



Additional Targeted Support and Improvement (ATSI)

School Plan for Student Achievement (SPSA)

School Name	Contact Name and Title	Email and Phone
Coral Mountain Academy, 760-398-3525	Michael Boomer Principal	mboomer@cvusd.us 760-398-3525
CDS Code	School Site Council (SSC) Approval Date	Local Governing Board Approval Date
33736760112649	May 22, 2024	June 27, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

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

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Coral Mountain Academy, 760-398-3525 for meeting ESSA’s planning requirements for Additional Targeted Support and Improvement (ATSI) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

Table of Contents

SPSA Title Page	1
Table of Contents.....	3
Plan Description.....	4
Educational Partner Involvement	4
Resource Inequities	5
Comprehensive Needs Assessment Components	6
California School Dashboard (Dashboard) Indicators.....	6
Other Needs.....	7
Goals, Strategies, & Proposed Expenditures.....	8
Goal 1.....	8
Goal 2.....	17
Goal 3.....	21
Goal 4.....	25
Budget Summary	29
Budget Summary	29
Other Federal, State, and Local Funds	29
Budgeted Funds and Expenditures in this Plan	30
Funds Budgeted to the School by Funding Source.....	30
Expenditures by Funding Source	30
Expenditures by Budget Reference	30
Expenditures by Budget Reference and Funding Source	30
Expenditures by Goal.....	31
School Site Council Membership	32
Recommendations and Assurances	33

Plan Description

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

Coachella Valley Unified School District covers more than 1,200 square miles of mostly rural desert terrain, serving the communities of Coachella, Thermal, Mecca, Oasis, Indio, and the Salton Sea. The district currently operates fourteen elementary schools, three middle schools, three comprehensive high schools, one continuation high school, and one adult school.

Coral Mountain Academy is located in a suburban area with several date orchards surrounding it. During the 2023-2024 school year, a total of 826 students were enrolled, composed of 83.7% Socioeconomically Disadvantaged, 45.3% English Language Learners, 2.7% Migrant students and 6.9% Students with Disabilities. We provide comprehensive instruction for students in grades TK-6 in the areas of Language Arts, Math, English Language Development, Science, Social Studies, and Social Emotional Learning. Coral Mountain Academy will continue to have a strong focus on AVID school-wide and will offer a STEAM program for the 2024-2025 school year.

This School Plan is aligned with the District's Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment; developing goals, measurable outcomes, and strategies, actions and services that are aligned with those of the district; providing supplemental services that support improved performance for high-needs students including our Students with Disabilities who are currently scoring significantly below grade level; and developing a system for monitoring and evaluating the efficacy of the plan in achieving its goals, including monitoring systems like iReady and district benchmarks to progress monitor the academic levels of our Students with Disabilities (SWD).

In the area of academic performance, our ATSI student group performed as follows: On the CAASPP ELA: SWD were -169.8 points below standard met (Red), compared to All Students who were at -46.4 points below standard met (Orange). On the CAASPP MATH: SWD were -183.1 points below standard met (Red), compared to All Students who were at -73.4 points below standard met (Orange). Academic supports for this student group have been delineated within the goals and action items in the SPSA, including but not limited to; after school tutoring for foundational ELA and Math skills which will reflect positively on our iReady benchmarks given 3 times a year, administrator led data review and action planning to support our students with the highest levels of academic need, and professional development opportunities to help implement a Multi-Tiered System of Support and Universal Design for Learning to best support our students as individuals.

Through implementation of a Multi-Tiered System of Support in the area of academics we help our Students with Disabilities find success with academic content in the areas of English Language Arts, Math, Science, and Social Studies. We provide Tier I supports to all students, including foundational reading instruction, a gradual release of responsibility during instruction to ensure mastery of standards, and opportunities for student discourse throughout the day to enhance listening and speaking performance.

At Coral Mountain Academy, we have plans for continued student support include growing our Dual Language Immersion program and currently offer the DL program in grades Kinder through 6th grade. Staff members have been trained in Transformational Learning and PBIS and work towards implementing our Transformational Model to ensure all children feel welcomed, valued, and appreciated. We provide daily social-emotional learning for all students, and implement community building circles. We facilitate parent information workshops and trainings throughout the school year utilizing our parent liaison to strengthen our parent engagement. At Coral Mountain Academy, we commit to academic and social growth for every member of our community.

Educational Partner Involvement

How, when, and with whom did your Coral Mountain Academy, 760-398-3525 consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Teachers and Staff: Input from teachers and staff is crucial as they are directly involved in implementing the plan. Their insights into what is working well and what needs improvement are invaluable.

Parents and Guardians: CMA seeks input from parents and guardians to understand their perspectives on the school's performance and to involve them in the improvement process.

Students: Depending on the grade level, CMA consults with students to get their input on their educational experience and how it can be improved.

Community Members: CMA consults with community members, such as local organizations, businesses, and community leaders, to gather input on how the school can better serve the community.

District and School Leadership: District and school leadership play a key role in the planning process, providing guidance and support to ensure the plan aligns with district goals and priorities.

Consultation typically occurs through meetings, surveys, focus groups, and other forms of communication to gather input and feedback from these stakeholders.

Resource Inequities

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

The data indicates that Students with Disabilities (SWD) are scoring significantly lower in Math and ELA in comparison to the All student group. These student groups are in need of additional instructional support. Additional support will be provided to this student group in the areas of language arts and math during and after school.

K-2 I-Ready ELA : Students Performing at Grade Level

All Students: %. K-33%. 1st grade-37%. 2nd grade-41%

ELLs: K- 33% 1st grade- 14% 2nd grade-29%

SED: K-25% 1st grade- 33% 2nd grade- 0%

SWD: K- 0% 1st grade-0% 2nd grade-0%

K-2 i-Ready Math: Students Performing at Grade level

All Students: K-57%. 1st grade-36%. 2nd grade-28%

ELLs: K- 68% 1st grade- 17% 2nd grade-21%

SED: K-43% 1st grade- 0% 2nd grade- 0%

SWD: K- 0% 1st grade-0% 2nd grade-0%

ELA

Overall, 2nd grade performs better: Across all categories (All Students, ELLs, SED, and SWD), 2nd grade has the highest percentage.

