

School Year: **2023-24**



School Plan for Student Achievement (SPSA) Template

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

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

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

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

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Nellie N. Coffman Middle School
Address	34603 Plumley Rd. Cathedral City, CA 92234-6326
County-District-School (CDS) Code	33-67173-6059091
Principal	Melissa Galataud
District Name	Palm Springs Unified School District
SPSA Revision Date	7/1/2023 - 6/30/2024
Schoolsite Council (SSC) Approval Date	October 30, 2023
Local Board Approval Date	December 12, 2023

This certifies that updates to my SPSA are completed

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

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 2
- School Vision and Mission 4
- School Profile 4
- Purpose and Description..... 4
- Educational Partner Involvement 5
- Resource Inequities 6
 - Needs Assessment – Review of Performance 6
 - Reflections: Success 7
 - Reflections: Identified Need 8
- School and Student Performance Data 10
 - Student Enrollment..... 10
 - Student Population 12
 - Overall Performance 14
 - Academic Performance 15
 - Academic Engagement 20
 - Conditions & Climate..... 23
- Annual Review and Update 26
 - Goal 1 – Increased Academic Achievement 26
 - Goal 2 – Parent Engagement..... 34
 - Goal 3 – Safe and Healthy Learning Environment..... 38
- Goals, Strategies, & Proposed Expenditures 44
 - Goal 1 44
 - Goal 2..... 55
 - Goal 3..... 60
- Centralized Services for Planned Improvements in Student Performance 69
- Budget Summary and Consolidation 72
 - Budget Summary 72
 - Allocations by Funding Source..... 72
 - Other Federal, State, and Local Funds 72
 - Expenditures by Funding Source 73
 - Expenditures by Budget Reference 74
 - Expenditures by Budget Reference and Funding Source 75
- School Site Council Membership 76
- Recommendations and Assurances 77
- Title I and LCFF Funded Program Evaluation 78

School Vision and Mission

School Vision

The purpose of NCMS is to provide our students with a stimulating interactive learning environment in which to thrive. An integrated effort by all stakeholders will ensure that students become lifelong learners and reach their academic, social, and emotional potential. Through assessment, collaboration, interventions, and enrichment students will be provided with multiple opportunities for excellence and to find a pathway toward their goals. The mission of Nellie Coffman Middle School is to promote bilingualism, college to career readiness and the growth mindset all students need to persevere through their challenges.

School Profile

Nellie N. Coffman Middle School serves a diverse population of 960 6th, 7th and 8th grade students. Situated on the boundaries of Cathedral City and Rancho Mirage, the campus boasts sweeping views of the surrounding mountains. NCMS carries a proud tradition of academic excellence, pride in a bilingual student culture with strong connections to the community. Our efforts focus on assisting every student to reach their potential and to continuously improve our instructional approaches. We use district-approved curriculum to design instruction for our students in the California Common Core State Standards for their grade levels. We have a rich electives program designed to meet the adolescent learners need to explore. Students have multiple opportunities to experience a variety of integrated arts and fields of study that will lead them to high school academies that emphasize college and career readiness.

We provide Special Education services for students who qualify with special needs, including a program that teaches life skills and one that offers a 'Full Inclusion/Consult' delivery model that reflects grade level content and performance standards and ensures access to the core curriculum for all students. Students are then grouped for instructional purpose according to their assessed performance. Following assessment, students receive reading and/or mathematics instruction at their ability level utilizing a variety of service delivery models including small group instruction collaboration, and a variety of differentiated instructional strategies (Cooperative Learning, Direct Instruction, Peer Tutoring, Guided Reading/Lessons, etc.) Identified special education services are delivered through pull out programs or within the regular education classes through co-teaching, classroom support and/or consultation from special education personnel. The materials utilized for the collaboration model will be purchased jointly through the special education department and site funds.

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
- Additional Targeted Support and Improvement
- Homeless and SWD

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

School Involvement in the SPSA and Annual Review and Update:

SSC Election Dates and Results:

- Teacher nominations were taken on September 27th, 2022. Voting occurred through Google Form from September 28th, 2022 and form results shared with staff. 3 new teachers were elected: Shannon Aguilar, Saul Escobedo and Sara Hadley.
- Parent nominations were submitted via a Google Form that was sent to all families. Aratzi Pineda and Rosalba Junco were nominated and elected on September 28th, 2022.
- There was 1 student nominated and elected to fill one vacancy: MaryJane Acosta. Google Form voting took place during the ASB class period from September 28th, 2022

SSC Meeting Dates and Topics:

September 28, 2022--SSC Training followed by first meeting. Review of SSC bylaws, Election of Officers, CAASPP data presentation, and next steps overview for funding revisions took place.

October 11, 2022--2nd Modifications and adjustments to 2022-2023 SPSA were discussed, Proposals and Approval of Additional Title I Fund Allocation were discussed, Professional Developments Plans were discussed, and support for our LTEL and ARTEL students was shared, Parent Engagement Policy was reviewed and School-Parent Compact was reviewed. Overview of dashboard data, summative and formative assessment data, district LCAP and reflection/discussion/evaluation of services and actions funded through the SPSA

May 4th--Continued evaluation of SPSA actions and services and approval of 2023-24 SPSA and budget. Discussion of ATSI designation, sharing of input and feedback from students, families and staff.

