

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Coronado Middle School	37 68031 6059570	April 21, 2026	TBD

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Coronado Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

<p>Schoolwide Program</p> <p>The three goals outlined in this SPSA (Learning, Communication and Support) directly align to CUSD’s three Governing Board Goals, three LCAP goals, the LRP goals and the LCAP Federal Addendum.</p>
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This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Coronado Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The CMS School Site Council met on 10/21/25, 1/20/26, and 4/21/26. The SSC is comprised of teachers, parents, students, classified staff and the principal. Site administrators and TLT meet eight times a year to develop and discuss key actions for student achievement. TLT members met with their department, monthly, to discuss and provide input on key actions. TLT then worked with administration to organize input and develop goals for the School Plan for Student Achievement (SPSA).

During the year, the SSC reviewed CAASPP data, LCAP goals, MTSS (Multi Tiered Systems of Support) process and plans, department and curriculum updates, as well as reviewed and approved the CMS Emergency Plan. Additionally, key actions and goals were updated with input from staff, students, and parents. The CMS School Plan for Student Achievement (SPSA) was presented and approved on 4/21/26.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

There are no resource inequities identified at this time.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

CMS was in the "red" category for chronic absenteeism and "orange" for suspensions.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

In English, students with disabilities and English Language Learners were 2 levels below the "all student" performance. In math, students who are socioeconomically disadvantaged and English learners were 2 levels below the "all student" performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Coronado Middle School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.31%	0.16%	%	2	1	
African American	1.56%	1.43%	1.67%	10	9	11
Asian	1.4%	1.27%	1.52%	9	8	10
Filipino	1.4%	0.79%	0.91%	9	5	6
Hispanic/Latino	26.05%	27.10%	26.36%	167	171	174
Pacific Islander	0.31%	0.63%	0.15%	2	4	1
White	56.79%	56.26%	56.06%	364	355	370
Two or More Races	6.86%	6.66%	8.03%	44	42	53
Not Reported	5.3%	5.71%	5.30%	34	36	35
Total Enrollment				641	631	660

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 6	230	179	220
Grade 7	207	240	210
Grade 8	204	212	230
Total Enrollment	641	631	660

Conclusions based on this data:

1. CMS has had a steady enrollment the past few years, however, we are not at capacity.
2. CMS had a small increase in total enrollment during the 24-25 school year. This may be due to more military families being stationed in Coronado, and/or interdistrict transfers.
3. Student group demographics haven't had a significant amount of change in the past 3 years.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	28	25	12	4.4%	4.0%	1.8%
Fluent English Proficient (FEP)	76	81	92	11.9%	12.8%	13.9%

Conclusions based on this data:

1. The percentage of CMS students who are English Learners declined in the 24-25 school year.
2. The percentage of CMS students who are Fluent English Proficient (FEP) has held steady, hovering around 11.9-13.9% the past 3 years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	230	177	216	225	171	213	225	171	213	97.8	96.6	98.6
Grade 7	207	235	205	203	228	202	203	228	202	98.1	97	98.5
Grade 8	203	211	230	200	207	221	200	207	221	98.5	98.1	96.1
All Grades	640	623	651	628	606	636	628	606	636	98.1	97.3	97.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2601.	2600.	2577.	41.78	47.37	36.15	37.78	28.07	35.68	16.44	18.71	17.84	4.00	5.85	10.33
Grade 7	2596.	2608.	2587.	27.59	30.26	25.25	45.81	46.93	42.57	20.20	14.47	19.31	6.40	8.33	12.87
Grade 8	2607.	2603.	2617.	29.00	22.22	31.22	41.50	51.69	39.37	19.50	14.98	19.00	10.00	11.11	10.41
All Grades	N/A	N/A	N/A	33.12	32.34	30.97	41.56	43.23	39.15	18.63	15.84	18.71	6.69	8.58	11.16

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	
Grade 6	37.78	40.94	34.27	56.00	49.12	52.58	6.22	9.94	13.15	
Grade 7	27.59	32.46	31.68	65.52	61.40	58.42	6.90	6.14	9.90	
Grade 8	32.00	28.50	34.84	58.50	60.87	54.75	9.50	10.63	10.41	
All Grades	32.64	33.50	33.65	59.87	57.76	55.19	7.48	8.75	11.16	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	38.67	46.78	34.27	54.67	46.78	53.05	6.67	6.43	12.68
Grade 7	34.98	35.53	24.26	55.67	55.70	61.88	9.36	8.77	13.86
Grade 8	29.50	24.15	28.96	58.50	59.90	54.30	12.00	15.94	16.74
All Grades	34.55	34.82	29.25	56.21	54.62	56.29	9.24	10.56	14.47

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	24.89	24.56	24.88	72.44	69.59	68.08	2.67	5.85	7.04
Grade 7	18.72	23.25	13.37	75.37	71.49	77.72	5.91	5.26	8.91
Grade 8	20.50	21.74	23.08	73.00	71.98	71.49	6.50	6.28	5.43
All Grades	21.50	23.10	20.60	73.57	71.12	72.33	4.94	5.78	7.08

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	38.67	40.35	30.05	58.22	52.05	60.09	3.11	7.60	9.86
Grade 7	24.63	35.09	25.74	66.50	56.58	62.38	8.87	8.33	11.88
Grade 8	27.50	28.50	33.03	66.50	65.22	59.28	6.00	6.28	7.69
All Grades	30.57	34.32	29.72	63.54	58.25	60.53	5.89	7.43	9.75

Conclusions based on this data:

1. Over the past 3 years the overall percentage of enrolled students tested has held steady.
2. In the domain of Writing: Over the past 3 years, the number of students who are above standard has slightly decreased.
3. In the domain Reading: The percentage of students scoring above standard has held steady, however the percentage of students who are below standard has slightly increased.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