ELLs and SWD struggle: English Language Learners (ELLs) and Students with Disabilities (SWD) have significantly lower percentages compared to the overall student population.

SED has a mixed performance: Students with Economic Disadvantage (SED) perform poorly in Kindergarten and 2nd grade but have a relatively higher percentage in 1st grade.

Gaps between groups: There are noticeable gaps between the percentages of All Students and the subgroups (ELLs, SED, and SWD), indicating potential focus areas for support and intervention.

Math

Kindergarten excels: Across all categories (All Students, ELLs, SED, and SWD), Kindergarten has the highest percentage, indicating a strong foundation in math.

Declining performance: The percentages decrease as the grade level increases (K > 1st > 2nd), suggesting a need to reinforce math skills as students progress.

ELLs excel in Kindergarten: English Language Learners (ELLs) perform exceptionally well in Kindergarten (68%), but their performance drops significantly in later grades.

SED and SWD struggle: Students with Economic Disadvantage (SED) and Students with Disabilities (SWD) have very low percentages, indicating significant challenges in math.

Gaps between groups: Noticeable gaps exist between the percentages of All Students and the subgroups (ELLs, SED, and SWD), highlighting areas for targeted support and intervention.

For ELLs:

Language support: Provide targeted language instruction and support, such as English language development programs.

Culturally responsive teaching: Incorporate diverse perspectives and materials to engage ELLs and promote inclusivity.
Extra support: Offer additional tutoring or small group instruction to help ELLs catch up.

For SED:

Resource allocation: Direct more resources to support students with economic disadvantages.

Wraparound services: To support students' well-being and offer access to basic needs like food, clothing, and healthcare.

Family engagement: Encourage parent-teacher conferences and involve families in student support.

For SWD:

Individualized support: Develop and implement personalized learning plans to accommodate students' unique needs.

Accommodations and modifications: Provide necessary accommodations and modifications to ensure access to the curriculum.

Inclusive practices: Foster a welcoming environment and promote inclusion in all aspects of school life.

General strategies:

Data analysis: Regularly review data to identify areas of concern and track progress.

Teacher training: Provide professional development on MTSS, foundational routines, direct instruction, culturally responsive teaching, language support, and inclusive practices.

Parent and community engagement: Foster partnerships with families and the community to support student success.

Flexible grouping: Use flexible grouping strategies to meet students' diverse needs.

Social-emotional support: Prioritize social-emotional learning and provide counseling services as needed.

Explicit instruction: Teachers clearly explain and demonstrate the skill or concept.

Structured lessons: Lessons follow a specific sequence and pace.

Systematic approach: Skills are broken down into smaller steps, and instruction builds incrementally.

Active teaching: Teachers actively engage with students, provide feedback and correct errors.

Emphasis on mastery: Students work towards mastering specific skills or knowledge.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

2023 CA School Dashboard Indicator(s) that are Red: Chronic Absenteeism

2023 CA School Dashboard Indicator(s) that are Orange: English Language Arts, Math

Mathematics Performance: Low performance in mathematics, indicating potential challenges in math instruction or student understanding.

English Language Arts Performance: Low performance in English language arts, indicating potential challenges in literacy instruction or student understanding.

Chronic Absenteeism: A high percentage of students missing 10% or more of the school year for any reason.

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

There are no student groups in any of the CA Dashboard Indicators that are two or more levels below the All Students Group.

Other Needs

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

i Ready ELA: % of students in grades K-6 that met or exceeded the standard:

All: 29 %
EL: 13 %
LTEL: N/A
HOM: N/A
FY: N/A
SED: 19 %
SWD: 2 %

i Ready Math: % of students in grades K-6 that met or exceeded the standard:

All: 19 %
EL: 11%
LTEL: N/A
HOM: N/A
FY: N/A
SED: 22%
SWD: 0%

- **Assessment Data:** Local assessments can provide more detailed information about student performance in specific subject areas or skills, complementing the state assessments included in the Dashboard.

Chronic absenteeism - 38.6%

- **Attendance Records:** Tracking attendance patterns can highlight student engagement issues and potential learning barriers.

Identify at-risk students: Students with poor attendance may struggle academically or personally, and early intervention can help address these issues.

Detect absenteeism patterns: Regular absences on specific days (e.g., Mondays) or at particular times (e.g., after lunch) may indicate underlying issues, such as bullying or transportation problems.

Monitor chronic absenteeism: Students missing 10% or more of school days may risk falling academically and socially behind.

Develop targeted interventions: Attendance data can inform strategies to improve student engagement, such as mentoring, counseling, or academic support.

Evaluate the effectiveness of initiatives: Tracking attendance patterns can help assess the impact of new programs or policies to improve student engagement and attendance.

Identify systemic issues: Attendance data can reveal broader issues, such as transportation challenges or community factors, that may require collaborative solutions.

Foster parent-teacher communication: Regular attendance updates can facilitate conversations with parents, ensuring everyone knows attendance patterns and can work together to address concerns.

- **Behavioral Data:** Data on disciplinary incidents or behavior referrals can identify trends that may indicate the need for interventions or support services.
- **Course Performance Data:** Analyzing student grades and course completion rates can reveal patterns that may indicate areas where additional support is needed.
- **Survey Data:** Surveys of students, parents, and staff can provide insights into perceptions of school climate, safety, and the overall learning environment.
- **Program Evaluation Data:** Data from evaluations of specific programs or interventions can help assess their effectiveness and inform decisions about resource allocation.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

LCAP Goal 1: Create equitable access to educational opportunities that will lead to academic success**CAASPP ELA****Average Distance from Standard:**

All Students will decrease distance from standard met from the baseline of ORANGE on the 2023 Dashboard by 13.8 points annually as measured by the CA School Dashboard, to be GREEN by 2026.
The stretch goal for All Students is to decrease 18.8 or more points annually as measured by the CA School Dashboard, to be BLUE by 2026.

