp) -66% or more
African American (AA) -61% or more

Panorama Survey – School Safety Perception
All Students (ALL) -54%
English Learner (EL) -57%
Hispanic (Hisp) -56%
African American (AA) -53%

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
Develop a college going, career oriented culture through college visits, exposure to post-secondary opportunities, STEM-related events, extracurricular activities that increase school connections and student involvement.	AVID and other Students were able to go on a variety of college trips. Students were able to go on art based field trips to see local art in the surrounding community and learn about techniques. Students were able to attend performances at the McCallum related to music, drama and other arts. Student's	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 10560	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. This exceeded slightly the proper expenditure due to inflation and bussing rates with exact mileage. 5000-5999: Services And Other Operating Expenditures LCFF 11155.36
Materials and supplies to support STEAM based learning to provide students with hands-on learning applications to increase engagement and academic success.	Robotic kits and supplies were purchased and utilized by the robotics team. Drone supplies were purchased. Supplies for 3D printing	Materials to support STEM-based learning (i.e. maker space kits, robotics, coding, shout casting, vlogging, drones, esports) 4000-4999: Books And Supplies LCFF 5100	Materials to support STEM-based learning (i.e. maker space kits, robotics, coding, shout casting, vlogging, drones, esports) 4000-4999: Books And Supplies LCFF 5100
		Supplemental materials to support the expansion of STEM program which includes technology involving STEAM, hands-on learning to include coding, drone racing and design,	Supplemental materials to support expansion of STEM program which includes technology involving STEAM, hands-on learning to include coding, drone racing and design,

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	3-d printing, public speaking and public service announcements along with robots and makerspace kits. 4000-4999: Books And Supplies Title I 2000
Increasing security visibility and classified translation for after school events, family nights, Saturday school and outreach events.	We used security at literacy night and other family events along with sporting events and parent conferences.	Additional classified hours to provide support for interventions, after-school activities, security coverage, and translation for outreach events. 2000-2999: Classified Personnel Salaries LCFF 3083	Additional classified hours to provide support for interventions, after school activities, security coverage and translation for outreach events. 2000-2999: Classified Personnel Salaries LCFF 3083
Hire additional supervision aides to promote a healthy and safe school climate.	We hired and utilized aid to supervise various areas on campus. Extra duties were utilized for additional supervision as needed.	Extra duty Supervision Aide 2000-2999: Classified Personnel Salaries LCFF 4211	Extra duty Supervision Aide 2000-2999: Classified Personnel Salaries LCFF 4211
		5.75 hour Supervision Aide (Non District) 2000-2999: Classified Personnel Salaries LCFF 27052	5.75 hour Supervision Aide (Non District) 2000-2999: Classified Personnel Salaries LCFF 27052
Provide RTI support for English Learners through substitute coverage to implement reteaching and targeted intervention based on data driven decision making and analysis of data in PLCs.	While we did capitalize on data in PLCs with respect to ELs, we did not have substitute coverage for reteaching and targeted interventions as planned.	Provide RTI support for English Learners through substitute coverage to implement reteaching and targeted intervention based on data driven decision making and analysis of data in PLCs. 1000-1999: Certificated Personnel Salaries	Provide RTI support for English Learners through substitute coverage to implement reteaching and targeted intervention based on data driven decision making and analysis of data in PLCs. 1000-1999: Certificated Personnel Salaries

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		LCFF 4500	LCFF 2000
Monitor attendance and recognize student progress through the use of Incentives to reduce chronic absenteeism and provide attendance incentives for students.	T-shirts were purchased as student incentives for participating in a variety of events.	Student Incentives 4000-4999: Books And Supplies LCFF 5000	Student Incentives 4000-4999: Books And Supplies LCFF 5000
Material and Supplies to support extra curricular 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 music instruments to support Band Program	Materials were purchased for Skills USA event preparation, uniforms for soccer, AVID materials to support the elective classes, young interpreters as well as band.	Material and Supplies 4000-4999: Books And Supplies LCFF 20000	Material and Supplies 4000-4999: Books And Supplies LCFF 20000
Additional hours for classified staff to maximize academic achievement through SEL support for students.	This was not outlined how classified staff will do this.	Additional hours to maximize academic achievement through SEL support for students. Panorama Success platform resources and survey data will be used to support students with academic goal-setting achievement. 2000-2999: Classified Personnel Salaries LCFF 3111	Additional hours to maximize academic achievement through SEL support for students. Panorama Success platform resources and survey data will be used to support students with academic goal setting achievement. 2000-2999: Classified Personnel Salaries LCFF 0

