

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Coronado Middle School	37 68031 6059570	5-4-20	TBD

Purpose and Description

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

Schoolwide Program
The three goals outlined in this SPSA (Learning, Communication and Support) directly align to

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

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

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

During the 2018-2019 school year, CUSD completed 3 surveys this year (via ThoughtExchange):

1) "What are some important things we can do, or do better, to support the health and wellness of our staff in CUSD?"

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

FINDINGS:

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

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

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

FINDINGS:

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

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

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

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

FINDINGS:

- -Keep kids engaged and feeling loved.
- -Teach how to deal with social pressures

- -Provide more Community College / Dual Credit opportunities for students. Exposure to college classes, saves tuition money, broader course of study and more flexibility than currently available.
- -Community Service opportunities to give back to the community
- -Create / institute a Mindfulness program Institute a peer mentorship program- older students adopt a younger one
- -Connect students through campus community service projects; across classrooms and grade levels. Instill a sense of pride and ownership of school.
- -Make class sizes smaller.
- -Improve environmental health; increase maintenance to include more classroom cleaning & sanitation reducing allergens & filth

Coronado Middle School surveyed staff and students throughout the 18-19 school year.

Surveys are as follows:

1. December 2018 Staff Survey on Triton Time and Bell Schedule
2. MTSS climate survey in December 2018
3. January 2018 Student Survey on Triton Time and Bell Schedule
4. Late February 2019 Staff Survey on Triton Time and class period length
5. May 2019: Final Bell Schedule survey

In Fall 2018 we began collecting data regarding bell schedules, class time minutes, and the addition of an advisory period.

December 2018 Staff Survey

1. How many days a week would you like Triton Time? Every day = 20% Once a week = 44% Twice a week = 11% Four days a week = 25%
2. At what time of the day? Start of day 61% before lunch 25% after lunch 14%
3. What time would prefer the school day to begin? Same time of 7:58am = 33% earlier than 7:58am = 2% earlier than 7:58am = 64%
4. What time would prefer the school day to end? earlier than 3:00pm = 42% no later than 3:30 pm = 31% stay at 3:00pm = 28%
5. What are your thoughts on class period minutes? Prefer current 57 mins = 14% prefer between 50-55 mins = 86%

Challenges:

- Student and staff buy in
- Student engagement and taking it seriously
- Time to prepare
- Implementing the lessons

Possible Positive Outcomes:

- Connections student to student to staff
- Kind, inclusive, accepting, positive, learning centered school climate

– implement the 8 Keys

- Opportunities to complete work
- Skill building
- All school activities can go through Triton Time

January 2019 Student Survey

1. At what time of the day would you like Triton Time? Start of day =30% before lunch= 25% after lunch=29% No preference= 16%

2. How many days a week would you like Triton Time? Every day = 15% Once a week = 45% Twice a week =15% Four days a week= 12%

3 Is there a CMS staff member with whom you feel a positive connection? Yes,80%

Late February 2019

Staff Survey

1. How often would you like Triton Time in 2019-2020? Once a week=40% Four days a week= 60%

2. At what time of day would you prefer Triton Time? Start of the day – before period 1=30% After period 1=10% After break= 48% After period 3=13%

3. At what time would you prefer the broadcast? First thing in the morning = 44% Start of Triton Time 56%

4. What is your student grouping preference for Triton Time? Period 1 students= 55% a grade level grade = 40% mixed grade level group= 5%

5. Open to class time being 50-52 minutes? Yes=100%

6. Are there any implications of a 51-53 minute class period? 90%=no

April 2019 Staff Survey on Bell Schedule

Four schedules were presented: two with earlier start time = 35%, two with later start time = 65%

FINDINGS:

Bell schedule and Triton Time (Advisory Period)

Please open the link below and go through each of the students in the grade levels. Place an X next to all of the students that you have a “connection” with. Connections Activity 10-24-18

We will track the data throughout the year to make sure every student has connected with at least two staff members and add to the list as we develop more connections with the students.

Classroom Observations

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

Formal:

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

Informal:

Walk through and drop in throughout each week.

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

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

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

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

CAASPP Data 2019 - Student Group Report: Students with Disabilities dipped in ELA but increased in Mathematics. All other student groups maintained meeting or exceeding proficiency goals. Individual student data was assessed and used by departments and English and Special Education Teachers to target students specific need to support growth.

All departments have access to data and data is reviewed during staff meeting and department meetings. Department teams then meet to discuss CAASPP data and local assessments to identify areas of growth and need for all students as well as individual students. Students use MAP data to set goals in Math and ELA and document in their MLP. Additionally, departments use this data to write individual or department goals.

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

The English Department uses CAASPP, Lexile, and MAP data to make instructional decisions to support areas of weaknesses. Additionally, common assessments are used, formally and informally, to track growth and needs.