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Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	230	177	216	226	172	213	225	172	213	98.3	97.2	98.6
Grade 7	206	235	205	203	229	203	203	229	203	98.5	97.4	99
Grade 8	203	211	230	201	208	220	201	208	220	99.0	98.6	95.7
All Grades	639	623	651	630	609	636	629	609	636	98.6	97.8	97.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2576.	2566.	2559.	34.22	36.05	27.70	26.22	22.09	30.52	28.44	25.00	26.29	11.11	16.86	15.49
Grade 7	2589.	2598.	2576.	33.99	34.93	29.06	27.09	28.82	30.54	24.14	27.07	22.17	14.78	9.17	18.23
Grade 8	2614.	2613.	2613.	38.31	40.38	35.91	23.38	17.79	22.73	20.40	22.60	24.55	17.91	19.23	16.82
Grade 11															
All Grades	N/A	N/A	N/A	35.45	37.11	30.97	25.60	23.15	27.83	24.48	24.96	24.37	14.47	14.78	16.82

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	32.00	33.72	29.11	53.78	47.09	55.40	14.22	19.19	15.49
Grade 7	37.44	36.24	30.05	49.26	53.28	53.69	13.30	10.48	16.26
Grade 8	36.82	37.50	32.27	48.26	47.60	54.09	14.93	14.90	13.64
Grade 11									
All Grades	35.29	35.96	30.50	50.56	49.59	54.40	14.15	14.45	15.09

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	27.11	30.81	24.41	58.67	52.91	58.69	14.22	16.28	16.90
Grade 7	28.57	28.82	25.12	54.68	61.57	61.08	16.75	9.61	13.79
Grade 8	34.33	35.58	33.18	53.73	49.04	57.27	11.94	15.38	9.55
All Grades	29.89	31.69	27.67	55.80	54.84	58.96	14.31	13.46	13.36

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	26.67	23.84	21.60	64.89	60.47	69.01	8.44	15.70	9.39
Grade 7	27.09	25.33	22.17	61.08	65.07	64.04	11.82	9.61	13.79
Grade 8	29.35	30.29	26.36	56.22	60.58	62.73	14.43	9.13	10.91
All Grades	27.66	26.60	23.43	60.89	62.23	65.25	11.45	11.17	11.32

Conclusions based on this data:

1. In the domain: Problem Solving & Modeling/Data Analysis: Using appropriate tools and strategies to solve real world and mathematical problems the percentage of students below standard stayed very close by moving from 13.46-13.36.
2. In the domain: Communicating Reasoning, 86.68% of students were at above or at/near standard.
3. In the domain of Overall Achievement: 58.8% of students exceeded or met standards.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	1574.6	*	*	1582.5	*	*	1566.3	*	*	11	*	10
7	*	*	*	*	*	*	*	*	*	9	5	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										22	11	15

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	54.55	*	*	27.27	*	*	18.18	*	*	0.00	*	*	11	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	68.18	27.27	53.33	22.73	54.55	33.33	9.09	9.09	6.67	0.00	9.09	6.67	22	11	15

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	81.82	*	*	18.18	*	*	0.00	*	*	0.00	*	*	11	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	86.36	54.55	86.67	13.64	27.27	6.67	0.00	9.09	6.67	0.00	9.09	0.00	22	11	15

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	9.09	*	*	63.64	*	*	18.18	*	*	9.09	*	*	11	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.18	27.27	13.33	59.09	45.45	26.67	18.18	27.27	46.67	4.55	0.00	13.33	22	11	15

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	
6	18.18	*	*	81.82	*	*	0.00	*	*	11	*	*	
7	*	*	*	*	*	*	*	*	*	*	*	*	
8	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades	31.82	27.27	33.33	68.18	63.64	60.00	0.00	9.09	6.67	22	11	15	

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	
6	90.91	*	*	9.09	*	*	0.00	*	*	11	*	*	
7	*	*	*	*	*	*	*	*	*	*	*	*	
8	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades	90.91	72.73	93.33	9.09	18.18	6.67	0.00	9.09	0.00	22	11	15	

Reading Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	
6	18.18	*	*	63.64	*	*	18.18	*	*	11	*	*	
7	*	*	*	*	*	*	*	*	*	*	*	*	
8	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades	40.91	36.36	20.00	45.45	54.55	33.33	13.64	9.09	46.67	22	11	15	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	54.55	*	*	45.45	*	*	0.00	*	*	11	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.82	0.00	13.33	68.18	100.00	80.00	0.00	0.00	6.67	22	11	15

Conclusions based on this data:

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

School and Student Performance Data

Student Population

The 2025 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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This section provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
660	15.3%	1.8%	0.0%
Total Number of Students enrolled in Coronado Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	12	1.8%
Foster Youth	0	0.0%
Homeless	0	0.0%
Socioeconomically Disadvantaged	101	15.3%
Students with Disabilities	94	14.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	1.7%
American Indian	0	0.0%
Asian	10	1.5%
Filipino	6	0.9%
Hispanic	174	26.4%
Two or More Races	53	8%
Pacific Islander	1	0.2%
White	370	56.1%

Conclusions based on this data:

- 56.1% of CMS students are White, 26.4% are Hispanic, and 8% are two or more races, making up 90.5% of the CMS population.

2. 14.2% of all CMS students have an IEP/ student with disabilities.
3. 15.3% of CMS students are socioeconomically disadvantaged which is an increase.

School and Student Performance Data

Overall Performance

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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.”



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	Chronic Absenteeism Red	Suspension Rate Orange
Mathematics Green		
English Learner Progress No Performance Color		

Conclusions based on this data:

1. Overall Mathematics for CMS scored a green on the performance indicator. Multiple years of CPM mathematics and extensive teacher training has a direct impact on student achievement..
2. CMS earned a red on overall Chronic Absenteeism indicating a need to increase student attendance through school wide incentives.