May 19th--Final review of the 23-24 SPSA; emphasis on support for ATSI designated groups (Homeless and Students with Disabilities SWD).

ELAC Meeting Dates and Topics:

October 20th--Met with ELAC to discuss and receive input regarding SPSA revisions

February 10th--Met with ELAC to review CA Dashboard. Discussed various actions and their impact and received input on modifications and additions

May 3rd-- Met with ELAC to share summative and formative data and gather input regarding next steps, ATSI designation and support for Homeless and Students with Disabilities (SWD) subgroups

May 22nd--DELAC Report, Review of Parent/Family Involvement plan for the 23-24 School Year

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

March 8th--Overview of ATSI criteria, designation and subgroups data analysis (Homeless and SWD identified ATSI subgroups)

April 26th--ATSI Reflection and Feedback, ATSI Needs Assessment Part I

May 3rd-- ATSI Needs Assessment Part II (Root Cause Analysis and 5 Whys Activity/Data Analysis and Reflection)

Based on the evaluation of the implementation and effectiveness of the SPSA Actions (see Annual Evaluation and Needs Assessment section) and the review of the California School Dashboard, interim assessments, and Panorama Survey Input, the SSC recommended the following revisions to the SPSA for the 2023-2024 school year:

- Increase allocations to continue to provide professional development to support schoolwide implementation of AVID strategies to support academic achievement and along with PD to support social emotional learning, restorative justice and trauma informed practices.
- Increase allocations to fund teacher collaboration and planning of at least 3 major academic themed Family Nights to provide parent education of academic and social emotional learning while strengthening the school to home partnership.
- Continue to provide additional designated hours for a classified staff member to serve as a liaison to support parent connections to strengthen school to home communications.
- Continue funding for supervision aides to maintain student safety across campus.
- Continue funding an Intervention Teacher to provide math intervention during the day and expand STEM elective offerings made available to grades 7 and 8 which will provide vertical articulation for the already established 6th grade STEM program.

- Increase allocations to purchase materials and supplies to facilitate a school wide program of fostering self-efficacy and self management skills to address all students' social emotional learning (SEL), strengthening school culture and climate thereby improving chronic absenteeism rates.
- Increase allocations for Response to Interventions (RTI)/MTSS that is embedded during the school day to provide targeted, data-driven interventions to support student learning

Resource Inequities

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

Through our needs assessment we identified a resource inequity within our Homeless and Students with Disabilities (SWD) student groups. Based on the 2022 data from the California Dashboard, the Homeless and SWD subgroups have been identified as ATSI for the academic indicators of ELA, math and also chronic absenteeism. Among other student groups, the Homeless and SWD groups had the highest rates of absenteeism, Homeless: 32.8%; SWD: 26.5% compared to the other groups. Academic indicators for ELA included the following DfS points: Homeless: 71.9 below and SWD: 147.6 below. For math, there was a wider distance from standard gap with the Homeless subgroup scoring 113.2 below and SWD subgroup of 195 below.

In Goals 1-3 of our 2023-2024 plan, we have addressed this inequity involving the Homeless and SWD subgroups through the following specific actions:

- (Goal 1) Increased allocation for AVID training and PD to expand upon schoolwide implementation of AVID WICOR methodology in conjunction with district provided UDL PD focused on removing barriers for student learning.
- (Goal 1) Provide materials and supplies to support self-regulation, goal setting, SEL and provide scaffolds for executive functioning skills to support student learning and improve attendance.
- (Goal 2&3) Increased allocation for the planning of family events that strengthen the school to home connection. These major family events will include outreach opportunities where student and parent/guardians are strongly encouraged to attend engaging, interactive sessions for events such as Family Literacy Night (organized by the ELA Department), Night at the Museum (organized by the NCMS History Department) and a Night Under the STARS (Family STEAM Night incorporating math and science department participation). The objective of these outreach events is to build a strong sense of belonging among students and families, improve parent/school communication and educate families on the importance of school attendance.
- (Goal 3) Provide resources to strengthen positive rewards/MTSS schoolwide system to include student leaders collaborating with various staff members of the MTSS team to reinforce schoolwide expectations through positive on campus events, activities and enrichment activities off site to support SEL and college and career goals.

Needs Assessment – Review of Performance

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

Progress Area 1: ELA

For the English Language Arts indicator, the overall distance from standard (Dfs) for all students was -49.1 with a status of "Low." 3 subgroups also had a "Low" status with distance from standard performance points of the following: -52.3 (Hispanic), -49.7 (SED) and -7.6 (White).

Progress Area 2: English Learner Progress Indicator (ELPI)

For the English Learner Progress Indicator (ELPI), the overall status was in the "Medium" performance level with 54.5% of 336 total English Learners making progress towards English proficiency. The 54.5% includes 50% of English Learners who progressed by at least one ELPI level while 4.5% of English Learners maintained ELPI level 4. The data indicates positive growth towards English proficiency and reclassification.

Progress Area 3: Suspension Rate

The suspension rate for all students was 9% which fell under the "High" status level. Although considered "High", the suspension rate of 9% has demonstrated a gradual decline over the past several years on the California Dashboard. A notable improvement in the 2022 Dashboard data is two subgroups were designated with the "Medium" status level for suspension--Homeless and SWD subgroups. All other subgroups were categorized in the "High" status level.