English Learners will decrease distance from standard met from the baseline of ORANGE on the 2023 Dashboard by 19.1 points annually as measured by the CA School Dashboard, to be GREEN by 2026.
The stretch goal for All Students is to decrease 24.1 or more points annually as measured by the CA School Dashboard, to be BLUE by 2026.

Long Term English Learners will decrease distance from standard met from the baseline of N/A on the 2023 Dashboard by N/A points annually as measured by the CA School Dashboard, to be COLOR by 2026.
The stretch goal for Long Term English Learners is to decrease N/A or more points annually as measured by the CA School Dashboard, to be COLOR by 2026.

Homeless Students will decrease distance from standard met from the baseline of N/A on the 2023 Dashboard by NA points annually as measured by the CA School Dashboard, to be COLOR by 2026.
The stretch goal for Homeless Students is to decrease N/A or more points annually as measured by the CA School Dashboard, to be COLOR by 2026.

Foster Students will decrease distance from standard met from the baseline of N/A on the 2023 Dashboard by N/A points annually as measured by the CA School Dashboard, to be COLOR by 2026.
The stretch goal for Foster Students is to decrease N/A or more points annually as measured by the CA School Dashboard, to be COLOR by 2026.

Socioeconomically Disadvantaged Students will decrease distance from standard met from the baseline of ORANGE on the 2023 Dashboard by 5.6 points annually as measured by the CA School Dashboard, to be GREEN COLOR by 2026.
The stretch goal for Socioeconomically Disadvantaged Students is to decrease 20.6 or more points annually as measured by the CA School Dashboard, to be BLUE COLOR by 2026.

Students with Disabilities will decrease distance from standard met from the baseline of Red on the 2023 Dashboard by 54.9 points annually as measured by the CA School Dashboard, to be GREEN COLOR by 2026.
The stretch goal for Students with Disabilities is to decrease 59.9 or more points annually as measured by the CA School Dashboard, to be BLUE COLOR by 2026.

CAASPP Math**Average Distance from Standard:**

All Students will decrease distance from standard met from the baseline of ORANGE on the 2023 Dashboard by 16.1 points annually as measured by the CA School Dashboard, to be COLOR by 2026.
The stretch goal for All Students is to decrease 24.5 or more points annually as measured by the CA School Dashboard, to be BLUE by 2026.

English Learners will decrease distance from standard met from the baseline of ORANGE on the 2023 Dashboard by 18.9 points annually as measured by the CA School Dashboard, to be COLOR by 2026.
The stretch goal for All Students is to decrease 27.3 or more points annually as measured by the CA School Dashboard, to be BLUE by 2026.

Long Term English Learners will decrease distance from standard met from the baseline of N/A on the 2023 Dashboard by N/A points annually as measured by the CA School Dashboard, to be COLOR by 2026.
The stretch goal for Long Term English Learners is to decrease N/A or more points annually as measured by the CA School Dashboard, to be COLOR by 2026.

Homeless Students will decrease distance from standard met from the baseline of N/A on the 2023 Dashboard by N/A points annually as measured by the CA School Dashboard, to be COLOR by 2026.
The stretch goal for Homeless Students is to decrease N/A or more points annually as measured by the CA School Dashboard, to be COLOR by 2026.

Foster Students will decrease distance from standard met from the baseline of N/A on the 2023 Dashboard by N/A points annually as measured by the CA School Dashboard, to be COLOR by 2026.
The stretch goal for Foster Students is to decrease N/A or more points annually as measured by the CA School Dashboard, to be COLOR by 2026.

Socioeconomically Disadvantaged Students will decrease distance from standard met from the baseline of ORANGE on the 2023 Dashboard by 8.4 points annually as measured by the CA School Dashboard, to be GREEN COLOR by 2026.
The stretch goal for Socioeconomically Disadvantaged Students is to decrease 26.7 or more points annually as measured by the CA School Dashboard, to be BLUE COLOR by 2026.

Students with Disabilities will decrease distance from standard met from the baseline of RED on the 2023 Dashboard by 52.7 points annually as measured by the CA School Dashboard, to be GREEN COLOR by 2026.
The stretch goal for Students with Disabilities is to decrease 61 or more points annually as measured by the CA School Dashboard, to be BLUE COLOR by 2026.

ELPAC:

Student performance on the ELPAC will increase to:

Current Data:

13.05% of students scoring at Level 4 - Well Developed
34.20% of students scoring at Level 3 - Moderately Developed
34.99% of students scoring at Level 2 - Somewhat Developed
17.75% of students scoring at Level 1 - Minimally Developed

CAASPP ELA

All Students

2023 Baseline: -46.4	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	13.8	-32.6	Orange
3 Year Growth	13.8	-4.9	Green

English Learner

2023 Baseline: 46.1	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	6.3	52.4	Green
3 Year Growth	6.3	65	Blue

Long Term English Learners

2023 Baseline:	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth			
3 Year Growth			

Homeless Students

2023 Baseline:	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth			
3 Year Growth			

Foster Students

2023 Baseline:	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth			
3 Year Growth			

Socioeconomically Disadvantaged Students

2023 Baseline: 18.4	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	5.6		Green
3 Year Growth	20.6		Blue

Students with Disabilities

2023 Baseline: 52.7	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	54.9		Green
3 Year Growth	59.9		Blue

CAASPP Math**All Students**

2023 Baseline: -73.4	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	16.1	-57.3	Yellow
3 Year Growth	16.1	-25	Green

English Learner

2023 Baseline: -81.8	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	18.9	-62.9	Yellow
3 Year Growth	18.9	-25	Green

Long Term English Learners

2023 Baseline:	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth			
3 Year Growth			

Homeless Students

2023 Baseline: NA	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth			
3 Year Growth			

Foster Students

2023 Baseline: NA	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth			
3 Year Growth			

Socioeconomically Disadvantaged Students

2023 Baseline: -80.2	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	18.4	-61.8	Green
3 Year Growth	26.7	0	Blue

Students with Disabilities

2023 Baseline: -183.1	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	52.7	-130.4	Green
3 Year Growth	61	-25	Blue

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal: Create equitable access to educational opportunities that will lead to academic success