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

School and Student Performance Data

Academic Performance English Language Arts

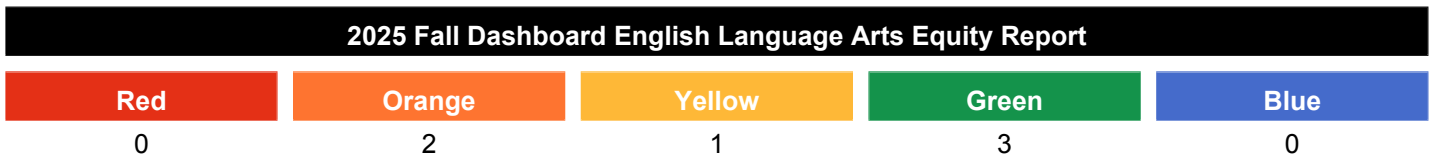
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>44.5 points above standard</p> <p>Declined 8.3 points</p> <p>625 Students</p>	<p>English Learners</p> <p>Orange</p> <p>8.8 points below standard</p> <p>Declined 28 points</p> <p>50 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>5.7 points above standard</p> <p>Declined 9.9 points</p> <p>97 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>43.7 points below standard</p> <p>Maintained 1.7 points</p> <p>89 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>13.1 points above standard</p> <p>Declined 15.8 points</p> <p>165 Students</p>
<p>Two or More Races</p>  <p>Green</p> <p>58.4 points above standard</p> <p>Declined 23.8 points</p> <p>51 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>White</p>  <p>Green</p> <p>59.2 points above standard</p> <p>Declined 4.4 points</p> <p>352 Students</p>

Conclusions based on this data:

1. In English Language Arts, all students scored 44.5 points above standard in ELA.
2. In English Language Arts, CMS English Learners declined by 28 points.
3. Students with disabilities scored an orange and maintained from the prior year..

School and Student Performance Data

Academic Performance Mathematics

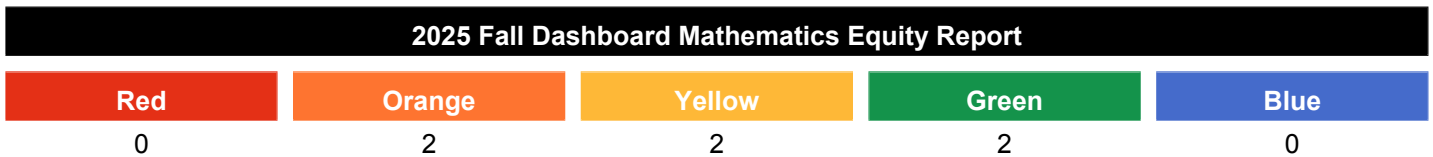
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>16.3 points above standard</p> <p>Declined 10.2 points</p> <p>625 Students</p>	<p>English Learners</p> <p>Orange</p> <p>35.3 points below standard</p> <p>Declined 28.6 points</p> <p>51 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>33.3 points below standard</p> <p>Maintained 2.5 points</p> <p>98 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>75 points below standard</p> <p>Increased 7.5 points</p> <p>90 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>15.6 points below standard</p> <p>Declined 15.8 points</p> <p>166 Students</p>
<p>Two or More Races</p>  <p>Green</p> <p>35.6 points above standard</p> <p>Declined 6.5 points</p> <p>51 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>White</p>  <p>Green</p> <p>31.4 points above standard</p> <p>Declined 8.4 points</p> <p>350 Students</p>

Conclusions based on this data:

1. The overall performance for all students is 16.3 points above standard.
2. Students with disabilities increased by 7.5 points.
3. There was only enough information to record scores for Hispanic, white, and students with two or more races. Hispanic students declined to a yellow while white and two or more races scored in the green.

School and Student Performance Data

Academic Performance Science

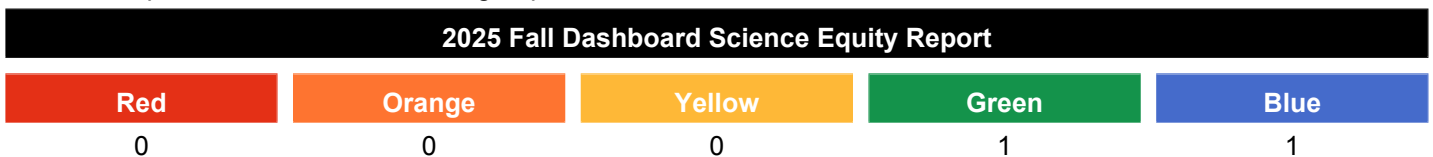
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>66.2 science points</p> <p>Increased 4.4 points</p> <p>212 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>50.9 science points</p> <p>Declined 7.8 points</p> <p>12 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>57.3 science points</p> <p>Increased 7.4 points</p> <p>36 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>48.6 science points</p> <p>Increased 7 points</p> <p>27 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>58.7 science points</p> <p>Maintained 1.7 points</p> <p>49 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>68.5 science points</p> <p>21 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Blue</p> <p>69.2 science points</p> <p>Increased 4.9 points</p> <p>118 Students</p>

Conclusions based on this data:

1. The overall science score increased.

School and Student Performance Data

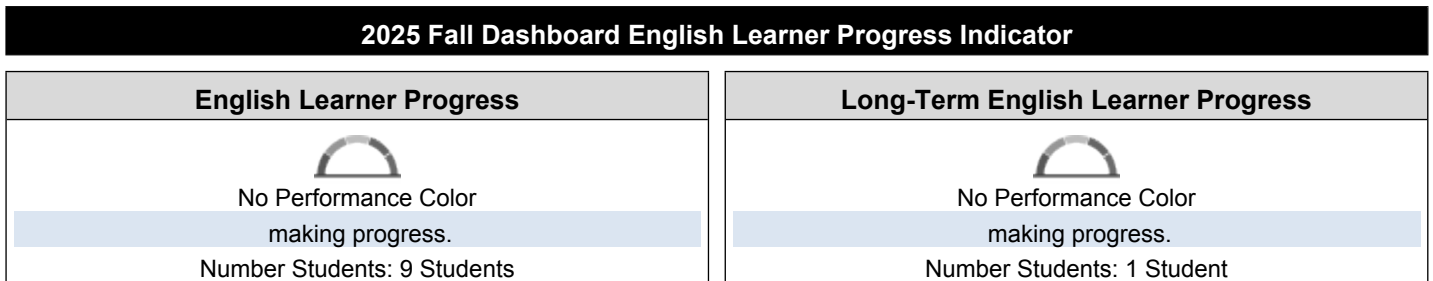
Academic Performance English Learner Progress

The 2025 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.