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

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

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

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

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

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

1. Based on student assessment and grading data, CMS has three support classes.
 - a. Math Lab - this intervention class is for students in grades 6-8 who are not at a proficient level and have gaps in their mathematics. .This class provides students with the opportunity to supplement mathematics gaps and basic concepts such as number sense to support success in their regular math class. This class takes the place of their elective.
 - b. Literacy Lab - this intervention class is for students in grades 6-8 who are not at a proficient level and have gaps in their reading and literacy skills. .This class provides students with the opportunity to supplement literacy gaps with the Read 180 program to support success in their regular ELA class. This class takes the place of their elective.
 - c. Academic Lab - this intervention class is for students in grades 7-8 and need individual or small group support with academics, work completion and organization.

2 Math and ELA Co-taught classes in all grade levels for students with disabilities (on general education teacher and one Special Education Teacher)

3. ELD class for English Learners

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff qualified teachers.

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

All CMS are provided with professional development opportunities via off site conferences, on site professional learning on minimum days, and on site release days to collaborate as a team.

Release days may include collaborative teams, department and/or grade level subject teams, curriculum training, building common assessments, developing, planning and aligning lessons.

Department teachers with new curriculum are provided with training. Additionally, teachers attend weekly, Wednesday afternoon meetings. The meetings rotate throughout the month:

*Staff

*Department

*Grade Level

*Professional Learning

Agendas and minutes are shared, and administration provides comments.

Data is used, as appropriate, in all meetings.

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

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

CMS Department Leaders - Lead teacher (chairperson) in each department
BTSA Support Providers for Year 1 and 2 teaches
CPM Training for mathematics curriculum
Amplify training for ELA
Discovery Education training for History
Technology Resource Teacher on site

CUSD has four TOSA's that support CMS teachers:

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

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

On site professional learning on minimum days (Wednesday meetings), and on site release days to collaborate as a team. Release days include collaborative grade level subject teams for curriculum training, building common assessments, developing, planning and aligning lessons.

Teaching and Learning

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

CMS Math, English, History, Science and PE Departments are all grade level aligned

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

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

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

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

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

CA aligned curriculum:
ELA - Amplify curriculum
History - Discovery Education
Mathematics - CPM College Preparatory Mathematics
Science - pilot Adoption of Pearson NGSS Science in 20-21
PE - Glencoe - pilot needed

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

N/A

Opportunity and Equal Educational Access

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

CMS offers Co-taught Math and English classes for all grade levels to provide specialized academic instruction to underperforming students.

Academic Support - students with IEP's

Math leveling at all grades

Literacy Lab Intervention - Read 180 All Grades

Math Lab Intervention - All Grades

Academic Lab - study skills

Evidence-based educational practices to raise student achievement

Co-taught educational environment.

intervention classes

department and grade level articulation re academic needs and success

counseling department tracking and setting student improvement goals and plans with students on Choices (less than a 2.0 GPA)

Collaboration with teams

Data aggregation and regular data review

Data driven instruction

Parental Engagement

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

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

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

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

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Funding

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

Fiscal support (EPC)

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The CMS School Site Council met on 10/9/18, 12/4/18 2/12/19, and 5/7/19. The SSC is comprised of department leaders (TLT), parents, students, classified staff and the principal. Site administrators and TLT meet eight times a year to develop and discuss key actions for student achievement. TLT members provide met with their department, monthly, to discuss and provide input on key actions. TLT then worked with administration to organize input and develop goals for the School Plan for Student Achievement (SPSA).

During the year, the SSC reviewed CAASPP data, LCAP goals, MTSS (Multi Tiered Systems of Support) process and plans, department and curriculum updates, as well as reviewed and approved the CMS Emergency Plan on 12/4/18. Additionally, key actions and goals were updated with input from staff, students, and parents. The CMS School Plan for Student Achievement (SPSA) was presented and approved on 5/7/19.

Resource Inequities

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

There are no resource inequities identified at this time.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.3%	0.14%	0.27%	2	1	2
African American	2.0%	1.27%	0.96%	14	9	7
Asian	3.0%	2.54%	2.06%	21	18	15
Filipino	1.7%	1.84%	1.78%	12	13	13
Hispanic/Latino	19.6%	20.90%	19.34%	139	148	141
Pacific Islander	0.4%	0.56%	0.55%	3	4	4
White	67.8%	61.16%	61.87%	481	433	451
Multiple/No Response	%	4.10%	3.84%		29	28
Total Enrollment				709	708	729

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Grade 6	227	221	245
Grade 7	246	235	245
Grade 8	236	252	239
Total Enrollment	709	708	729

Conclusions based on this data:

1. CMS has had a small increase total enrollment. This may be due to more military families being stationed in Coronado and/or interdistrict transfers.
2. CMS had a significant increase in total number of 6th grade students from 17-18 to 18-19. CMS hasn't had a number that large in many years. This number may play a significant role in data scores.
3. Student group demographics haven't had a significant amount of change in the past 3 years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	18	25	24	2.5%	3.5%	3.3%
Fluent English Proficient (FEP)	85	78	86	12.0%	11.0%	11.8%
Reclassified Fluent English Proficient (RFEP)	7	5	6	63.6%	27.8%	24.0%