Identified Need

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

In analyzing the 2022 -2023 CAASPP data, we found that 32.16% of all students met the standard in English Language Arts and 21.13% of all students met the standard in Mathematics. SBAC and district assessments in ELA and Mathematics were below expectations indicating a need for more support for struggling students. Our student group CAASPP data indicated:

- * Latino/Hispanic 32.13% met the standard in ELA; 21.04% met the standard in Mathematics.
- * Socio-economically Disadvantaged data 29.61% of student met the standard in ELA; 19.59% met the standard in Mathematics.
- * English Learners 14.42% met the standard in ELA and 11.96% in Mathematics.
- * Students with Disabilities 2.86 met the standard in ELA; 0% met the standard in Mathematics
- * Reclassified Fluent English Proficient (RFEP) - 55.09% met the standard in ELA; 38.14% met the standard in Mathematics
- * Chronic absenteeism - 38.6%

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA (Priority 4) CA Dashboard 32.16 % of students that met or exceeded the standard	CAASPP ELA – 2023 CA School Dashboard: 32.16% of students that met or exceeded the standard All: 32.16 % EL: 14.42 % LTEL: 5.56 % HOM: Data not available due to privacy agreement FY: Data not available due to privacy agreement SED: 29.61 % SWD: 2.86 %	CAASPP ELA – 2026 CA School Dashboard: 50% of students that met or exceeded the standard All: 13.8 points annually over three years EL: 19.1 points annually over three years LTEL: HOM: NA FY: NA SED: 15.6 points annually over three years SWD:
CAASPP Math (Priority 4) CA Dashboard 21.13 % of students that met or exceeded the standard	CAASPP Math – 2023 CA School Dashboard: 21.13% of students that met or exceeded the standard All: 21.13 % EL: 11.96 % LTEL: 0 %	CAASPP Math – 2026 CA School Dashboard: 45% of students that met or exceeded the standard All: 16.1 points annually over three years

	<p>HOM: Data not available due to privacy agreement FY: Data not available due to privacy agreement SED: 19.59 % SWD: 0%</p>	<p>EL: 18.9 points annually over three years LTEL: HOM: NA FY: NA SED: 18.4 points annually over three years SWD: 52.7 points annually over three years</p>
English Learner Progress Indicator (ELPI) (Priority 4) CA Dashboard	<p>ELPI 2023 CA School Dashboard: 46.1 %</p>	<p>ELPI 2026 CA School Dashboard: 70%</p>
ELPAC (Priority 4)	<p>2023 ELPAC:</p> <p>Level 4 – Well Developed: 13.05%</p> <p>Level 3: Moderately Developed: 34.20%</p> <p>Level 2: Somewhat Developed: 34.99%</p> <p>Level 1: Beginning to Develop: 17.75%</p>	<p>2026 ELPAC:</p> <p>Level 4 – Well Developed: 30%</p> <p>Level 3: Moderately Developed: 40%</p> <p>Level 2: Somewhat Developed: 20%</p> <p>Level 1: Beginning to Develop: 10%</p>
EL Reclassification Rate – DataQuest – when Available (Priority 4)	<p>2022-23 Percent of Students Reclassified: %</p>	<p>2025-26 Percent of Students Reclassified:</p>
EL Reclassification Rate – local data (Priority 4)	<p>EL Reclassification Rate – local data (Ellevation) 7.16%</p>	<p>EL Reclassification Rate – local data 25%</p>
iReady (local Data)	<p>i Ready ELA: % of students that met or exceeded the standard</p> <p>All: 29 % EL: 13 % LTEL: % HOM: NA % FY: NA % SED: 19 % SWD: 2 %</p>	<p>i Ready ELA: % of students that met or exceeded the standard</p> <p>All: 60% EL:40% LTEL: HOM: FY: SED: 60% SWD: 10%</p>
iReady (local Data) Math	<p>i Ready Math: % of students that met or exceeded the standard</p> <p>All: 19 % EL: 11% LTEL: % HOM: NA %</p>	<p>i Ready Math: % of students that met or exceeded the standard</p> <p>All: 50% EL: 35% LTEL: HOM:</p>

	FY: NA % SED: 22% SWD: 0%	FY: SED: 40% SWD: 10%
SEL - School Climate Survey (grades 4-6)	SEL - School Climate Survey (Spring 2024) (grades 4-6): My school sets high expectations for my academic achievement. Strongly Agree/Agree: 88 %	SEL - School Climate Survey (Spring 2027) My school sets high expectations for my academic achievement. Strongly Agree/Agree: 95%
SEL - School Climate Survey (grades 4-6)	SEL - School Climate Survey (Spring 2024) (grades 4-6) My teachers understand my learning needs and work to address them. Strongly Agree/Agree: 84 %	SEL - School Climate Survey (Spring 2027) My teachers understand my learning needs and work to address them. Strongly Agree/Agree: 95%
SEL - School Climate Survey (grades 4-6)	SEL - School Climate Survey (Spring 2024) (grades 4-6) I regularly participate in hands-on learning activities or lessons that connect to the real-world. Strongly Agree/Agree: 73 %	SEL - School Climate Survey (Spring 2027) I regularly participate in hands-on learning activities or lessons that connect to the real-world. Strongly Agree/Agree: 90%
SEL - School Climate Survey (grades 4-6)	SEL - School Climate Survey (Spring 2024)(grades 4-6) My teachers talk to me about my academic progress. Strongly Agree/Agree: 79 %	SEL - School Climate Survey (Spring 2027) My teachers talk to me about my academic progress. Strongly Agree/Agree: 90%