Supporting Actions:

For the English Language Arts indicator, teachers worked in their grade level teams to deepen their PLC work. Substitute coverage for release days afforded teachers with additional time to use data to drive instruction while utilizing their Common Formative Assessments (CFAs) in a formative way. The professional development opportunities along with additional collaboration time for PLC time is essential. Specifically, teachers will use data to drive instruction, collaborate and reflect on common assessments and utilize similar strategies to equip students with the skills to engage in critical thinking at high levels.

Based on local district data reports, NCMS has the lowest suspension rate in comparison to other middle schools in the district. The 2022 California Dashboard data highlighted an overall rate of 9% which was significantly lower than previous years. The subgroups of Homeless and SWD students both had status levels of "Medium" which is a positive trend in suspension data. NCMS has a four times per week schoolwide advisory program with designated time for academic goal setting supports along with SEL lessons that address all aspects of SEL as measured by the Panorama Survey data. The MTSS team reviews data (academic, behavioral and social emotional) to strengthen tier 1, 2 and 3 supports schoolwide. Positive behavioral systems for recognizing positive behavior according to the schoolwide PRIDE matrix (Preparedness Respect Integrity Determination Empathy).

The ELPAC proficiency rate of 54.5% is indicative of the supports of the Integrated and Designated ELD supports provided to English Learners. Specifically, the AVID Excel program strategies that support English Learners and LTELs has been implemented across disciplines. Literacy strategies such as critical reading, academic language scripts and Academic Word List of the Week have provided a common language for all students, especially English Learners.

Reflections: Success

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

Chronic Absenteeism

Chronic absenteeism increased from 17.1% to 26.4% between 2018-19 and 2021-22, indicating that this is an area of need for NCMS. The Fall 2022 California School Dashboard indicates that the school and every student group performed in the lowest status level for the 2021-22 year. Specifically, the ATSI status reflects the Homeless and Students with Disabilities (SWD) subgroups with the highest rates of chronic absenteeism, 32.8 and 38.7%, respectively. According to the 2022 Dashboard, these same two subgroups reflected the lowest suspension rates further exemplifying the dichotomy of suspension and chronic absenteeism as two separate factors that do not have a causal relationship in terms of cause and effect. There are other underlying factors outside of suspension that have adversely affected the rate of chronic absenteeism for the Homeless and SWD sub groups. The 2022-23 district data as of May 2023 indicates improvement in that chronic absenteeism across subgroups continues to be an area in need of improvement.

Supporting Actions to address Chronic Absenteeism:

Plans for the 23-24 school year include allocations for increased hours to designate time for classified support in parent communications to increase parent awareness of the impact of attendance to academic performance and social emotional growth. Funds will also support planning of social emotional learning and academic goal setting materials to be utilized in the schoolwide advisory program to support self-regulation, executive functioning skills along with building a stronger sense of belonging to improve attendance and decrease chronic absenteeism rates. Plans are in place for a targeted approach to working with families, especially those of the Homeless student group, include increased time spent on parent outreach through phone calls, home visits and collaboration with teachers, counselors and other support staff. Plans for increased allocation for two campus supervision aides will serve to improve school safety and campus climate which will in turn improve chronic absenteeism rates for all students.

ELA and Math

In review of the 2022 state indicators from the California Dashboard, two subgroups (Homeless and SWD) were identified as ATSI. For ELA, the distance from standard were identified with a status of Very Low, Homeless: 71.9 below Dfs; SWD: 147.6 below Dfs. For math, the distance from standard were identified with a status of Very Low, Homeless: 113.2 below Dfs; SWD: 195 below Dfs. The math indicator for all groups fell under Very Low status levels with only one subgroup (White subgroup) receiving a Low status level.

Supporting Actions to Academic Performance (ELA and Math):

To support academic achievement (Goal 1) of the SPSA for the 2023-2024 school year, plans are in place to fund 1 intervention teacher who will provide embedded math intervention and supports during the school day. This will expand the during school day math intervention program to sixth and seventh grade students. The intervention program is modeled after the eighth grade math intervention program with in classroom supports and targeted data to provide students with targeted supports through the collaboration of math teachers and the intervention math teacher. The intervention teacher will also provide students with real world math application through a STEM 2 elective which will provide students exposed to STEM opportunities in 6th grade with rigorous, hands-on learning opportunities. Teachers in the ELA, Social Studies and Science departments will continue to build on and apply their knowledge from the professional development opportunities provided by the district on UDL strategies to remove the barriers for student learning. Increased allocations for AVID training and PD will support the school and district vision of teacher designed, student led and student centered learning. Teachers will continue to engage in lesson observations and collaborative debrief and reflective sessions within their PLCs and during additional planning time. The addition of a new WICOR Walk tool designed by teacher leaders will provide new opportunities for cross curricular/cross discipline sharing of best practices and observing active engagement in the classroom among colleagues. This work is essential in providing English Learners of all levels and students with disabilities to access the curriculum in rigorous ways with embedded scaffolds. Math teachers will collaborate and strengthen their vertical alignment across grade level teams through the Irvine Math Project. Renaissance Freckle and Accelerated Reader are programs that will provide teachers with additional data to support student learning. Schoolwide literacy will continue to be a focus for the 2023-2024 academic year with more outreach opportunities for parents with the planned expansion of departmental Family Nights.