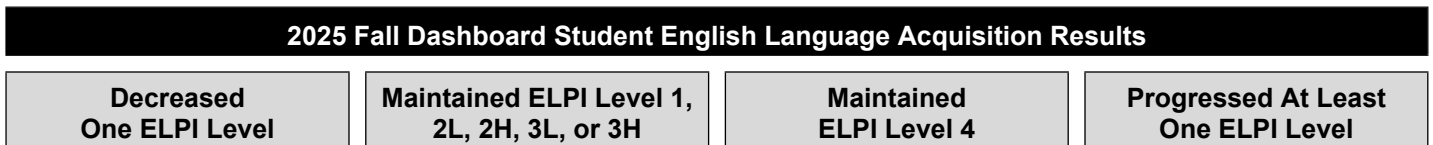
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



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.



Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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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 number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #f2f2f2;"> <th style="text-align: center; padding: 5px;">All Students</th> </tr> <tr> <td style="text-align: center; padding: 10px;">  Red 12.1% Chronically Absent Increased 3.6 676 Students </td> </tr> </table>	All Students	 Red 12.1% Chronically Absent Increased 3.6 676 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #f2f2f2;"> <th style="text-align: center; padding: 5px;">English Learners</th> </tr> <tr> <td style="text-align: center; padding: 10px;">  No Performance Color 13.3% Chronically Absent Increased 1.8 15 Students </td> </tr> </table>	English Learners	 No Performance Color 13.3% Chronically Absent Increased 1.8 15 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #f2f2f2;"> <th style="text-align: center; padding: 5px;">Long-Term English Learners</th> </tr> <tr> <td style="text-align: center; padding: 10px;">  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students </td> </tr> </table>	Long-Term English Learners	 No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
All Students								
 Red 12.1% Chronically Absent Increased 3.6 676 Students								
English Learners								
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<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #f2f2f2;"> <th style="text-align: center; padding: 5px;">Foster Youth</th> </tr> <tr> <td style="text-align: center; padding: 10px;">  No Performance Color 0 Students </td> </tr> </table>	Foster Youth	 No Performance Color 0 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #f2f2f2;"> <th style="text-align: center; padding: 5px;">Homeless</th> </tr> <tr> <td style="text-align: center; padding: 10px;">  No Performance Color 0 Students </td> </tr> </table>	Homeless	 No Performance Color 0 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #f2f2f2;"> <th style="text-align: center; padding: 5px;">Socioeconomically Disadvantaged</th> </tr> <tr> <td style="text-align: center; padding: 10px;">  Red 21.2% Chronically Absent Increased 9.7 113 Students </td> </tr> </table>	Socioeconomically Disadvantaged	 Red 21.2% Chronically Absent Increased 9.7 113 Students
Foster Youth								
 No Performance Color 0 Students								
Homeless								
 No Performance Color 0 Students								
Socioeconomically Disadvantaged								
 Red 21.2% Chronically Absent Increased 9.7 113 Students								

<p>Students with Disabilities</p>  <p>Orange</p> <p>16.2% Chronically Absent</p> <p>Increased 1.6</p> <p>105 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>18.2% Chronically Absent</p> <p>0</p> <p>11 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>16% Chronically Absent</p> <p>Increased 7.6</p> <p>181 Students</p>
<p>Two or More Races</p>  <p>Orange</p> <p>9.9% Chronically Absent</p> <p>Increased 2.3</p> <p>91 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>White</p>  <p>Orange</p> <p>10.6% Chronically Absent</p> <p>Increased 1.5</p> <p>376 Students</p>

Conclusions based on this data:

1. CMS will analyze and determine action steps to support all students to increase attendance. Incorporate ways to incentivize attendance.
2. CMS needs to provide more parent education on student attendance rates, district policies, Education Code laws, truancy implications, and the educational and emotional impact on students.

School and Student Performance Data

Academic Engagement Graduation Rate

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Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

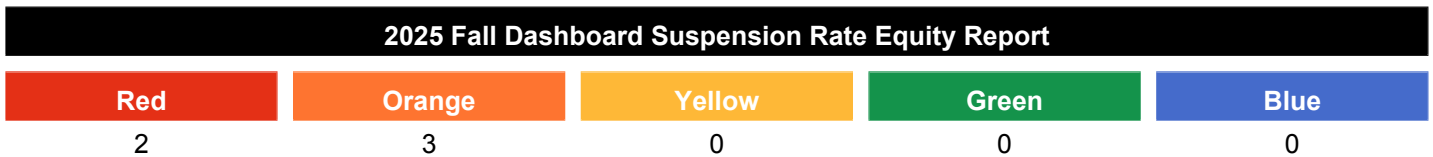
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>6.7% suspended at least one day</p> <p>Increased 1.8%</p> <p>684 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>6.7% suspended at least one day</p> <p>Increased 2.8%</p> <p>15 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>14% suspended at least one day</p> <p>Increased 5.7%</p> <p>114 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>13.2% suspended at least one day</p> <p>Increased 2.5%</p> <p>106 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>33.3% suspended at least one day</p> <p>12 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>7.1% suspended at least one day</p> <p>Increased 0.4%</p> <p>184 Students</p>
<p>Two or More Races</p>  <p>Orange</p> <p>11% suspended at least one day</p> <p>Increased 6%</p> <p>91 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>White</p>  <p>Orange</p> <p>5% suspended at least one day</p> <p>Increased 0.9%</p> <p>380 Students</p>

Conclusions based on this data:

1. CMS will analyze suspension reasons and create a plan to provide support to decrease suspensions.
2. 6.7% of all CMS students were suspended at least one day. CMS students have a 25 minute advisory period 4 days a week and will discuss school agreements, policies, The Triton Three, and the implementation of MTSS (multi-tiered systems of support).
3. CMS will investigate better systems for student discipline and restorative practice approaches.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Learning: Key Actions and Services