Strategies/Activities

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

Strat egy/ Activi ty #	Title	Description	Students to be Served	Metric(s)	Proposed Expenditures
1.1a	Intervention for instruction in literacy and language development	Data-Driven Intervention Instruction: We will use data to inform our instruction and identify students who may need additional support. The support will be provided outside of the school day. This will involve regular assessments to monitor student progress and adjust instruction accordingly. Teachers will get paid extra services.	Students performing below grade level. ELLs SWD SED ALL	iReady diagnostic data CAASPP Data Chats SMART Goals Attendance Logs Student Surveys Pre- and Post assessments	8,814 Title I 3010 1000-1999: Certificated Personnel Salaries 1.1a
1.1b	Intervention for instruction in literacy and language development	Planning and/or delivering intervention instruction in literacy and language development will be provided. Instruction will be provided outside of the school day and compensated by extra services or by a trained sub to provide small group instruction focused on content standards. Extra Service Hours - 10 hours per session, one session per trimester. The goal is to have one teacher per grade level K-6. All students will be provided additional support as needed through various strategies and methods.	Students performing below grade level. ELLs SWD SED ALL	iReady diagnostic data CAASPP Data Chats SMART Goals Attendance Logs Student Surveys Pre- and Post assessments	13,000 LCFF Supplemental/Co ncentration 0701 1000-1999: Certificated Personnel Salaries 1.1b
1.3b	Extra Services/Stipends	Extra Services/stipends for special educational projects and events, such as Spelling Bee, STEAM, Science Night and Fair, History Day, AVID/Career Event (Title I), Authors Fair, Geometric Art and TJ model (LCFF).	Students performing below grade level. ELLs SWD SED ALL	iReady diagnostic data CAASPP Data Chats SMART Goals Participation Rates LCAP Family Survey	6,940 LCFF Supplemental/Co ncentration 0701 1000-1999: Certificated Personnel Salaries 1.3b
1.4b	Utilizing Safety Supervisors During Teacher Data Meetings	Provide extra services for safety supervisors to supervise students while teachers attend data chat sessions.	Students performing below grade level. ELLs SWD SED ALL	iReady diagnostic data	5,000 LCFF Supplemental/Co ncentration 0701 2000-2999: Classified Personnel Salaries 1.4b
1.5a	Instructional supplies and resources	Supplemental Instructional supplies and resources - Instructional supplies and resources necessary for supplemental instruction and intervention in core subjects, including material for	Students performing below grade level. ELLs	iReady diagnostic data CAASPP Data Chats SMART Goals	12,703 Title I 3010 4000-4999: Books And Supplies

		supplemental areas such as but not limited to, AVID supplies, STEAM implementation, VAPA, and supplemental PE activities.	SWD SED ALL	Student Surveys Pre- and Post assessments	1.5a
1.5b	Instructional supplies and resources	Supplemental Instructional supplies and resources - Instructional supplies and resources necessary for supplemental instruction and intervention in core subjects, including material for supplemental areas such as but not limited to, AVID supplies, STEAM implementation, VAPA, and supplemental PE activities.	Students performing below grade level. ELLs SWD SED ALL	iReady diagnostic data CAASPP Data Chats SMART Goals Student Surveys Pre- and Post assessments	11,129 LCFF Supplemental/Concentration 0701 4000-4999: Books And Supplies 1.5b

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Throughout the school year, the staff and SSC members met and evaluated our SPSA plan and modified actions as needed.

1.1 - Yes, teachers were provided the opportunity to attend the AVID Summer Institute

1.2 - No, in-person meetings/collaboration were limited due to a lack of available substitutes. Money was reallocated

1.3 - Yes, in-person supplemental learning experiences were provided for multiple grade levels with positive outcomes for students.

1.4 - Yes, school was able to participate in Spelling Bee

1.5 - No, staffing shortages prevented this

1.6 - Yes, site was able to purchase AVID student supplies, VAPA supplies, and supplemental instructional materials for special populations

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

Enhancing instructional practices, integrating technology into the curriculum for diverse learners, implementing intervention programs in the classroom, providing student support services, and increasing parent and community engagement. The differences in budgeted expenditures reflect the challenges and adjustments that may arise during the implementation process to meet the goal of improving academic success.

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.

A challenge was securing teacher coverage with substitutes due to sub shortages. As a result, funds will not be allocated in that capacity for this school year. Instead, safety supervisors will be paid extra services to provide student coverage while teachers attend data chat sessions.

Strategies/Activities: The strategies and activities implemented to achieve the goal will be adjusted based on the analysis of their effectiveness. For example, if a particular intervention was not as effective as expected, it may be replaced with a more effective strategy. New strategies may also be added to address emerging needs or challenges.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Coral Mountain Academy will provide equitable access to health and wellness to ensure social emotional and academic success with all learners including EL, SWD, and SED students.

Coral Mountain Academy will create a holistic and supportive environment that promotes social-emotional and academic success for all learners, including English Learners (EL), Students with Disabilities (SWD), and Students with Economic Disadvantage (SED).

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2: Provide equitable access to health and wellness to ensure social emotional and academic success.

Identified Need

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

Chronic absenteeism rates are higher than the state average, particularly among certain student groups. To reduce absenteeism, we have implemented attendance incentives and recognition programs, conducted home visits for chronically absent students, and provided support services for families facing barriers to attendance.