Trimester grading data from the 2021-22 school year included a higher percentage of D-F rates, more than previous years. Additional funds will be allocated to support a full time intervention teacher to provide math

Reflections: Identified Need

intervention during the day for all grade levels while also providing students with increased opportunities to learn in an expanded STEM 2 elective offering. A schoolwide approach to support students in their social emotional learning and growth is needed, thus staff has voted to expand the schoolwide advisory program to four times per week. Specifically, a schoolwide approach to embedding self-efficacy and self management routines through the modeling and facilitation of binders and organizational materials that will be provided to every student at NCMS. The four times per week model will allow a more consistent time that is dedicated to the needs of all students as the school's tier 1 plan to providing academic, social and behavioral supports as part of the MTSS framework.

First trimester Renaissance STAR 2022 reading data along with CAASPP ELA scores from spring of 2022 highlight the need for supporting schoolwide literacy. The STAR Reading Proficiency Rate of 24.3% and the STAR Reading Current Student Growth Percentile (SGP) of 60.4% indicate a need to increase scores to show growth in academic achievement. Specifically, an increase of 4.7% is needed to meet the SGP school goal for 2022-2023. Additional Title 1 funds will be allocated to support purchasing supplemental books for the library and classroom libraries, allowing targeted students, specifically low income students, English learners, and foster youth to access resources to improve their literacy skills. Suspension data for the first trimester of the 2022-2023 school year indicates a need to provide students with tiered SEL support through schoolwide assemblies and programs to address anti-bullying, kindness and conflict resolution strategies. While NCMS currently has the lowest suspension rate across middle schools in PSUSD, the number of incidents involving physical altercations has been higher than previous years. The current suspension rate (YTD) for August and September 2022 is 1.89% with fifteen suspensions for 48900 a1 and a2 (fights). Additional funds will be allocated to support SEL programs for students and additional professional development for teachers to maximize outcomes through SEL strategies in the schoolwide advisory program. The STAR Math Proficiency Rate of 26.5% and the STAR Math Current Student Growth Percentile (SGP) of 59.8% indicate a need to increase scores to show growth in academic achievement. Specifically, an increase of 5.3% is needed to meet the SGP school goal for 2022-2023. Additional funds will also be allocated to support hands-on learning and math application through STEAM based learning as students problem solve in applying math skills in real world applications (tier 1 academic support). The STEM program has now expanded with offerings to students of all grades--6-8. The work of the intervention teachers has expanded to grades 6-8 to provide students with tier 2 and 3 academic supports.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	0.11%	0.21%	2	1	2
African American	1.9%	1.16%	1.36%	20	11	13
Asian	0.4%	0.11%	0.21%	4	1	2
Filipino	0.3%	0.53%	0.73%	3	5	7
Hispanic/Latino	90.4%	92.01%	92.24%	930	875	879
Pacific Islander	%	0.11%	0.21%		1	2
White	5.3%	4.73%	3.88%	54	45	37
Multiple/No Response	1.6%	1.26%	1.15%	16	12	11
	Total Enrollment			1,029	951	953

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	334	314	322
Grade 7	346	313	320
Grade 8	349	324	311
Total Enrollment	1,029	951	953

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	401	421	369	36.7%	39.9%	35.90%
Fluent English Proficient (FEP)	371	340	370	33.9%	32.2%	36.00%
Reclassified Fluent English Proficient (RFEP)	42	31	55	10.7%	7.7%	14.9%

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
951	98.6	37.5	0.6
Total Number of Students enrolled in Nellie N. Coffman Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	357	37.5
Foster Youth	6	0.6
Homeless	53	5.6
Socioeconomically Disadvantaged	938	98.6
Students with Disabilities	130	13.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	1.2
American Indian	1	0.1
Asian	1	0.1
Filipino	5	0.5
Hispanic	875	92.0
Two or More Races	12	1.3
Pacific Islander	1	0.1
White	45	4.7

Conclusions based on this data:

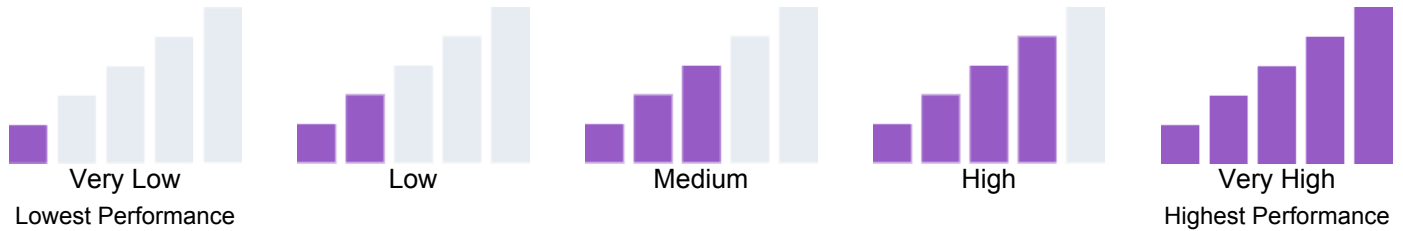
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School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts <p>Low</p>	Chronic Absenteeism <p>Very High</p>	Suspension Rate <p>High</p>
Mathematics <p>Very Low</p>		
English Learner Progress <p>Medium</p>		

Conclusions based on this data:

- 1.