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	226	222	240	214	212	233	214	212	234	94.7	95.5	97.1
Grade 7	240	241	245	232	235	239	232	235	239	96.7	97.5	97.6
Grade 8	235	253	247	230	239	236	230	239	237	97.9	94.5	95.5
All Grades	701	716	732	676	686	708	676	686	710	96.4	95.8	96.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2592.	2608.	2582.	42.06	52.36	37.34	38.79	32.08	36.48	14.02	10.85	20.60	5.14	4.72	5.58
Grade 7	2615.	2619.	2624.	34.91	40.43	39.75	44.83	44.68	42.26	15.95	8.94	13.81	4.31	5.96	4.18
Grade 8	2648.	2629.	2635.	43.48	32.22	41.53	42.61	51.46	38.98	9.57	10.04	12.71	4.35	6.28	6.78
All Grades	N/A	N/A	N/A	40.09	41.25	39.55	42.16	43.15	39.27	13.17	9.91	15.68	4.59	5.69	5.51

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	50.47	60.19	36.64	41.12	33.65	55.17	8.41	6.16	8.19
Grade 7	54.31	55.36	48.54	39.66	36.48	45.19	6.03	8.15	6.28
Grade 8	57.83	47.48	47.03	37.83	46.22	45.34	4.35	6.30	7.63
All Grades	54.29	54.11	44.13	39.50	39.00	48.51	6.21	6.89	7.36

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

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

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	226	222	240	221	216	234	221	215	235	97.8	97.3	97.5
Grade 7	240	240	245	234	236	241	234	236	241	97.5	98.3	98.4
Grade 8	235	253	247	230	238	237	230	237	238	97.9	94.1	96
All Grades	701	715	732	685	690	712	685	688	714	97.7	96.5	97.3

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

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

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	40.27	38.60	34.62	44.80	46.51	51.71	14.93	14.88	13.68
Grade 7	44.44	41.10	44.81	46.58	45.76	46.89	8.97	13.14	8.30
Grade 8	55.65	45.99	51.90	33.91	42.62	34.18	10.43	11.39	13.92
All Grades	46.86	42.01	43.82	41.75	44.91	44.24	11.39	13.08	11.94

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

Conclusions based on this data:

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

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	*	*	*	*	*	*	*	6
Grade 7	*	*	*	*	*	*	*	7
Grade 8	*	*	*	*	*	*	*	5
All Grades							18	18

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	*	*		*		*	*	*
7	*	*	*	*	*	*		*	*	*
All Grades	66.67	44.44	*	38.89	*	5.56		11.11	18	18

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	*	*		*		*	*	*
7	*	*	*	*		*		*	*	*
All Grades	77.78	50.00	*	33.33		5.56		11.11	18	18

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	*	*	*	*		*	*	*
7	*	*	*	*	*	*	*	*	*	*
All Grades	*	33.33	*	33.33	*	16.67	*	16.67	18	18

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

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

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

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

Conclusions based on this data:

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

School and Student Performance Data

Student Population

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

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

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

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





Conclusions based on this data:

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

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

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

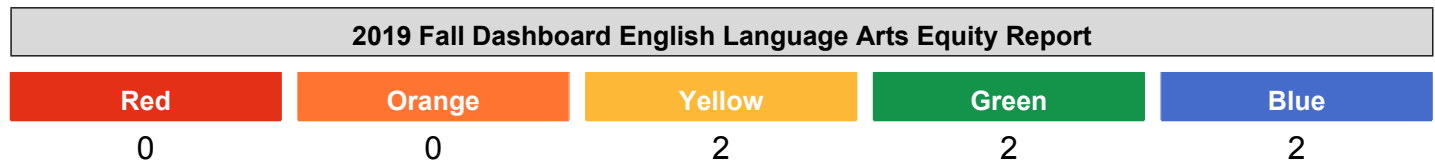
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

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

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

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

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

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

Conclusions based on this data:

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

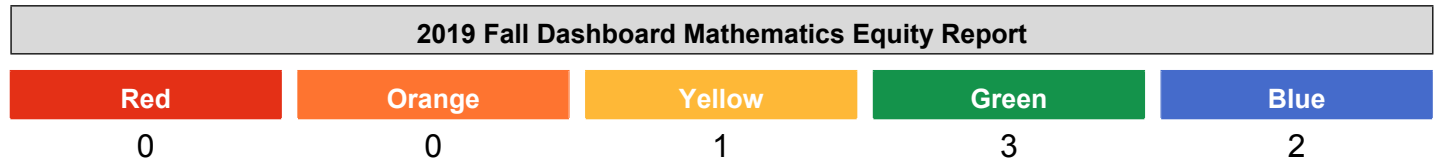
School and Student Performance Data

Academic Performance Mathematics





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











This section provides number of student groups in each color.