Areas in Need of Significant Improvement

Chronic Absenteeism: A review of local data reveals high rates of chronic absenteeism, particularly among:

Students from low-income households

English Language Learners (ELLs)

Students with disabilities

Attendance Gaps: Significant attendance gaps exist among student groups, including:

Higher absenteeism rates among students in foster care

Truancy: Local data indicates a need to address truancy

Steps Taken to Address These Areas

Attendance Interventions: We have implemented targeted interventions, including:

Personalized attendance plans for students with high absenteeism rates

Incentives for good attendance, such as reward programs and recognition

Family Engagement: We are working to increase family engagement through: Regular communication with parents/guardians about attendance, Parent-teacher conferences and attendance workshops

Student Support Services: We have expanded student support services, including: Counseling and mental health services, Academic support and tutoring

Community Partnerships: We are building partnerships with local community organizations to address attendance and truancy, including: Mentorship programs

After-school programs and activities

By acknowledging and addressing these areas of need, we aim to reduce absenteeism, improve student outcomes, and enhance our support for students and families.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rate TK – 8 (Priority 5)	<p>Chronic Absenteeism 2023 CA School Dashboard</p> <p>All: 38.6 % EL: 33.1 % LTEL: % HOM: NA % FY: NA % SED: 41.4 % SWD: 45.6 %</p> <p>2023-24 Chronic Absenteeism (local measure) August 24, 2023 – March 1, 2024: 29.10%</p>	<p>Chronic Absenteeism 2026 CA School Dashboard</p> <p>All: 5 % EL: 5 % LTEL: % HOM: NA % FY: NA % SED: 5 % SWD: 2.5 %</p> <p>2026-27 Chronic Absenteeism (local measure) August 24, 2026 – March 1, 2027: %</p>
Suspension Rate (Priority 6)	<p>2023 Suspension Rate CA School Dashboard</p> <p>All: 0.7 % EL: 0 % LTEL: % HOM: NA % FY: NA % SED: 0.8 % SWD: 0 %</p>	<p>2026 Suspension Rate CA School Dashboard</p> <p>All: % EL: % LTEL: % HOM: NA % FY: NA % SED: 0.5 % SWD: 0 %</p>
Expulsion Rate (Priority 6)	<p>2023 Expulsion Rate: DataQuest</p> <p>All: % EL: % LTEL: % HOM: % FY: % SED: % SWD: %</p>	<p>2026 Expulsion Rate: DataQuest</p> <p>All: % EL: % LTEL: % HOM: % FY: % SED: % SWD: %</p>
Attendance Rate (local measure) (Priority 5)	<p>2023-24 Attendance Rate</p> <p>2023-24 Attendance Rate August 24, 2023 – March 1, 2024</p> <p>A. Regular Program School Attendance rate: 92.02% B. Special Education Program School Attendance rate: 92.40% C. Overall Average Attendance Rate: 92.21%</p>	<p>2026-27 Attendance Rate</p> <p>2023-24 Attendance Rate August, 2026 – March 1, 2027</p> <p>A. Regular Program School Attendance rate: 92.09% B. Special Education Program School Attendance rate: 87.54% C. Overall Average Attendance Rate: 89.81%</p>
SEL Survey (local measure) (Priority 6)	SEL - School Climate Survey (Spring 2024)	SEL - School Climate Survey (Spring 2027)

Grades 4-6	I feel respected, accepted and welcomed at school. Strongly Agree/Agree: 83%	I feel respected, accepted and welcomed at school. Strongly Agree/Agree: 95 %
SEL Survey (local measure) (Priority 6) Grades 4-6	SEL - School Climate Survey (Spring 2024) I feel I am valued at school. Strongly Agree/Agree: 77%	SEL - School Climate Survey (Spring 2027) I feel I am valued at school. Strongly Agree/Agree: 95 %
SEL Survey (local measure) (Priority 6) Grades 4-6	SEL - School Climate Survey (Spring 2024) I feel safe at school. Strongly Agree/Agree: 81 %	SEL - School Climate Survey (Spring 2027) I feel safe at school. Strongly Agree/Agree: 95 %
SEL Survey (local measure) (Priority 6) Grades 4-6	SEL - School Climate Survey (Spring 2024) I have access to a safe place at school. Strongly Agree/Agree: 82%	SEL - School Climate Survey (Spring 2027) I have access to a safe place at school. Strongly Agree/Agree: 95 %

Strategies/Activities

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

Strategy/ Activity #	Title	Description	Students to be Served	Metric(s)	Proposed Expenditures
2.1b	Exploring Learning Beyond the Classroom: Enriching Education Through Field Trips	Standard-Based field trips—To engage students with school, they will be provided with opportunities to participate in field trips throughout the year.	All ELs SED SWD	School Climate Survey	5000 LCFF Supplemental/Concentration 0701
2.2b	Exploring Learning Beyond the Classroom: Enriching Education Through Assemblies	Standards-based SEL assemblies to promote student well being.	All ELs SED SWD	School Climate Survey	2000 LCFF Supplemental/Concentration 0701
2.3b	Exploring Learning Beyond the Classroom:	Attendance activities to increase student attendance.	All ELs SED	School Climate Survey	1500

	Enriching Education Through school-wide activities.		SWD		LCFF Supplemental/Concentration 0701 2000-2999: Classified Personnel Salaries
--	---	--	-----	--	---

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

The implementation of attendance incentives and recognition programs, home visits for chronically absent students, and support services for families facing barriers to attendance have resulted in a decrease in chronic absenteeism rates. More students are attending school regularly, leading to improved academic performance and a positive school culture.

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

Implementing community-building programs, student surveys on school culture, and social-emotional learning support has improved school climate and safety. Students report feeling safer and more supported at school, leading to a positive learning environment. All monies were spent as allocated.

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

The annual outcomes will be revised to reflect the progress made in each area and to set more specific targets for improvement.

The metrics used to measure progress towards the goal will be reviewed and revised as needed to ensure they accurately reflect student outcomes. For example, additional metrics may be added to measure progress in specific sub groups or to track the effectiveness of new interventions.

The strategies and activities implemented to achieve the goal will be adjusted based on the analysis of their effectiveness. For example, if certain interventions were not as effective as expected, they may be replaced with more effective strategies. Additionally, new strategies may be added to address emerging needs or challenges, such as Restorative Practice, and Parent workshops addressing barriers to attendance.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Coral Mountain Academy will strengthen parent and community partnership by improving with communication, workshops, and committees that are available for parents.

Coral Mountain Academy will strengthen parent and community partnerships, leading to a more supportive and engaged school community.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3: Strengthen parent and community partnerships through effective communication for student success.