Analysis

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

The college and career field trips along with exposure to arts and intramurals was effective throughout the year. This along with our extra curricular events helped to facilitate more school connectedness. Our visibility with supervision and security was also helpful for the perceptions in regards to safety, however this is a lingering area of need. We do have plans to take more time to develop the preparedness strategies however this is not linked to a budgetary line item. This practice and knowledge disemination on a consisent basis will aid in the needed safety measures to make all students, staff and parents feel more secure on campus.

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

There were a few proposed actions that did not happen or get fully executed from the previous budget expenditures. One of these is classified salaries for SEL use and support with academic achievement due to the lack of planning for this. Additionally, there was no substitute coverage for reteaching and targeted EL interventions as planned. This would have taken a lot more funds to execute in an appropriate way to achieve results, putting us over budget.

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.

As a result of this year's progress, we've determined the need for a rebranding campaign centered around self-awareness, goal setting, high school readiness, kindness, empathy, and along with healthy relationship building. This will be outlined using CSI funds with staff to aid in student and family orientations and events to help educate and bring awareness of the importance of fostering a home-school connection. In addition to staff resources to aid in this, we will outline consulting and professional development services to help build staff capacity surrounding the high school readiness indicators at the site and tie this into our relationship-building through our existing advisory program.

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

Based on the 2023 data from the California Dashboard, we have been designated CSI for the academic indicators of math and EL Progress.

ELA, Math, Science, and ELPI
In a review of the 2023 state indicators from the California Dashboard, For ELA, the distance from the standard was identified with a status of Low, a decline of 6.2 points from the previous year, and 55.2 points below the standard. For math, the distance from the standard was identified with a status of Very Low, 107.7 points from the standard. The math indicator for all groups fell under Very Low-status.
ELA Achievement - The STAR Reading Current Student Growth Percentile of 54.5% is significantly lower than the school goal of above 65%)
Math Achievement - The STAR Math Current Student Growth Percentile of 57.2% is significantly lower than the school goal of above 65%)
Science Indicator- On the CAST more than 85% of students did not score at meets or exceeds.
For the English Learner Progress Indicator (ELPI), the overall status was 35.3% which is a decline of 19.2% points

As a result, there is a need for ongoing improvement in both first instruction and intervention support. Student groups with achievement gaps are in need of targeted intervention, lesson plans that allow for student choice and voice, electives that support core content standards, and timely systems that identify intervention when it is needed. Based on local data and assessments in addition to reflections of California dashboard data, there are identified needs specifically in the areas of reading and mathematics. To address this need, budgetary allocations aligning with the indicators and goal areas are outlined in detail in the Planned Strategies/Activities section.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome

Metric/Indicator	Baseline	Expected Outcome

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)

Baseline:

St. Group	Color	DFS/Percentage	Change
All	Orange	55.2 points below standard	Decreased - 6.2 points
EL	Red	96.7 points below standard	Decreased Significantly -21.5 points
Hisp	Orange	59.3 points below standard	Decreased - 7 points
AA			Less than 11 Students
SED	Orange	56.2 points below standard	Decreased - 6.5 points
SWD	Red	152.3 points below standard	Decreased - 4.7 points

Expected Outcome:

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

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)

Baseline:

St. Group	Color	DFS/Percentage	Change
All	Red	107.7 points below standard	Maintained - 0.4 points
EL	Red	146.4 points below standard	Decreased Significantly -16.2 points
Hisp	Red	112.1 points below standard	Maintained - 2.9 points
AA			Less than 11 Students
SED	Red	108.6 points below standard	Maintained - 0.4 points
SWD	Red	195.7 points below standard	Maintained - 0.7 points

Expected Outcome:

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

California School Dashboard - English Learner Progress Indicator (ELPI)

Baseline:
California Science Test - Percent of Students Who Meet or Exceed Standard
Grade 8 13.93%

Expected Outcome:
California Science Test - Percent of Students Who Meet or Exceed Standard
Grade 8 - 16%

Metric/Indicator	**Baseline**	**Expected Outcome**

California Science Test - Percent of Students Who Meet or Exceed Standard Grade 8					

	Color	DFS/Percentage	Change
English Learner Progress Indicator	Red	35.3%	

	Color	DFS/Percentage	Change
English Learner Progress Indicator		32	increase

Metric/Indicator	Baseline	Expected Outcome
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

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.