School and Student Performance Data

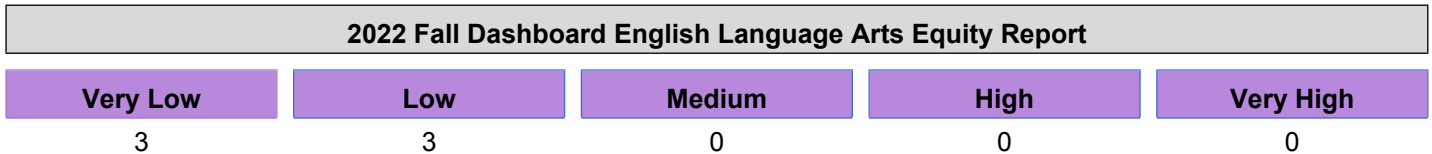
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

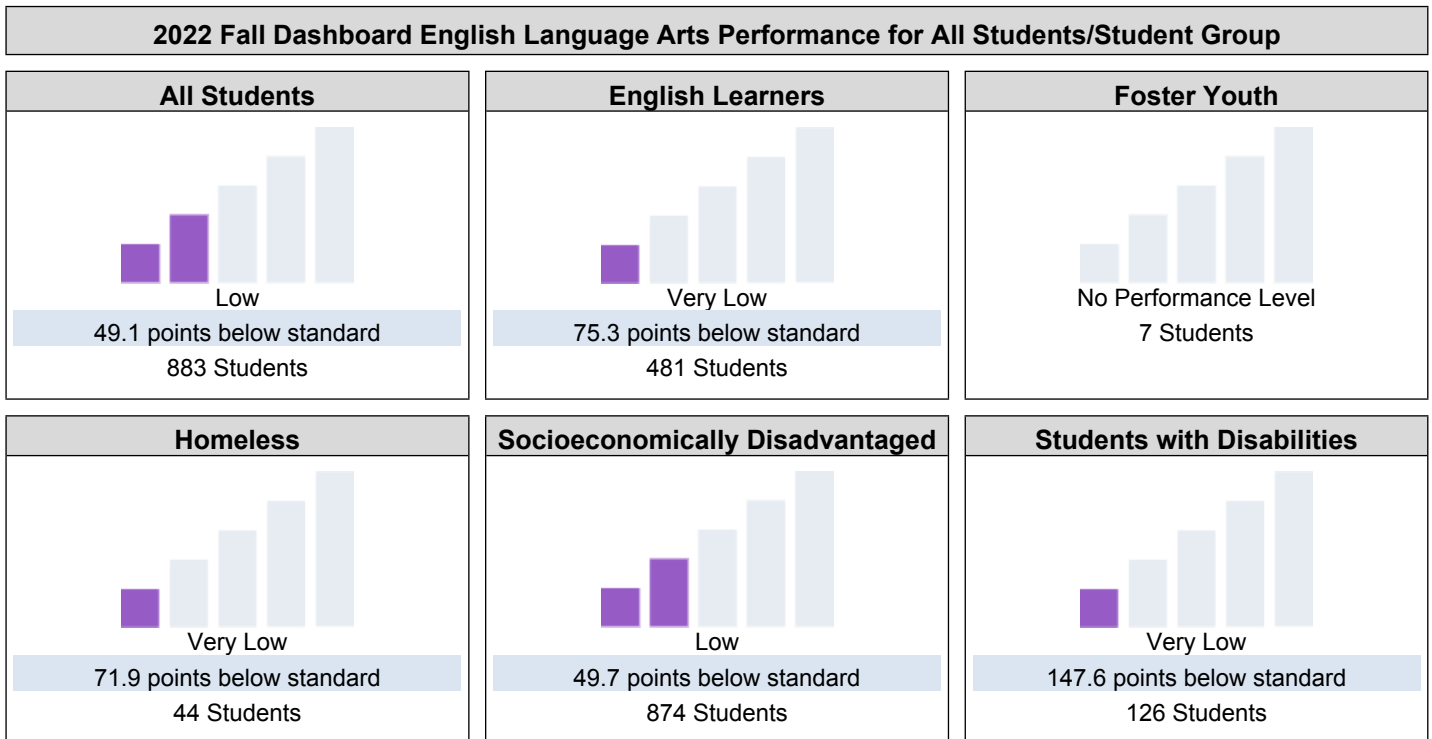
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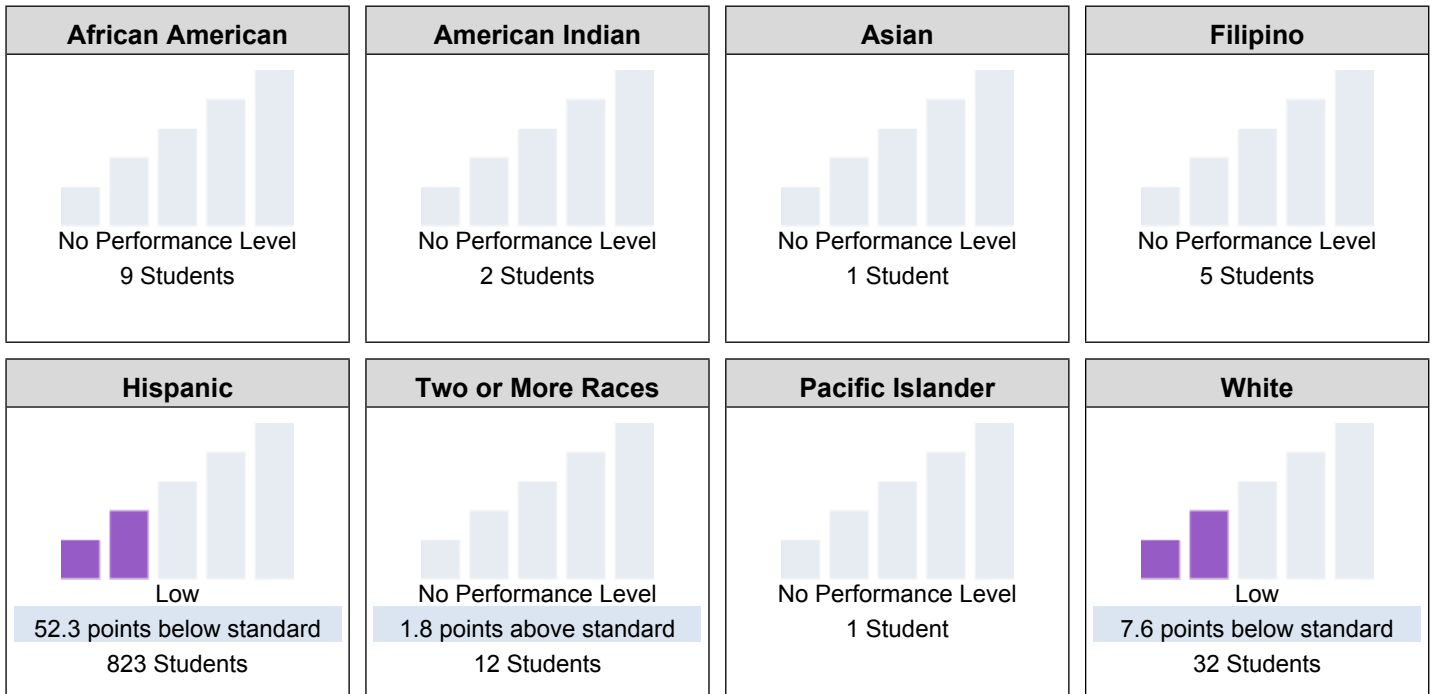
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
111.3 points below standard	0.2 points below standard	44.3 points below standard
325 Students	156 Students	233 Students