Identified Need

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

LCAP Goal 3 focuses on the importance of building strong partnerships between schools and parents/community members to support student success. Effective communication is key to achieving this goal. Here are some strategies that CMA might use to strengthen parent and community partnerships:

1. Regular Communication Channels: Establishing regular channels of communication, such as newsletters, emails, and social media updates, to keep parents and community members informed about school activities, events, and achievements.
2. Parent Workshops and Training: Offering workshops and training sessions for parents on topics such as academic support, parenting skills, and college and career readiness to help them support their children's educational journey.
3. Community Engagement Events: Organizing community events, such as open houses, family nights, and community forums, to engage parents and community members in school activities and decision-making processes.
4. Volunteer Programs: Creating opportunities for parents and community members to volunteer in classrooms, school events, and programs to strengthen their involvement in the school community.
5. Parent Advisory Committees: Establishing parent advisory committees or similar structures to gather input and feedback from parents and community members on school policies, programs, and initiatives.
6. Language and Cultural Support: Providing language and cultural support for non-English-speaking parents and community members to ensure they can fully participate and engage with the school community.
7. Feedback Mechanisms: Implementing feedback mechanisms, such as surveys or suggestion boxes, to gather input from parents and community members on how to improve communication and partnership efforts.

By implementing these strategies, CMA can strengthen their partnerships with parents and community members, ultimately leading to improved student outcomes.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at Back to School Night	2023-24 Attendance at Back to School Night 80%	2026-27 Attendance at Back to School Night 95%
Attendance at Parent Liaison Workshops	2023-24 Attendance at Parent Liaison Workshops 10%	2026-27 Attendance at Parent Liaison Workshops 95%
Attendance at Coffee with the Principal	2023-24 Attendance at Coffee with the Principal 5%	2026-27 Attendance at Coffee with the Principal 50%
Attendance at ELAC Meetings:	2023-24 Attendance at ELAC Meetings: 5%	2026-27 Attendance at ELAC Meetings: 40%
LCAP Family Survey My student's teachers communicate their academic progress to their students and their families regularly.	Spring 2024 LCAP Family Survey My student's teachers communicate their academic progress to their students and their families regularly. Strongly Agree/Agree: 43% strongly agree	Spring 2027 LCAP Family Survey My student's teachers communicate their academic progress to their students and their families regularly. Strongly Agree/Agree: 90%
LCAP Family Survey My culture, opinions, and input are valued at my student's school.	Spring 2024 LCAP Family Survey My culture, opinions, and input are valued at my student's school. Strongly Agree/Agree: 37% Strongly Agree	Spring 2027 LCAP Family Survey My culture, opinions, and input are valued at my student's school. Strongly Agree/Agree: 90%
LCAP Family Survey I consistently receive information and updates from the school/district.	Spring 2024 LCAP Family Survey I consistently receive information and updates from the school/district. Strongly Agree/Agree: 41% strongly agree	Spring 2027 LCAP Family Survey I consistently receive information and updates from the school/district. Strongly Agree/Agree: 90%
LCAP Family Survey	Spring 2024 LCAP Family Survey	Spring 2027 LCAP Family Survey

The school/district provides opportunities for parent involvement and to provide input for decision-making.	The school/district provides opportunities for parent involvement and to provide input for decision-making. Strongly Agree/Agree: 35% strongly agree	The school/district provides opportunities for parent involvement and to provide input for decision-making. Strongly Agree/Agree: 90%
LCAP Family Survey As a parent/guardian, I feel welcomed visiting my student's school.	Spring 2024 LCAP Family Survey As a parent/guardian, I feel welcomed visiting my student's school. Strongly Agree/Agree: 42 % strongly agree	Spring 2027 LCAP Family Survey As a parent/guardian, I feel welcomed visiting my student's school. Strongly Agree/Agree: 90%
LCAP Family Survey I understand my legal rights and can advocate for my student and all students.	Spring 2024 LCAP Family Survey I understand my legal rights and can advocate for my student and all students. Strongly Agree/Agree: 42% Strongly agree	Spring 2027 LCAP Family Survey I understand my legal rights and can advocate for my student and all students. Strongly Agree/Agree: 90%

Strategies/Activities

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

Strat egy/ Activi ty #	Title	Description	Students to be Served	Metric(s)	Proposed Expenditures
3.1a	Plan, Attend, or Conduct Professional Development for Parents	Extra services for staff to plan, attend, or provide P.D. to parents to improve student engagement.	All ELs SWD SED	Monitoring will be done by the types of training provided and/or attended and number of attendees.	6000 Title I 3010 2000-2999: Classified Personnel Salaries 3.1a
3.2b	Assist Parents with accessing online registration	Extra services for office staff to assist parents with accessing online registration.	All ELs SWD SED	LCAP Family Survey	9500 LCFF Supplemental/Co ncentration 0701 2000-2999: Classified Personnel Salaries 3.2b

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

The overall implementation of strategies and activities to achieve LCAP Goal 3, which focuses on strengthening parent and community partnerships through effective communication for student success, has been comprehensive and impactful. These efforts have played a crucial role in enhancing collaboration between schools, parents, and the community, ultimately leading to improved student outcomes.

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

Hosting parent engagement events, such as workshops or family nights, may require more funding than budgeted if there are additional costs for rentals, materials, or refreshments.

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

Based on the analysis of the implementation and effectiveness of strategies/activities to achieve LCAP Goal 3 (strengthening parent and community partnerships through effective communication for student success), several changes will be made to the goal, annual outcomes, metrics, and strategies/activities in the Single Plan for Student Achievement (SPSA). These changes are aimed at improving communication strategies and strengthening partnerships with parents and the community.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Coral Mountain Academy will provide professional learning to build the capacity of all staff to enhance learning.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4: Provide professional learning to build the capacity of all staff to enhance learning.

Identified Need

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

Areas in Need of Significant Improvement

Student Achievement Gaps: A review of local data reveals significant performance gaps among student groups on Dashboard indicators, particularly in reading and mathematics proficiency. Specifically:

English Language Learners (ELLs) are underperforming compared to their non-ELL peers.

Students from low-income households are struggling to meet proficiency standards.

Students with disabilities are not meeting grade-level expectations.