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1.1 100% of students will participate in counselor-led social emotional themed discussions based on the Triton 3 (take ownership, act with integrity, show respect) that incorporate Second Step's evidence based social emotional curriculum and the CASEL 5 (self management, self-awareness, responsible decision making, social awareness and relationship skills) during monthly advisory class visits which include community-building activities. Students will receive weekly SEL messages on KCMS.	Students participate in grade level specific counselor-led social emotional themed discussions and activities every few months.	During counselor led sessions, 100% of students will be able to identify and define the Triton 3 as well as utilize language of the Triton 3 to reflect on expected behaviors.
1.2 Teachers will use annual CAASPP and CAST data, at least once a year, to inform instruction and support student needs. ELA and Math teachers will administer the STAR assessment 3 times a year. Staff will use multiple measures of data to inform instruction and support all learners. All teachers will use Illuminate to analyze student achievement data.	CUSD adopted Renaissance software as a data collection tool. Administrators, counselors, and teachers have been trained on how to find basic individual or group data. Counselors will utilize Educlimber to capture tiered interventions for the SST and 504 process.	100% of teachers will assess the 2026 annual CAASPP/CAST data to inform instruction and support student needs. Math and ELA teachers will administer and use the STAR data to gather information and inform instruction. Administrators will use data to inform the MTSS committee on next steps.

<p>1.3 Comparing Choices List from marking period 2 to marking period 4 for a decrease in the number of represented students with IEPs.</p>	<p>Marking period 2 (1/15/2026): 9 students with IEPs on the Choices List for academics out of a total of 27 students. 6th grade: 2/2 7th grade: 1/6 8th grade: 6/19</p>	<p>Reduction in the number of students with IEPs on the Choices List for academics by marking period 4.</p>
<p>1.4 Teachers will use a shared document outlining specific standards focused on CCCs and SEPs in each grade level. 3 dimensional learning opportunities and Summative assessment data related to the 3 dimensions.</p>	<p>All science teachers have begun collaborating on incorporating CCCs and SEPs across grade levels. Each grade level has at least TWO common assessments. Team has collaborated to create a shared document outlining specific standards focused on CCCs and SEPs in each grade level.</p>	<p>100% of science teachers will collaborate to further incorporate CCCs and SEPs across grade levels, contributing to our shared planning document with an intention of seeing an increase in our summative assessment data related to the 3 dimensions.</p>
<p>1.5 Administer STAR Assessment three times a year and analyze data to set student growth goals and track achievement. There will be continued team collaboration and time to analyze data to identify grade level needs.</p>	<p>26-27 100% of math teachers used summative, annual CAASPP data to assess growth, needs and achievement in department meetings. 100% of math teachers administered the STAR assessments throughout the year and analyzed data to guide instruction on a chapter by chapter basis.</p>	<p>26-27 Use summative, annual CAASPP data to track growth and needs. Use STAR data throughout the year and analyze data to guide instruction.</p>
<p>1.6 History teachers will define what civic engagement and civic responsibility are in relation to our course curriculum. They will locate areas where they can incorporate civic engagement and civic responsibility curriculum opportunities within units of study.</p>	<p>Document inclusions, opportunities, and changes we made to specific lessons within the units of study and the connections made back to civic engagement and civic responsibility.</p>	<p>Grades 6-8 will create a department definition for civic engagement and civic responsibility Create a document listing strategies for the implementation of civic engagement and civic responsibility curricula</p>
<p>1.7 By the end of 2026-2027 each English teacher will implement the universal C.E.R. rubric three times.</p>	<p>We have created the universal C.E.R. rubric and posted it to our shared Canvas page.</p>	<p>Teachers will implement the universal C.E.R. rubric to assess students' performance in writing.</p>
<p>1.8 Teacher gradebooks in Canvas under the "Participation/Uniform" category.</p>	<p>Many current students are not wearing their uniforms or wearing Uggs, Crocs, slides, boots, etc. to class regardless of the weather. Students will be encouraged to be dressed/prepared for PE.</p>	<p>Greater participation and better personal hygiene when properly prepared when dressed in their uniforms/athletic sneakers.</p>
<p>1.9 By the end of school year 26-27: At each department meeting share what we already have done per unit in meeting agenda and analyze areas of need.</p>	<p>No prior data.</p>	<p>Data collection.</p>
<p>1.10 Students from various backgrounds and with varying academic skill levels are highly engaged in instructional activities (performing, discussing, creating, writing, and building) because they see</p>	<p>CMS teachers may do this at varying levels. CMS staff will work together at the beginning of the school year to identify current implementation.</p>	<p>CMS teachers will help students see how unfamiliar lesson concepts connect with their cultural, social, and personal strengths and experiences.</p>

<p>the relevance of lesson activities to their lives. Students engage in learning activities because they see connections to their interests, cultures, backgrounds, language, and experiences. Students can answer: "Why is this important to you?"</p>		
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>1.1 CMS students will discover, develop and reflect on age appropriate decision making, self-awareness, self-management, social awareness and healthy relationships in connection with the Triton 3 behavioral expectations.</p> <p>Action Steps: -Counselors will collaborate to develop lessons centered around the Triton 3 that incorporates Second Step evidence based curriculum to present to advisory classes</p> <ul style="list-style-type: none"> An annual calendar with 4 lessons per advisory class will be created for beginning of 26-27 school year. <p>-A monthly calendar will be provided to all teachers -Counselors will present the lessons in advisory classes monthly</p>	All Students	CMS Funds as needed
1.2	<p>1.2 Staff will use multiple measures of data to inform instruction and support all learners.</p> <p>Action Steps: Train administrators and counselors to use Illuminate (assessment database) with staff Implement a CUSD local assessment and assessment calendar</p> <p>Staff will use the following data: -CAASPP/CAST data from Spring 2026 -Grade level department common assessments and collaboration -Math and ELA STAR data. -SAEBERS screener data</p>	All Students	District and Site Funds District Funds for Renaissance
1.3	<p>1.3 Increase student proficiency in academics by reducing the number of students with IEPs on the Coronado Middle School Choices List for academics between marking period 2 and marking period 4.</p> <p>Action Steps: -Continue co-teaching with SPED support at each grade level -Maintain co-taught section sizes at 30 or fewer students and 30% or fewer IEP/504/SST students</p>	Student sub groups	District Funds