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

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

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

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

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

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

Conclusions based on this data:

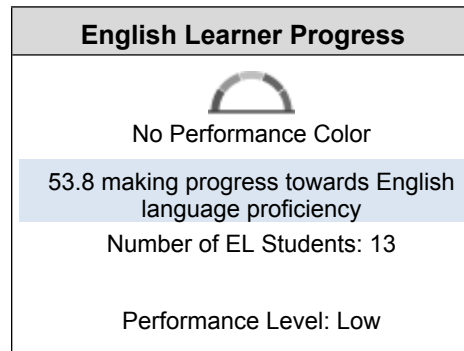
1. All CMS students maintained with 0.2 points in math, scoring 40.2 points above standard. This can be attributed to the completed year 3 implementation of CPM curriculum
2. CMS Hispanic population declined by 14.6 points in math, scoring 7.8 points above standard., Students with two or more races increased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

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
2	4	1	6

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

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

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

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

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

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

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

Conclusions based on this data:

1.

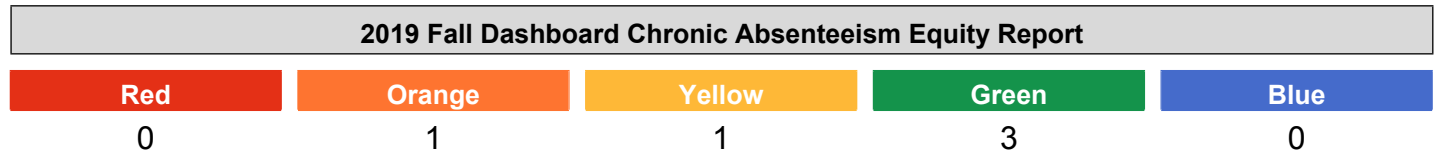
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

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

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

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

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement Graduation Rate

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

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

2019 Fall Dashboard Graduation Rate by Year

2018

2019

Conclusions based on this data:

1.

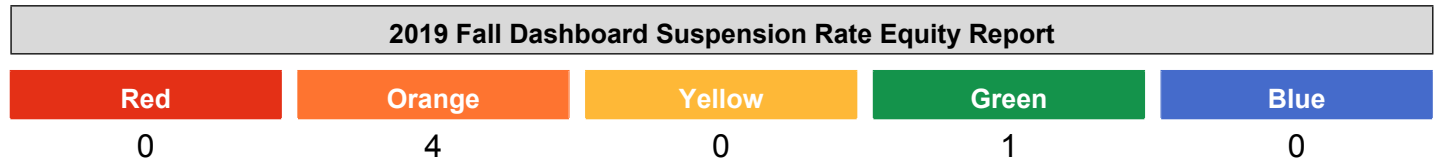
School and Student Performance Data

Conditions & Climate Suspension Rate





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











This section provides number of student groups in each color.



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

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

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data 7	American Indian  No Performance Color Less than 11 Students - Data 2	Asian  No Performance Color 6.3 Declined -4.9 16	Filipino  No Performance Color 0 Maintained 0 13
Hispanic  Orange 5.8 Increased +2.8 155	Two or More Races  Orange 7 Increased +7 100	Pacific Islander  No Performance Color Less than 11 Students - Data 4	White  Orange 3.2 Increased +0.8 467

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.5	4.2

Conclusions based on this data:

1. CMS will analyze exact suspensions numbers of Hispanic, two or more races, and white populations as well as students with disabilities and determine a level of support to decrease suspensions.
2. CMS students have a 30 minute advisory period 4 days a week and will discuss school agreements, policies, 8 Keys and the implementation of MTSS (multi-tiered systems of support).
3. CMS will investigate better systems for student discipline and restorative practice approaches

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Learning: Key Actions and Services

LEA/LCAP Goal

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

Goal 1

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

Identified Need

Increase student percentage of ELA SBAC scores for student groups, such as students with disabilities. Increase student attendance and decrease suspension rates.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
50% of 7th grade students will have a completed PEP that they can add to over time - in 8th grade and beyond. 16-17: Paper-based PEP for 100% of CMS students -based on MAP data	18-19 All CMS students have a completed MLP that they can add to over time All students include work and reflections in eportfolio 17-18: e-portfolio MLP for 100% of CMS students	20-21 All students will have a completed/updated MLP and portfolio comprised of reflections and work showing growth 19-20 -continue use of My Learning Plan (MLP) and use of e-portfolio for 100% of students
100% of teachers assessed MAP and SBAC data at least once a year. 100% of staff used data to inform instruction and support student needs	100% of teachers assessed MAP data, Lexile data twice a year. 100% of teachers assessed SBAC data once a year.	100% of teachers will assess SBAC data annually and SBAC interim data twice a year. Department and grade levels assess curriculum assessment data regularly
June 2018: At least 60% of 6th grade students will meet or exceed standards on MATH SBAC At least 74% of 7th grade students will meet or exceed standards on MATH SBAC	June 2019: 62 % of 6th grade students who will meet or exceed standards on Math SBAC 71% of 7th grade students who will meet or exceed standards on Math SBAC	By June 2021: Increase % of 6th grade students who will meet or exceed standards on Math SBAC to by 2% Maintain or increase % of 7th grade students who will meet or exceed standards on Math SBAC