Low Performance in Mathematics: Dashboard data indicates that mathematics proficiency is an area of low performance across all student groups.

College and Career Readiness: Local data shows that many students are not meeting college and career readiness standards, indicating a need for improved preparation and support.

Steps Taken to Address These Areas

ELL Support: We have implemented targeted interventions and additional support services for ELLs, including bilingual staff and language acquisition programs.

Mathematics Professional Development: Teachers have received training in research-based mathematics instructional strategies to improve student outcomes.

Differentiated Instruction: Teachers are receiving coaching and support to develop differentiated instruction to meet the needs of diverse learners, including students with disabilities.

College and Career Readiness Initiatives: We have expanded our college and career readiness programs, including mentorship, internship opportunities, and career exploration resources.

Retrain SDC teacher in UCI math in all grade levels.

Professional Development in number talks

By acknowledging and addressing these areas of need, we aim to improve student outcomes, reduce achievement gaps, and enhance teacher practice.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PD on implementation of MTSS instructional strategies.	Currently 0% of teachers are implementing MTSS identified instructional strategies Baseline 23-24	75% of my teachers will be implementing MTSS strategies from PD by 26-27
<p>Observation of number talks being implemented in the classroom- Teacher Facilitation: Is the teacher effectively facilitating the Number Talk, encouraging student participation and discussion? Is the teacher using open-ended questions to prompt student thinking and exploration? Student Engagement: Are students actively engaged in the Number Talk, sharing their thoughts and ideas? Are students listening to and responding to their peers' thinking? Mathematical Discourse: Is mathematical language and terminology being used accurately and appropriately? Are students using visual representations, such as number lines or hundreds charts, to support their thinking?</p>	Currently 10% of my teachers are implementing number talks during the 23-24 school year.	75% of CMA teachers will implement number talks strategies by the 26-27 school year.

Strategies/Activities

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

Strategy/ Activity #	Title	Description	Students to be Served	Metric(s)	Proposed Expenditures
4.1	Professional Development	<p>Implementing a Balanced Literacy Approach: We will implement a balanced literacy approach that includes explicit instruction in reading, writing, speaking, and listening skills. This will involve providing professional development for teachers on effective MTSS literacy instruction strategies.</p> <p>To support this goal, we will provide professional development for teachers on effective literacy instruction strategies. This professional development will focus on best practices for teaching reading, writing, speaking, and listening, as well as strategies for differentiating instruction to meet the diverse needs of our students.</p>	All EL SED SWD TK/K	Interim Assessment Blocks Pre- and post-assessment regarding changes in knowledge, skills, attitudes, and practices. Classroom observations/walkthroughs to assess changes in teaching practices and student engagement.	5881 LCFF Supplemental/Concentration 0701 None Specified

		<p>Through this professional development, teachers will learn how to create engaging and meaningful literacy experiences for students, integrate literacy instruction across all content areas, and use data to inform their instruction and meet the needs of all learners.</p> <p>By implementing a balanced literacy approach and providing ongoing professional development for teachers, we will ensure that our students develop the literacy skills they need to succeed academically and in life.</p>		<p>Feedback Surveys immediately after the professional development to assess satisfaction, relevance, and perceived impact.</p> <p>Student Achievement Data to determine if there are any observable improvements following the implementation of strategies learned during the professional development.</p>	
4.2	Professional Development	<p>Supporting professional development for math instruction is crucial for to enhance their teaching practices and stay updated on best MTSS practices. Here are some ways CMA will support professional development for math instruction:</p> <p>Workshops and Conferences: Organize or participate in workshops or conferences that focus on math instruction, pedagogy, and content.</p> <p>Coaching and Mentoring: Pair teachers with the math coach who can provide guidance, support, and feedback.</p> <p>Collaborative Planning: Encourage teachers to work together to plan and develop math lessons, share resources, and learn from each other.</p> <p>Lesson Study: Facilitate lesson study cycles where teachers observe, teach, and reflect on math lessons together.</p>	All EL SED SWD TK/K	<p>Math CAASPP data</p> <p>Classroom observations/walkthroughs to assess changes in teaching practices and student engagement.</p>	<p>2000 LCFF Supplemental/Concentration 0701 None Specified</p>

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$89,467.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

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

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

State or Local Programs	Allocation (\$)
LCFF Supplemental/Concentration 0701	\$61,950.00
Title I 3010	\$27,517.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$89,467.00

Total of federal, state, and/or local funds for this school: \$89,467.00

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
----------------	--------	---------

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental/Concentration 0701	61,950.00
Title I 3010	27,517.00

Expenditures by Budget Reference

Budget Reference	Amount
	7,000.00
1000-1999: Certificated Personnel Salaries	28,754.00
2000-2999: Classified Personnel Salaries	22,000.00
4000-4999: Books And Supplies	23,832.00
None Specified	7,881.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Supplemental/Concentration 0701	7,000.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental/Concentration 0701	19,940.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental/Concentration 0701	16,000.00
4000-4999: Books And Supplies	LCFF Supplemental/Concentration 0701	11,129.00
None Specified	LCFF Supplemental/Concentration 0701	7,881.00
1000-1999: Certificated Personnel Salaries	Title I 3010	8,814.00

2000-2999: Classified Personnel Salaries	Title I 3010	6,000.00
4000-4999: Books And Supplies	Title I 3010	12,703.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	57,586.00
Goal 2	8,500.00
Goal 3	15,500.00
Goal 4	7,881.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Michael Boomer	Principal
Lydia Guereca	Classroom Teacher
Christopher Duarte	Classroom Teacher
Michelle Ramos	Classroom Teacher
Paulina Arellano	Other School Staff
Bianca Lomeli	Parent or Community Member
Viridiana Vasquez	Parent or Community Member
Mariela Vargas	Parent or Community Member
Joanna Garcia	Parent or Community Member
Laura Nava	Parent or Community Member

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 5/22/24.

Attested:

	Principal, Michael Boomer on 5/22/24
	SSC Chairperson, Belle Becerra on 5/22/24