Conclusions based on this data:

- 1.

School and Student Performance Data

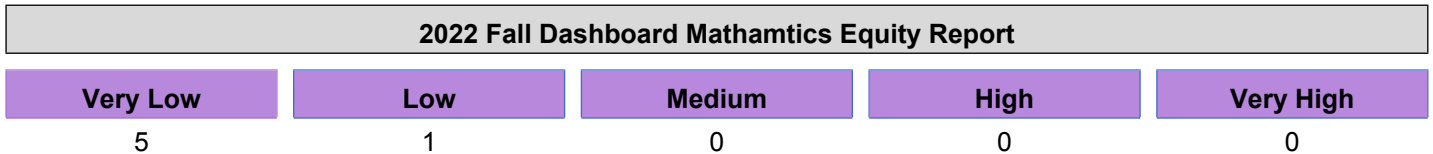
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

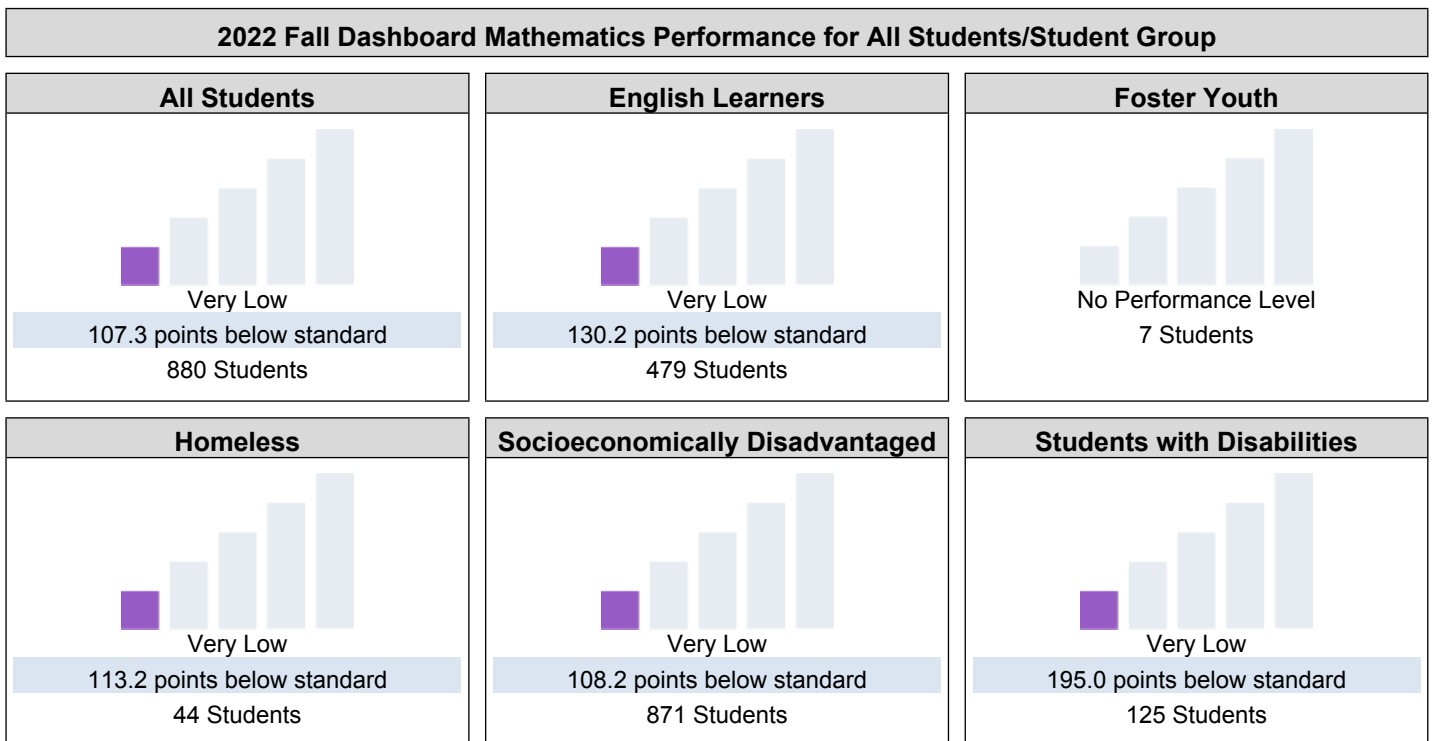
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