Students to be Served by this Strategy/Activity

X   All

Timeline

7/1/2024 - 9/30/2025

Person(s) Responsible

Principal,

Proposed Expenditures for this Strategy/Activity

Amount	70000
Source	CSI Funding
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	20000
Source	CSI Funding
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	15000
Source	CSI Funding
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	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 adaptable strategies that enhance teaching and learning.

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

7/1/2024 - 6/30/2025

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount	20000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	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 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.

Amount	7681
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	23638
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	18900
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	33000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	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 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)

Amount	3000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Instructional Materials, Digital Program/Licenses and Software

Amount	12000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	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.

Amount	4000
Source	Title I

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated sub release days for professional development opportunities (AVID WICOR Walks, SEL, restorative practices, academic release and planning days)

Strategy/Activity 3

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.

Students to be Served by this Strategy/Activity

X   All

Timeline

7/1/2024 - 6/30/2025

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount	77972
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	.06 Intervention teacher to provide math intervention for grades 6 and 7 along with increased STEM exposure for grades 7 and 8

Amount	49982
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	.04 Intervention teacher to provide math intervention for grades 6 and 7 along with increased STEM exposure for grades 7 and 8

Amount	42116
Source	LCFF

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	.04 Additional Sections for AVID EXCEL Elective for Long-Term English Language Learners.

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, and the ELPAC.

Students to be Served by this Strategy/Activity

X   All

Timeline

7/1/2024 - 6/30/2025

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.

Amount	794
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	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.

Strategy/Activity 5

Providing professional development to departments to target the needs of English Learners.

Students to be Served by this Strategy/Activity

X	English Learner

Timeline

10/29/2024-6/30/25

Person(s) Responsible

Principal, District EL Coordinator, EL counselor, ELD teacher, Spanish Teacher, All departments

Proposed Expenditures for this Strategy/Activity

Amount	4000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Additional hours for teachers to attend professional development outside of the school day and collaborate with one another to support Englsih Learners.

Goals, Strategies, & Proposed Expenditures

Goal 2

Increase Parent and Community Partnerships

Goal Statement

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.

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

The overall rate for family school connectedness based on parent/family respondents was 96%. While the family responses for both family school connectedness and climate of support for academic learning have increased, the quantity of families who completed the survey decreased significantly. Therefore more resources need to be determined on how to engage more participation for this. In light of this need, allocations for a designated classified staff member to focus specifically on chronic absenteeism data through a variety of communication methods will serve our students and families best.

Semester report data has indicated that there is an increase in students with Ds and Fs. We need to support families with strategies such as using academic language scripts to support and monitor their students' learning. Training and resources to provide increased parent education on how to navigate through the types of avenues they can support & coach their child is important. Increased resources to support the schoolwide goals of the advisory program are needed to provide parents and families with more resources and increased awareness of the supports that are offered, available, and in place for all students.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes 207 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) Hispanic (Hisp)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) -96% Hispanic (Hisp) - 95%	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) -96% or more Hispanic (Hisp) - 95% or more

Metric/Indicator	Baseline	Expected Outcome
African American (AA)	African American (AA) - 97%	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) -96% Hispanic (Hisp) 97% African American (AA) - 88%	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
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 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.

Students to be Served by this Strategy/Activity

X	All

Timeline

7/1/2024 - 6/30/2025

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	23831
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Additional 2.25 hours per day dedicated to parent/family communication.
Amount	17138
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Fringes

Strategy/Activity 2

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.

Students to be Served by this Strategy/Activity

X   All

Timeline

7/1/2024 - 6/30/2025

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	2505
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	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.
Amount	1344
Source	Title I Part A: Parent Involvement
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Provide classified support, including translations for parent/guardian school events such as Family Literacy Nights, Family STEAM Night Series, and Social Science Family Nights
Amount	1000
Source	Title I Part A: Parent Involvement
Budget Reference	2000-2999: Classified Personnel Salaries
Description	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.