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
At least 66% of 8th grade students will meet or exceed standards on MATH SBAC MDTP data from 17-18	69 % of 8th grade students who will meet or exceed standards on Math SBAC	Maintain or increase % of 8th grade students who will meet or exceed standards on Math SBAC Use MDTP data as additional data point SBAC Interim Assessment data to determine baseline
All departments maintain a list of personalized learning opportunities Each department will provide at least one student choice project or assessment Evidence will be based on student product	All departments provide personalized learning opportunities and assessment opportunities via choice activities .Evidence will be based on student product and student investment	Grade level project evidence All departments continue to offer interest based innovative opportunities. Each department will provide at least one student choice project and assessment
June 2018: At least 73% of 6th grade students will meet or exceed standards on ELA SBAC At least 79% of 7th grade students will meet or exceed standards on ELA SBAC At least 80% of 8th grade students will meet or exceed standards on ELA SBAC	June 2019: 79 % of 6th grade students who will meet or exceed standards on ELA SBAC 83 % of 7th grade students who will meet or exceed standards on ELA SBAC 80 % of 8th grade students who will meet or exceed standards on ELA SBAC	By June 2021: Increase % of 6th grade students who will meet or exceed standards on ELA SBAC to 80% Maintain or increase % of 7th grade students who will meet or exceed standards on ELA SBAC Maintain or increase % of 8th grade students who will meet or exceed standards on ELA SBAC
Metrics related to grant	Metrics related to grant - now in year four	Metrics related to grant - increased data
Increase ELA and Math subgroups by at least 1% Students with disabilities in orange for both math and ELA in 2018	Increased Math subgroup - students with disabilities to yellow Maintained ELA subgroup - students with disabilities at orange	Increase or maintain Math subgroup -students with disabilities to yellow Increase ELA subgroup - students with disabilities to yellow
Evidence of increased implementation and development of conceptual flow model and grade level story lines assessments and support materials for Next Generation Science Standards	NGSS Piloted curriculum Evidence of Phenomena based lessons CAST data 2019 62% met or exceeded standard	Implementation of year 1 NGSS Pearson curriculum Evidence of growth in achievement on CAST assessment percentage

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Implement CAST Science Assessment and set baseline		
Evidence of awareness of CA State Framework and development of goals and unit plans Vertically align with department	Evidence of increased alignment with CA State Framework through development of instructional approaches, unit plans, and assessments	Evidence of increased alignment with CA State Framework through development of instructional approaches, unit plans, and assessments across grades 6-8
Increase alignment in skill based literacy content in science and history via consistent language and collaboration as evidenced in cluster data on SBAC and local assessments	Increase alignment in skill based literacy content in science and history via consistent language and collaboration as evidenced in cluster data on SBAC and local assessments	Evidence of increased alignment in skill based literacy content in science and history via consistent language and cluster data on SBAC and local assessments

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.1 CMS will use MLP, My Learning Plan, and continue to implement it into all grades to capture their academic successes, strengths, growth, goals, personal and academic interests, and curiosity. Students will add work samples and reflections to their eportfolio. Students will complete this during T3.

Action Steps:

Revised MLP/reflection documents will be placed in student e-portfolio in PowerSchool to include 2020 feedback in addition to:

Subject focused reflections

SBAC, Lexile, MAP baseline data from Winter 2020, SBAC interim assessments, PE data

Goal setting strategies

Grades

data tracking

Work samples in eportfolio Teacher instruction sharing via photo/video

Interest survey/extra curriculars

Students and staff tracks progress

Student reflection on goals two times a year

Parent input and feedback two times a year

Surveys

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District budget for PowerSchool LMS
All CMS students will have a completed MLP that they can add to over time - 9th grade and beyond

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Action Steps:
Implement a new CUSD local Assessment - SBAC interim assessment in ELA and Math
Staff will review SBAC data and MAP baseline data from Spring 2020 data in Fall 2020 and SBAC Interim Assessment data after other testing windows in winter and spring
Math MDTP data
Students use data for goal setting
Departments will track student assessments and use data to inform instruction
Lexile data
SBAC data and SBAC Interim data
PE Fitnessgram data
Read 180 data and intervention classes (math and literacy) and EL classes

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funds for Wednesday PL time

100% of teachers assessed interim SBAC assessments and local assessment 100% of teachers assessed SBAC data once a year.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.3 Mathematics: Use Interim SBAC Assessment to help guide instruction and increase student engagement and maintain or increase achievement.

Action Steps:

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funds Site Funds

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.4 Highlight academic interests, choice opportunities, career education, and integrated learning opportunities to support student engagement and build student ownership of learning student ownership of learning.

Action Steps:

Innovation lab (iLab) to support STEM integrated learning in all discipline areas

Students access choice activities in all classes

Continue to provide robust elective opportunities

Advisory period -T3 -for every student four days a week

Student Reflection activities in all subject areas

Career Education program through Junior Achievement

Shared resource folder

Access CHS and/or college students

Quality of questioning: Questions that deepen understanding DOK levels or uncover misconceptions. Assist students in clarifying and assessing their thinking with one another

Students question one another to probe deeper thinking.

Ownership of learning: Teacher provides students with opportunities and strategies for students to take ownership of their learning. Most locus of control is with students in ways that support student learning.