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>-Maintain special education caseloads around 25 students to allow for intensive supports and frequent family collaboration</p> <p>-Collaboration between case managers and general education teachers by checking students grades and ensuring appropriate accommodations/modifications are being implemented.</p> <p>-Practice having students email their teachers.</p> <p>-Reminders of promoting self-advocacy (asking for extended time).</p>		
1.4	<p>1.4 Science: Incorporate the 3 Dimensions of the Next Generation Science Standards, including (Cross Cutting Concepts (CCCs), Science & Engineering Practices (SEPs), and Disciplinary Core Ideas (DCIs) - with a focus on intentional incorporation of SEPs and CCCs</p> <p>Action Steps:</p> <p>-Review prior lesson materials and change questions to intentionally use the phrasing of Cross Cutting Concepts and Science & Engineering Practices.</p> <p>-Incorporate mini-lessons that explicitly teach the CCCs and SEPs.</p> <p>-As new common assessments and documents are created, incorporate CCC and SEP language into the questioning.</p> <p>-Team will discuss incorporation of CCCs & SEPs for each grade level. Determine & document which ones have a strong focus at each grade level.</p> <p>-Examine the evidence statements for each Performance Expectation to better align curriculum to 3 dimensional learning</p> <p>-Analyze 2026 CAST and Benchmark data.</p> <p>-Shared document outlining specific standards focused on CCCs and SEPS in each grade level.</p>	All Students	District and Site Funds DoDEA Funds
1.5	<p>1.5 Mathematics: For the 2026-2027 school year the math department will use summative, annual CAASPP data to track growth and needs. Analyze beginning of the year STAR data to guide instruction.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> • Use summative, annual CAASPP baseline data to target student areas of need <p>-Administer STAR Assessment at the beginning and end of year and analyze data to set student growth goals and track achievement</p> <p>-Continue to meet and collaborate with math team during department and PL meetings as well as release days to plan instruction, discuss higher level thinking questioning strategies, and student data.</p> <p>-Use STAR assessment for additional data measures and as placement for all students.</p>	All students	District and Site Funds

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.6	<p>1.6 History: History department will explore opportunities to integrate civic engagement & civic responsibility into existing lessons with the intention of connecting the past and the present.</p> <p>Action Steps: -Look for literature, examples, exemplars, curricula, that we can use to help clearly define civic engagement and civic responsibility -Use gathered information to tailor it to the context/needs of CMS students -Gather strategies for implementation -Review Scope & Sequence documents to identify areas to incorporate civic engagement and civic responsibilities, and the foundations of civics.</p>	All students	District and Site Funds
1.7	<p>1.7 English: Support students in developing their written language and conventions in a variety of writing genres and curricular areas.</p> <p>Action Steps: -Reflect on implementation in Department meetings and discuss any necessary changes for future use. -Create a document to record feedback. -At the end of the year, make changes based on feedback.</p>	All	
1.8	<p>1.8 PE: PE students will be dressed and prepared for PE.</p> <p>Action Steps: -Have consistent inventory of all uniform sizes. -Promote uniform sales by embedding the CMS store link on all PE teachers Canvas pages. -Get approval from Gary for a new working dryer to have loaner uniforms readily available.</p>	All	District and Site Funds
1.9	<p>1.9 Electives: Supporting social and emotional needs of students by creating experiences which highlight multicultural differences and similarities.</p> <p>Action Steps: -Review units to identify multicultural education elements. -At each department meeting share what we already have done per unit. -Analyze what areas of need.</p>	All	None Specified
1.10	<p>1.10 CMS faculty will engage in training to help ensure culturally, socially, and personally responsive teaching. This will be year 2 of training.</p>	All	None Specified

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>Action Steps:</p> <ul style="list-style-type: none"> -Professional Learning -Visuals throughout the room help students see the relevance of lesson objectives to their cultures, backgrounds, and interests. -Roles for student collaborative conversations are understood and posted. -The teacher sets clear learning intentions and success criteria and demonstrates an expectation that students from various backgrounds with varying academic skill levels will achieve them. -The teacher utilizes literature, problems, examples, and tools that build upon students' strengths, culture, interests, and prior knowledge. -The teacher persistently monitors student participation and adjusts to ensure that students from various backgrounds and ability levels sustain high levels of engagement. -The teacher encourages and reinforces students as they draw connections between their language, cultures, backgrounds, and interests and the lesson concepts/skills. 		

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Changes to the testing platform for math and English have created opportunities to incorporate the STAR data into several goals.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Communication

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2.1 Weekly Trident Newsletter on Sundays Update Website with streamlined guides to programs, resources, and events Facebook updates KCMS broadcast available on CUSD website Updated staff Canvas pages Use of surveys for communication feedback	Weekly Trident Newsletter on Sunday CMS website with streamlined guides to programs, resources, and events Facebook updates KCMS broadcast posted on CUSD website Staff Canvas pages	Increased PTO attendance and family engagement Weekly Trident Newsletter on Sunday Updated Website with streamlined guides to programs, resources, and events Updated Facebook posts for all school events/activities KCMS broadcast on CUSD website Updated staff Canvas pages
2.2 Leadership team agendas and notes Evidence of Pacific Post and weekly PL agendas and notes Implement surveys to gather data Continue use of shared Google folder Weekly Principal "Things to Know" email	Weekly Pacific Post Bulletin Leadership team agendas and notes Weekly PL agendas and notes Weekly Principal "Things to Know" email Survey data Shared Google folder	Weekly Pacific Post via Smore Leadership team agendas and notes Weekly PL agendas and notes Increase use of shared Google folder Use of survey data to drive needs (example MTSS)
2.3 Counselors will create short parent videos to be included in The Weekly Trident to target academics and social emotional supports Counselor participation in back to school night to highlight resources and events	Previous parent education event agendas and feedback Parent Surveys	A least two parent education videos implemented Resources provided Use of feedback for future Increased parent use of online resources posted from CMS and CUSD