Strategy/Activity 3

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 all school communications are in Spanish and English.

Students to be Served by this Strategy/Activity

X	All

Timeline

7/1/2024 - 6/30/2025

Person(s) Responsible

Principal, assistant principals, classified staff members

Proposed Expenditures for this Strategy/Activity

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

Based on the 2023 data from the California Dashboard, we have been designated CSI for chronic absenteeism.

Per the student Panorama survey results, only 46 percent of all students feel connected to school and 54 percent of all students responded favorably to questions about school safety perceptions.

Suspension Rate
The suspension rate for all students was 8% which fell under the "High" status level. Although considered "High", the suspension rate of 8% has demonstrated a gradual decline over the past several years on the California Dashboard, specifically a decrease from the prior year.

Chronic absenteeism
Chronic absenteeism increased from 17.1% to 26.,4% between 2018-19 and 2021-22, indicating that this is an area of need for NCMS which has not changed much at all. The Fall 2023 California School Dashboard indicates that the school and every student group performed in the lowest status level for the 2022-23 year. There are other underlying factors outside of suspension that have adversely affected the rate of chronic absenteeism. The 2023-24 district data as of May 2024 indicates improvement in that chronic absenteeism across subgroups continues to be an area in need of improvement.

Resources to support SEL, a schoolwide advisory program and a culture of high school readiness are necessary to help support student's sense of belonging, safety, and connectedness.

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	35.8% Chronically Absent	Increased Significantly 9.3
EL	Red	35.3% Chronically Absent	Increased Significantly 8.8
Hisp	Red	35.2% Chronically Absent	Increased Significantly 9.1
AA		47.1% Chronically Absent	0
SED	Red	35.6% Chronically Absent	Increased Significantly 9.1
SWD	Red	48.5% Chronically Absent	Increased 9.7

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

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	Orange	12% suspended at least one day	Increased 3
EL	Orange	11.6% suspended at least one day	Increased 2.2
Hisp	Red	12.1% suspended at least one day	Increased 3.2
AA		29.4% suspended at least one day	Increased 12.7
SED	Red	12.2% suspended at least one day	Increased 3.1
SWD	Orange	9.8% suspended at least one day	Increased 1.9

St. Group	Color	DFS/Percentage	Change
All	Orange	11.7	Decrease .3
EL	Orange	11t.3	Decrease .3
Hisp	Red	11.8	Decrease \.3
AA		29	Decrease .4
SED	Red	11.9	Decrease .3
SWD	Orange	9.5	Decrease .3

Expulsion Rates
All Students (ALL)

Expulsion Rates
All Students (ALL) 0.46 %

Expulsion Rates
All Students (ALL) - less than 0.2%

Metric/Indicator	**Baseline**	**Expected Outcome**
English Learner (EL) Hispanic (Hisp) African American (AA)	English Learner (EL) 0 Hispanic (Hisp) 0.46% African American (AA) 0 Socioeconomically Disadvantaged (SED) 0 Students with Disabilities (SWD) 0	English Learner (EL) - 0 Hispanic (Hisp) - less than 0.2% 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 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.

Students to be Served by this Strategy/Activity

X	All

Timeline

7/1/2024 - 6/30/2025

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	13000
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	4665
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Materials to support STEM based learning (i.e. makerspace kits, robotics, coding, shoutcasting, vlogging, drones, esports)

Amount	2000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental materials to support expansion of STEM program which includes technology involving STEAM, hands-on learning to include coding, drone racing and design, 3-d printing, public speaking and public service announcements along with robots and makerspace kits.

Amount	5000
Source	LCFF

Budget Reference	4000-4999: Books And Supplies
Description	Monitor incentives to reduce chronic absenteeism and provide attendance incentives for students.
Amount	13000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	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.

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

7/1/2024 - 6/30/2025

Person(s) Responsible

Assistant Principal

Proposed Expenditures for this Strategy/Activity

Amount	5264
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	28474
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Hire additional supervision aides to promote a healthy and safe school climate.

Strategy/Activity 3

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.