Capitalizing on Students' Strengths: Teacher capitalizes on strengths (academic background, life experiences, culture/language) and applies this knowledge in a variety of ways to make connections to content

Opportunity and support for participation and meaning making: Teacher sets expectations and provides support for engagement strategies and structures that facilitate student participation and making meaning of the content.

Student talk: Teacher provides opportunities for student talk. Student talk reflects discipline-specific knowledge and evidence supports their thinking.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Professional Development monies
Department/District Funds
DoDEA STEM grant
CSF monies for Jr. Achievement and iLab

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

1.5 All departments will continue to support student literacy to increase the number of students meeting or exceeding standards on CAASPP - SBAC

Action Steps:

Continued implementation of Amplify aligned with CA State Framework

Continue Literacy Lab for grades 6-8 to increase foundational literacy skills through use of READ 180 curriculum

Align literacy skills 6th through 8th grade across subject areas

Professional learning opportunities for ELA Dept. with History and Science Departments

Utilize opportunities for students to build close reading and annotation skills

Provide more opportunities for students to build speaking and listening skills through Socratic seminars, debates, Amplify Quests, and accountable talk.

Develop listening tasks in non-fiction texts to improve listening skills

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Professional Development monies
Department/District Funds
District Funds DoDEA Funds

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

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

All

Strategy/Activity

1.6 Implement Yr 4 of arts integration in grades 6-8 per DoDEA Arts for Learning grant.

Action Steps:

Continue to implement theatre in ELA grades 6/7 and visual arts in grade 8

Teachers will continue to use co teaching model with the teaching artists

Teachers will integrate lessons and skills covered in previous years, when applicable

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

DoDEA A4L grant

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

1.7 Increase/maintain sub group CAASPP scores. Increase percentage of students with disabilities meeting or exceeding standards in English

Action Steps:

- Continue co-teaching with SPED support at each grade level

Provide co-teaching PL for new staff

Provide math intervention class for struggling students

Maintain co-taught section sizes at 30 or fewer students and 30% or fewer IEP/504/SST students

Maintain special education caseloads around 20 students to allow for intensive supports and frequent family collaboration

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funds TIIG Funds DoDEA Funds

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

1.8 Science: Implementation of curriculum and support materials aligned with Next Generation Science Standards.

Action Steps:

Implementation of Pearson Elevate NGSS aligned curriculum

Attend Pearson Elevate PL training for year 1 of implementation

Continue department PL for aligned planning and implementation

Utilize and vet Pearson investigations

Utilize assessments for data analysis

Real world application of science concepts

Examine 2019 CAST test results for areas of focus for instruction

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funds

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

1.9 History/Social Science: Vertically align literacy and historical thinking skills from 6th through 8th grade

Action Steps:

Continue adding literacy (SOS strategies) and historical inquiry skills activities into each unit of study

Maintain a shared observation tracking document

Use information and feedback from history classroom observations to guide further planning and vertical alignment

Use release time for vertical alignment of these skills

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funds

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

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

Action Steps:

Use summative, annual SBAC baseline data to target student areas of need

Administer SBAC Interim Assessment and analyze data to set student growth goals and track achievement

Continue to provide student intervention access via Read 180 Literacy Lab class

Collaborate with science and history teachers to develop a shared aligned literacy skills list

Use release time for vertical alignment of these skills

Utilize supplemental nonfiction literacy content that aligns with with history and science content

Align close reading and annotations skills to develop a common language and approach

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funds

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Administration, department leaders and staff collaborated weekly via staff meetings, department meetings, grade level meetings and leadership meetings to articulate goals and work toward

successful implementation. There was continued department collaboration of curriculum implementation and a science curriculum pilot.

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

The purchase and implementation of new science curriculum

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.

Data for ELA, math and CAST data goals can be found in the key actions.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Communication

LEA/LCAP Goal

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

Goal 2

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Weekly Triton Newsletter on Sundays Updated Website with streamlined guides to programs, resources, and events Updates of social media page and posting of KCMS broadcast Updated staff Powerschool pages Principal communication of parent events	Weekly Triton Newsletter on Sunday Updated Website with streamlined guides to programs, resources, and events Updates of social media page and posting of KCMS broadcast Updated staff PowerSchool pages	Weekly Triton Newsletter on Sunday Updated Website with streamlined guides to programs, resources, and events Updates of social media page and posting of KCMS broadcast Updated staff PowerSchool pages Increase PTO attendance
Leadership team agendas and notes Evidence of Wave and weekly PD agendas and notes Survey data shared Google folder	Weekly Wave Bulletin Leadership team agendas and notes Weekly PD agendas and notes Survey data shared Google folder	Weekly Wave Bulletin via Smore Leadership team agendas and notes Weekly PD agendas and notes Survey data shared Google folder Use of survey data
Parent education Night agendas and feedback Increase parent use of online resources posted from CMS and CUSD	Parent education Night agendas and feedback	Parent education Night agendas and feedback Increase parent use of online resources posted from CMS and CUSD

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

2.1 Continued communication between CMS staff to community will include:

Action Steps:

Weekly principals' Triton News (through Smore) to parents via weekly email messages via InTouch and posted to Facebook