Develop agendas and resources and gather and feedback Increase parent use of online resources posted from CMS and CUSD Incorporate coffee with a counselor.		
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	2.1 Continued communication between CMS staff to community will include: Action Steps: -Weekly principals’ Weekly Trident (through Smore) to parents via weekly email messages via Catapult and posted to CMS website -Updated website and social media page. When needed - local news outlets (Coronado Times, Eagle Journal) -Principal and department leaders provide academic and program updates at bi-monthly PTO meetings -KCMS news broadcast -T3 advisory period provides communication to students -Required parent participation at SSC -Classroom resources can be found on Canvas -Announcements will be given when needed, over the intercom -Parent information events -Continued use of Catapult system for emergency communication -Annual Board Update -Principal will include short informational videos to parents in the Weekly Trident when needed. -Survey parents for available times for coffee with a counselor	All	District and Site Funds/CSF funds
2.2	2.2 Communication between CMS administration and staff will include: Action Steps: -Weekly Pacific Post via Smore -Wednesday professional learning meetings with agendas and notes(staff, department, grade level, PL) -CMS Leadership Team and School Site Council -Principal “Things to Know” emails -Daily KCMS broadcast announcements -Staff feedback regarding school related topics via surveys (2 per year) -Maintain a shared calendar of events -Maintain a shared Google folder with all needed information -Mid and end of year staff feedback survey around culture, communication, and student learning.	All	District Funds

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.3	<p>2.3 Provide parent education and resources to support student success</p> <p>Action Steps:</p> <ul style="list-style-type: none"> -Weekly Trident Newsletter -Curriculum and instructional program information -Regularly updated website -KCMS broadcast announcements -The Triton 3 and MTSS and T3 activities -Continue Partnership events with SAFE and share resources for parents -Principal and department leaders provide academic and program updates at bi-monthly PTO meetings -Social/Emotional supports via counseling and resources -Encourage parent participation in PTO -Weekly Trident will incorporate a Counselors spotlight -Provide parent videos hosted by the CMS counselors to discuss: <ul style="list-style-type: none"> ***Canvas- "How To" ***How to access weekly communication, key topics, and specific class information ***SEL material related to middle school students *** Vaping and drug usage ***Cell phones, technology, and cyber bullying 	All	District and Site Funds

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Attendance at nighttime parent events an PTO meetings has decreased recently. CMS will look into provide a parent information through videos posted in the Weekly Trident. The videos will be hosted by CMS counselors and administration.

Increase readership of The Weekly Trident and website content.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Support

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Maintain safe and supportive schools where students and staff thrive.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>3.1 100% of newly enrolled students will complete academic screeners (MDTP and HMM Lexile) to guide placement and identification of grade level supports.</p> <p>26-27 Use and monitor student concerns list Reduction of D/F list Increase students and student sub groups achieving at standard Continued implementation of MTSS systems</p>	<p>Student concerns list Students achieving standard on CAASPP Staff use of MTSS systems</p>	<p>26-27 Continue tracking student need and growth on student concerns list and through STAR data Increase of students achieving at standard on CAASPP Continued implementation of MTSS plan will be used by all staff Use of SST's by counselors.</p>
<p>3.2 100% of students will complete universal screener to identify risk for social emotional behavior problems, and participate in advisory period, community building activities, and monthly SEL lessons to reflect on age appropriate decision making, self-awareness, self-management, social awareness and healthy relationships in connection with the Triton 3 behavioral expectations. Bi-weekly school wide connections activities in Advisory classes.</p>	<p>Year 3 screeners will be given to the whole school 3x a year.</p>	<p>100% of students will complete universal screener to identify risk for social emotional behavior problems, and participate in advisory period, community building activities, and monthly SEL lessons to reflect on age appropriate decision making, self-awareness, self-management, social awareness and healthy relationships in connection with the Triton 3 behavioral expectations.</p>

3.3 Required annual drills Current safety protocols in place School Site Council approval	Annual drills data Current safety protocols in place Documentation of feedback/input Site Council will approve in the fall of '26	Site will hold at least 3 fire drills, 2 lockdown drills and 1 earthquake drill by end of school year 26-27 Documentation of feedback/input Site Council will approve following year plan by May 2027
3.4 Use of growth data to determine growth and placement ELPAC data CAASPP data evaluated every fall STAR assessments in Math and English	Data on: ELPAC CAASPP STAR	Consistent growth and possible reclassification based on ELPAC data CAASPP data STAR Grades
3.5 Monthly communication reminders regarding importance of attendance via newsletter and website. Offer Saturday School to recapture student learning and attendance Decrease chronic absenteeism, by at least 1.0% first semester.	The daily attendance and tardies of students is monitored to increase the overall attendance of targeted subgroups.	Decrease chronic absenteeism 26-27 Increase communication regarding attendance and parent education Provide Saturday School opportunities
3.6 Reduce suspension rates Decrease overall referral rate for all students by 1%. Implement MTSS supports	MTSS supports implemented and practiced Restorative practices and other social supports to decrease choice actions that cause a suspension from school	Reduced suspension rates MTSS supports implemented and practiced Restorative practices and other social supports to decrease choice actions that cause a suspension from school

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>3.1 Continue to provide academic, behavioral, and social emotional interventions to support the needs of all students and targeted subgroups (below grade level, special education, 504, EL, RFEP, military dependents, inter-district transfer students and subgroups disproportionately impacted by chronic absenteeism)</p> <p>Action Steps: -SpEd Academic Support classes at each grade level -SST documentation in Renaissance -Implement year 6 MTSS process to support students in need of intervention -Offer Homework Club 3 days a week after school -Implement best practices for providing student reflection and feedback opportunities -Clarify/educate on accommodations and modifications -Grade level student concerns list- consistent tracking -Dedicated day of the week in T3 to complete unfinished assignments -Counseling groups focused on success skills</p>	All Students	DoDEA Funds SPED Funds Coronado City Funds