Students to be Served by this Strategy/Activity

X   All

Timeline

7/1/2024 - 9/30/2025

Person(s) Responsible

Prinicpal, MTSS Coach, Teachers, Counselors, Prevention Specialists

Proposed Expenditures for this Strategy/Activity

Amount	40000
Source	CSI Funding
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	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.
Amount	10012
Source	CSI Funding

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, 2024 - June 30, 2025	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, 2024 - June 30, 2025	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, 2024 - June 30, 2025	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, 2024 - June 30, 2025	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, 2024 - June 30, 2025	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, 2024 - June 30, 2025	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, 2024 - June 30, 2025	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, 2024 - June 30, 2025	Parenting classes on effective strategies and structures. Parent/community engagement activities.	1,851	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)
Conscious Education Professional Development	July 1, 2024 - June 30, 2025	Training, substitutes and accompanying books and materials.	3,703	Title I
Youth Mental Health First Aid Training	July 1, 2024 - June 30, 2025	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	$251,803
Total Federal Funds Provided to the School from the LEA for CSI	$155,012
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$571,316.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	246,954	0.00
Title I Part A: Parent Involvement	4,849	0.00
LCFF	164,501	0.00
CSI Funding	155,012	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 ($)
CSI Funding	$155,012.00
Title I	$246,954.00
Title I Part A: Parent Involvement	$4,849.00

Subtotal of additional federal funds included for this school: $406,815.00

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	$164,501.00

Subtotal of state or local funds included for this school: $164,501.00

Total of federal, state, and/or local funds for this school: $571,316.00

Expenditures by Funding Source

Funding Source	Amount
CSI Funding	155,012.00
LCFF	164,501.00
Title I	246,954.00
Title I Part A: Parent Involvement	4,849.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	300,620.00
2000-2999: Classified Personnel Salaries	59,913.00
3000-3999: Employee Benefits	17,138.00
4000-4999: Books And Supplies	110,645.00
5000-5999: Services And Other Operating Expenditures	83,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	CSI Funding	80,012.00
4000-4999: Books And Supplies	CSI Funding	20,000.00
5000-5999: Services And Other Operating Expenditures	CSI Funding	55,000.00
1000-1999: Certificated Personnel Salaries	LCFF	92,098.00
2000-2999: Classified Personnel Salaries	LCFF	33,738.00
4000-4999: Books And Supplies	LCFF	22,665.00
5000-5999: Services And Other Operating Expenditures	LCFF	16,000.00
1000-1999: Certificated Personnel Salaries	Title I	128,510.00
2000-2999: Classified Personnel Salaries	Title I	23,831.00
3000-3999: Employee Benefits	Title I	17,138.00
4000-4999: Books And Supplies	Title I	65,475.00
5000-5999: Services And Other Operating Expenditures	Title I	12,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	2,344.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	2,505.00

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 October 29, 2024.

Attested:

	Principal, Melissa Galataud on 10/29/24
	SSC Chairperson, Laura Garner on 10/29/24

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?*
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.			
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 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.	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	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.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results
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.			
Providing professional development to departments to target the needs of English Learners.			
	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 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.

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 provid a designated classified staff liaison to aide in	Increased parent involvement during events	N/A	Continue to have designated classified

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.	such as the Family STEAM series and Literacy Night highlights the outreach efforts of designated classified staff		staff strengthen the parent to school partnership through site's master plan for parent engagement.
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.	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.
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 all school communications are in Spanish and English.	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 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 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	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

their education. Progress on this will be evaluated by chronic absentiism rates as well as suspension rates and Panorama survey results.			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.
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.	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.

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:

<ol type="i" start="1">
strengthen the academic program in the school,
increase the amount and quality of learning time, and
provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

<ol type="a" start="3">
<li value="3">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:
<ol type="i">
strategies to improve students' skills outside the academic subject areas;
preparation for and awareness of opportunities for postsecondary education and the workforce;
implementation of a schoolwide tiered model to prevent and address problem behavior;
professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

<ol type="A" start="3">
<li value="3">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.

<li value="4">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).

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

<li value="5">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).

<li value="6">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

Ensure that those students' difficulties are identified on a timely basis; and
Provide sufficient information on which to base effective assistance to those students.

<li value="7">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.

<li value="8">A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

<li value="9">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/

Developed by the California Department of Education, January 2049