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

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

KCMS news broadcast

Required parent participation at SSC

Classroom resources can be found on PowerSchool

Parent information events

Continued use of InTouch system for emergency communication

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District and Site Funds/CSF funds

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

2.2 Communication between CMS administration and staff will include:

Action Steps:

Weekly Wave Bulletin via Smore

Wednesday professional learning meetings with agendas and notes(staff, department, grade level, PL)
 CMS Leadership Team and School Site Council
 Principal “Things to Know” emails
 Daily KCMS broadcast announcements
 Staff feedback regarding school related topics via surveys (2 per year)
 Maintain a shared calendar of events
 Maintain a shared Google folder with all needed information
 End of year staff feedback survey

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funds

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

2.3 Provide parent education and resources to support student success

Action Steps:

Weekly Triton Newsletter

Curriculum and instructional program information

Regularly updated website

KCMS broadcast announcements

8 Keys of Excellence and MTSS and T3 activities

Continue Partnership events with SAFE and share resources for parents

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

Social/Emotional supports via counseling and resources

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

Regularly communicate the importance of:

*** consistent Power School checks

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

***Utilize text messaging links

***Encourage parent participation in PTO.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

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

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

In 18-19 all goals in this area were met. Only two of three Principal Coffees were held due to attendance and continued increase in parent use of resources is needed

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

No major differences that will impact budget

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

Restructure Back to School Night to provide PowerSchool training for parents and offer more training throughout the year

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Support

LEA/LCAP Goal

Maintain safe and supportive schools where students and staff thrive.

Goal 3

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

Identified Need

Increase attendance to decrease chronic absenteeism for all students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Use student data - CAASPP, MAP Reduction of D/F List Documentation of goals in student PEP Increase of students achieving at standard Math/ELA support classes MAP data increases Development of documentation of MTSS used by Student Support Team	Documentation of goals in student MLP Increase of students achieving at standard on SBAC Math/ELA support classes CAASPP and MAP data Implementation of MTSS process used by Student Support Team	20-21 Documentation of goals in student MLP and reflections in eportfolio 20-21 Increase of students achieving at standard on SBAC 20-21 Math/ELA support classes MAP data increases - CAASPP interim assessments 20-21 Implementation of MTSS plan will be used by all staff
Entire staff training on 8 Keys of Excellence <ul style="list-style-type: none">2017 California Healthy Kids Survey dataEvidence on campus events and programs that support student health, connectedness and safety programs	Full staff implementation/training of 8 Keys of Excellence <ul style="list-style-type: none">Evidence on campus events and programs that support student health, connectedness and safety programsTrack % of students without staff/student	20-21 Complete 8 Keys training and implement school wide structures of MTSS Evidence on campus events and programs that support student health, connectedness and safety programs decrease % of students without staff/student connection

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<ul style="list-style-type: none"> % of students without staff/student connection <p>New bell schedule for T3 advisory four days a week</p> <p>MTSS Planning</p>	<p>connection, track student concerns</p> <p>New bell schedule</p> <p>T3 Advisory 4 days a week</p> <p>MTSS Planning and communicated to all staff</p>	
<p>Site will hold at least 3 fire drills, 2 lockdown drills and 1 earthquake drill by end of school year</p> <p>Documentation of feedback/input Site Council will approve following year plan by May 2018</p>	<p>Site will hold at least 3 fire drills, 2 lockdown drills and 1 earthquake drill by end of school year</p> <p>All staff and students will be trained on run, hide, fight procedures Documentation of feedback/input</p> <p>Site Council will approve following year plan by May 2019</p>	<p>Site will hold at least 3 fire drills, 2 lockdown drills and 1 earthquake drill by end of school year 20-21</p> <p>Documentation of feedback/input</p> <p>Site Council will approve following year plan by May 2020</p>
<p>Growth data -MAP- will be evaluated twice a year</p> <p>CAASPP data evaluated every fall</p> <p>Achieve 3000 Lexile level data</p>	<p>Growth to be determined based upon initial test scores from previous year.</p> <p>ELPAC</p> <p>MAP</p> <p>CAASPP</p> <p>Lexile level</p> <p>Implemented use of READ 180</p>	<p>Growth to be determined based upon initial test scores from previous year.</p> <p>ELPAC data</p> <p>CAASPP data</p> <p>READ 180</p> <p>Lexile level data</p>
<p>Monthly communication reminders regarding importance of attendance via newsletter and website.</p> <p>Increase attendance at P2 to 98.4% Decrease chronic absenteeism, by at least 1.0 to 13.2%.</p>	<p>Decrease chronic absenteeism and Increase attendance rate for all students based on 18-19 data</p> <p>Increase P2 to 97.5%</p>	<p>Increase attendance at P2 by 1.5%</p> <p>Decrease chronic absenteeism by 1.0 based on 18-19</p> <p>20-21 Increase communication regarding attendance and parent education</p> <p>Increase Saturday School opportunities</p>
<p>Overall decreased referral rate for all students by 3%</p> <p>Decreased suspension rate percentage for socioeconomically disadvantaged students,</p>	<p>Metrics based on 18-19 data</p> <p>Decrease overall referral rate for all students by 1%</p> <p>Decrease suspension rate percentage for white, Hispanic,</p>	<p>Metrics based on 18-19 data to be met in 20-21</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
students with disabilities and Hispanic students Decreased referrals	Two or more races and students with disabilities	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