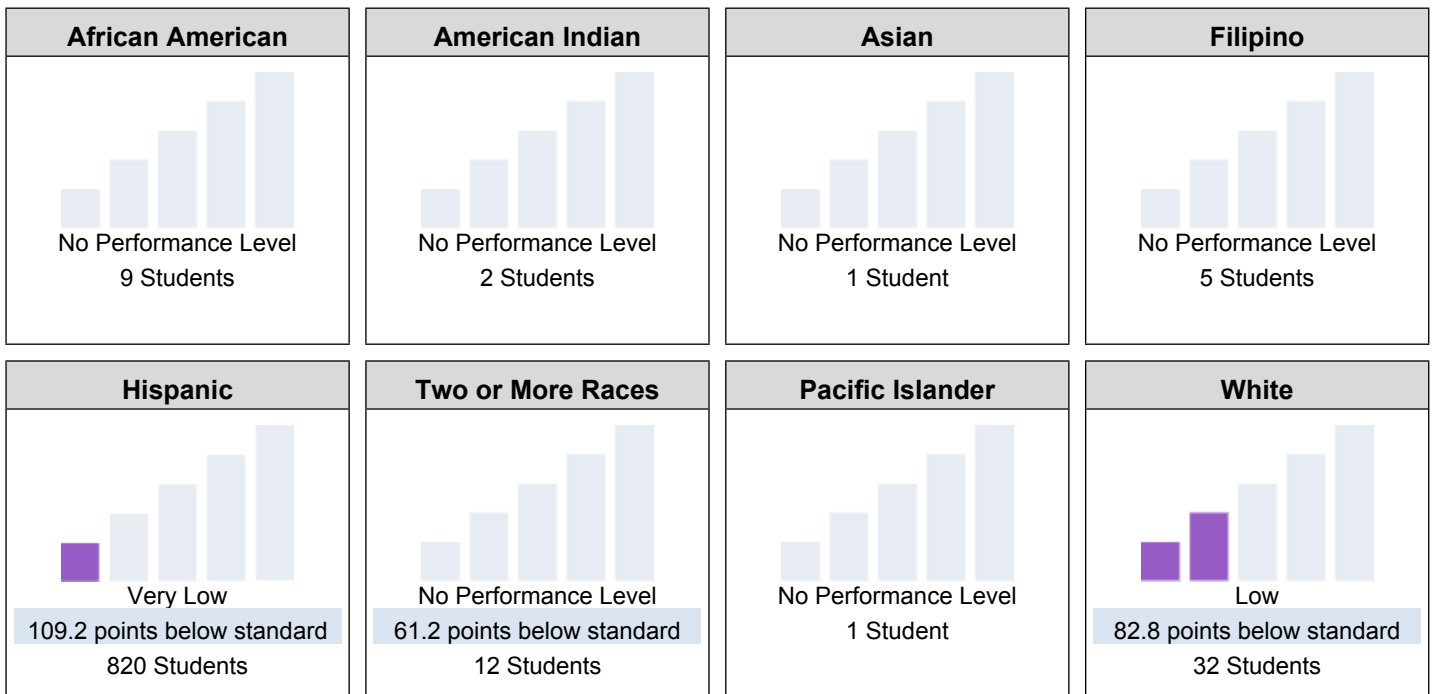
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff; padding: 2px;">158.1 points below standard</p> <p>323 Students</p>	<p style="background-color: #e6f2ff; padding: 2px;">72.2 points below standard</p> <p>156 Students</p>	<p style="background-color: #e6f2ff; padding: 2px;">105.4 points below standard</p> <p>232 Students</p>

Conclusions based on this data:

1.