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.2	<p>3.2 CMS will continue to provide a safe and supportive environment that values character education, social-emotional awareness, inclusion, and student connectedness</p> <p>Action Steps:</p> <ul style="list-style-type: none"> -Use of universal screener at intake and three times a year to identify students who are at risk for social-emotional behavior problems -Use screening data to identify students for social emotional supports including counselor-run skill building groups -4 or more days of T3 (Triton Team Time) Advisory period 25 mins (year 5) Monthly SEL lessons using the evidence based curriculum Second Step and incorporating the CASEL 5 SEL framework in connection with Triton 3 behavioral expectations. -Bring in a guest speaker to address student health and safety (example: Rocky Herron) -Continue to implement Schoolwide positive behavior acknowledgements through at least 60 % of student receiving Triton Tri cards to be shared on broadcasts and entered into monthly drawing -Provide consistent visuals campus wide of Coronado Middle School Triton Agreements -Continue to create specific aligned wellness activities for T3, Collaborate with SAFE to provide programs (including Monthly wellness Wednesdays) about student safety and health -Continue awareness of digital safety -Continue use and monitoring of student concerns report and grade level student concerns list Streamline Student Success Team Process Track and monitor staff/student connections list -Increase club opportunities to support passions, and bolster community involvement and parent participation through involvement in MTSS team, parent surveys and quarterly counselor-led parent events geared at providing dialogue, education, support, and resources for middle school wellness. 	All Students	District and Site Funds
3.3	<p>3.3 Continue to update CMS safety plan and hold appropriate safety drills annually.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> -Vet plan with School Site Council -Implement practice drills in conjunction with community safety authorities to determine needs -Implement feedback and outcome from previous years. -Determine need for additional supports which may be helpful or necessary -Hold run, hide, fight trainings for staff -Continue to implement out of class protocols ex. halls, bathroom passes, check out system 	All Students	District Funds

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<ul style="list-style-type: none"> -Use of campus security assistant - increase training -Consistent unified messaging -Include a 1 page cheat-sheet for substitutes in the sub folders 		
3.4	<p>3.4 English Learners (EL) and Reclassified Fluent English Proficient (RFEP) students will continue to improve reading, writing, speaking, and listening skills in English to be college and career ready.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> -Professional learning time dedicated to evaluating data in order to scaffolding for ELD and RFEP students to access content -Track CAASPP, ELPAC and ELD class assessment data and share for teacher use -Continue use of READ 180 curriculum for ELD class -Use the speaking and listening strategies presented by the learning department and colleagues to shelter and scaffold the speaking and listening standards for ELD and RFEP students. -Increase focus on speaking and listening standards, specifically language for academic discussion and collaboration -Bilingual instructional assistant 	EL/RFEP	District Funds
3.5	<p>3.5 Continue to monitor daily attendance and tardy rates. Increase overall attendance rates and targeted subgroups.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> -Key actions are dependent on feedback and outcome from previous years. -Use student concerns lists and continue to track attendance of all students twice a month. -Attendance Action Team will continue to meet to support student attendance and hold SART/SARB meetings -Provide Saturday School and Make – up Day opportunities -Continue to educate parents as to the benefits of positive student attendance (other than for financial reasons such as ADA money for schools) through updated information on the school website -Provide attendance information in Spanish -Survey parents regarding cause/trends -Track attendance letters being sent to conference with families and document next steps. 	All students	District Funds
3.6	<p>3.6 Continue to monitor referrals and suspension rates to inform decisions to decrease overall suspension rates and targeted subgroups</p> <ul style="list-style-type: none"> -Implement revised/new systems 	All	District and Site Funds

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<ul style="list-style-type: none"> -Implement a reflection piece, including a written reflection and a counselor/admin meeting, for discipline infractions. -Develop and implement year 6 MTSS -Continue to incorporate school-wide behavior expectations (The Triton 3) with additional signage around the campus including each classroom. -Use advisory activities to discuss behavior expectations and school culture -Look at best practices from other schools -Determine need for additional supports which may be helpful or necessary. -Continue to gather feedback on systems -Continue to use Triton Tri Card with reward system recognizing students on KCMS -Implement General Procedure for Supporting Student Behavior Matrix -Implement revised behavioral definitions for Minor/Learning Space Managed behaviors and Major/ Managed in Collaboration with Administration. Behavior's Chart for staff use. -Continue use of updated referral form to include interventions used by teachers and admin to highlight and promote PBIS -Report discipline data quarterly at staff meetings to determine and discuss behavior trends. -Use discipline data to determine behavior education needed for students. -Use discipline data for reminders to students on KCMS via admin announcements. -Use discipline data to assist in determining topics for counselor led parent videos. 		

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

MTSS committee trained staff and implemented social -emotional and behavioral supports including the Triton 3. Staff reviewed discipline data quarterly. Attendance still presents a challenge. The ELPAC has provided a more rigorous assessment of EL students who still need to work on speaking and listening skills. More streamlined supports have been put into place for student academic interventions as well as developing a school community of connectedness. All safety drills were successfully held.

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

Overall implementation of the strategies/activities are as described.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The evidence based Second Step curriculum was implemented year and will be used to create SEL lessons.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

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

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)

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

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

State or Local Programs	Allocation (\$)

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

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

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
General Fund	\$107,996.00	107,996.00

Expenditures by Funding Source

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

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
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Expenditures by Goal

Goal Number	Total Expenditures
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School Site Council Membership

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

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

Name of Members	Role
Brooke Falar	Principal
Kristina Morrow	Classroom Teacher
Laurie Fountain	Classroom Teacher
Allyson Heyen	Classroom Teacher
Rachel Trus	Other School Staff
Jacqui Hardt	Parent or Community Member
Samantha Bey	Parent or Community Member
Lineo Yang	Parent or Community Member
Thais G.	Secondary Student
Karoline C.	Secondary Student
Emma B.	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

Departmental Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on April 22, 2025.

Attested:

Principal, Brooke Falar on April 21, 2026

SSC Chairperson, Brooke Falar on April 21, 2026

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. 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 EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

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

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
 - 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.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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