3.1 Continue to provide interventions to support the needs of all students and targeted subgroups (below grade level, special education, 504, EL, RFEP, military dependents)

Action Steps:

Intervention classes: Literacy Lab (6-8) continue using READ180, Math Lab (6-8), Academic Lab (7-8)

SpEd Academic Support classes at each grade level

SST and Beyond program implementation

Implement year 2 MTSS process to support students in need of intervention

Offer Homework Club 3 days a week after school

Implement best practices for providing student reflection and feedback opportunities

Clarify/educate on difference between accommodations and modifications (working document that has not been approved by legal)

Grade level student concerns list- consistent tracking

Dedicated day of the week in T3 to complete unfinished assignments

Counseling groups focused on being successful students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

TIIG Funds DoDEA Funds SPED Funds
Coronado City Funds

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

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

Action Steps:

MTSS Language - PBiS (clearly outline)

Develop and Implement Schoolwide Agreements

Focus - 8 Keys of Excellence

Key Cards - share cards on broadcasts

4 days of T3 (Triton Team Time) Advisory period 30 mins (year 2)

Provide consistent visuals campus wide of Coronado Middle School Triton Agreements

Create specific aligned wellness activities for T3

Collaborate with SAFE to provide programs about student safety and health

Continue awareness of digital safety

Continue use and monitoring of student concerns report and grade level student concerns list

Streamline Student Success Team Process

Track and monitor staff/student connections list

Research social emotional curriculum for middle school

Increase club opportunities to support passions

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District and Site Funds

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

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

Action Steps:

Vet plan with School Site Council

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

Implement feedback and outcome from previous years.

Determine need for additional supports which may be helpful or necessary.

Hold run, hide, fight trainings for staff

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

Use of campus security assistant - increase training

Consistent unified messaging

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funds

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

EL/RFEP

Strategy/Activity

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

Action Steps:
Professional learning time dedicated to evaluating data in order to scaffolding for ELD and RFEP students to access content
Track CAASPP, ELPAC and ELD class assessment data and share for teacher use
Continue use of READ 180 curriculum for ELD class
Increase focus on speaking and listening standards, specifically language for academic discussion and collaboration

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funds

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

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

Action Steps:

Key actions are dependent on feedback and outcome from previous years.

Determine need for additional supports which may be helpful or necessary.

Attendance Action Team will continue to meet to support student attendance and hold SART/SARB meetings

Continue to provide Saturday School and Make – up Day opportunities

Continue to educate parents as to the benefits of positive student attendance (other than for financial reasons such as ADA money for schools)

Provide attendance information in Spanish

Survey parents regarding cause/trends

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funds

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

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

All

Strategy/Activity

3.6 Continue to monitor referrals and suspension rates. Decrease overall suspension rates and targeted subgroups.

Action Steps:

Implement revised/new systems

Develop and implement year 2 MTSS

Continue to use Growth Opportunity cards- site wide behavior reflection

Continue to incorporate school-wide behavior expectations (Coronado Middle School Triton Agreements)

Use T3 activities to discuss behavior expectations and school culture

Look at best practices from other schools

Determine need for additional supports which may be helpful or necessary.

Continue to gather feedback on systems

Continue to use Key Card with reward system

Implement General Procedure for Supporting Student Behavior Matrix

Implement behavioral definitions for Minor/Learning Space Managed behaviors and Major/Managed in Collaboration with Administration. Behavior's Chart for staff use

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

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

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Students used MLPand e portfolio to document and reflections. MTSS committee formed and assessed schoolwide needs for social -emotional and behavioral supports. In 18-19 Triton Time advisory period was piloted and then fully implemented in 19-20. In 18-19 suspensions increased as well as an increse in absenteeism. However, the attendance action team formed and began putting into place new strategies and incentives for increasing attendance. The onset of 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 saftey drill were successfully held and a campus securtiy assistant was hired.

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

No major differences in budgeted expenditures to meet goals

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.

19-20 New bell schedule implementation and advisory period 4 days a week has been implemented. Potential increase in Saturday School opportunities to increase attendance and interventions to decrease chronic suspensions. All noted in action items

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
General Fund	\$97,842.00	97,842.00

Expenditures by Funding Source

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

Expenditures by Budget Reference

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

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
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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
- 2 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Karin Mellina	Principal
Kevin Ramirez	Classroom Teacher
Kimberly Pittner	Classroom Teacher
Laurie Narmore	Classroom Teacher
Barb Jones	Other School Staff
Dollyanne Hutchins	Other School Staff
Alison Keehan	Other School Staff
Roelof Roos	Parent or Community Member
Heidi Iverson	Parent or Community Member
David Keszei	Parent or Community Member
Jasmin Lo	Secondary Student
Andreanna Frangos	Secondary Student
Jake Walker	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
	English Learner 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 May 4, 2020.

Attested:

Principal, Karin Mellina on May 4, 2020