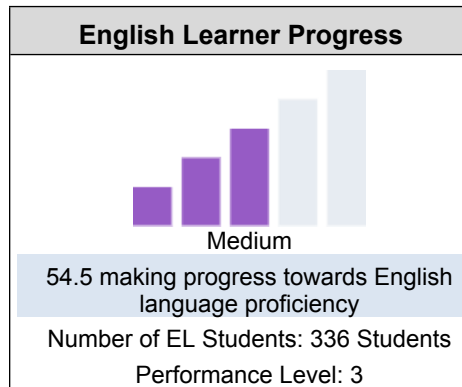
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 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.

2022 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
16.1%	29.5%	4.5%	50.0%

Conclusions based on this data:

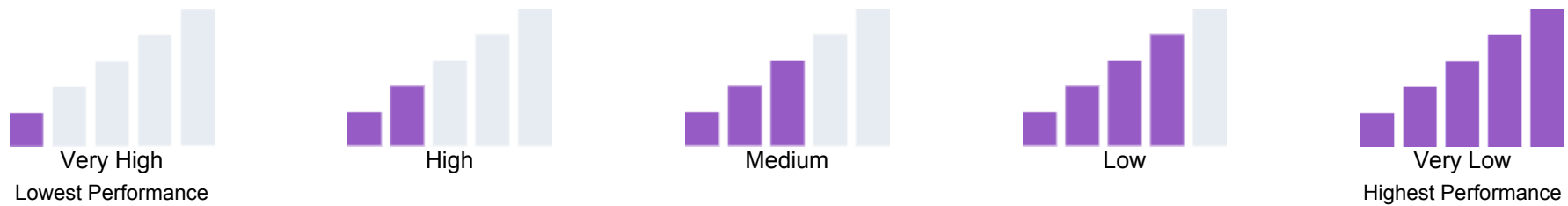
1.

School and Student Performance Data

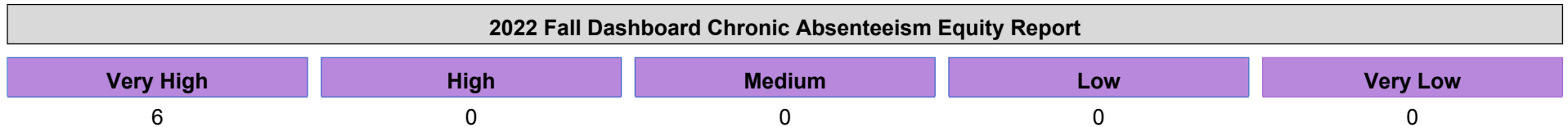
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

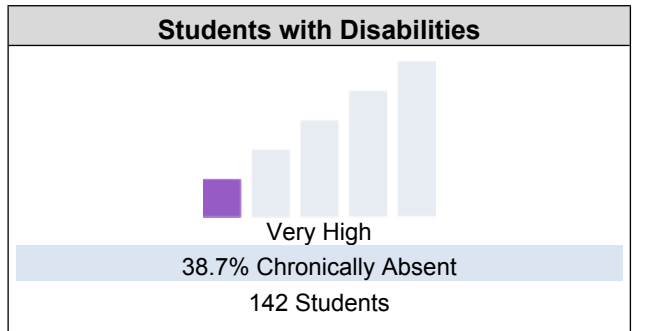
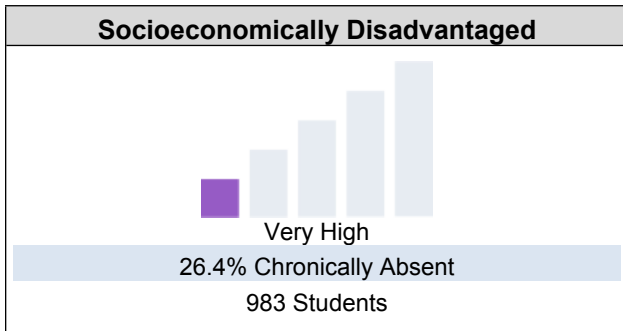
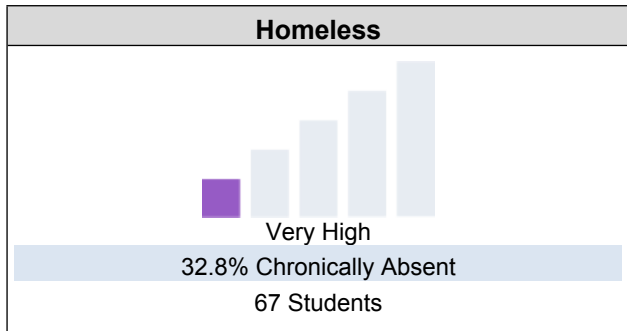
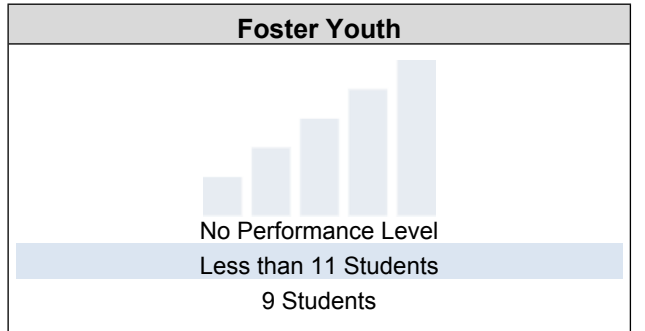
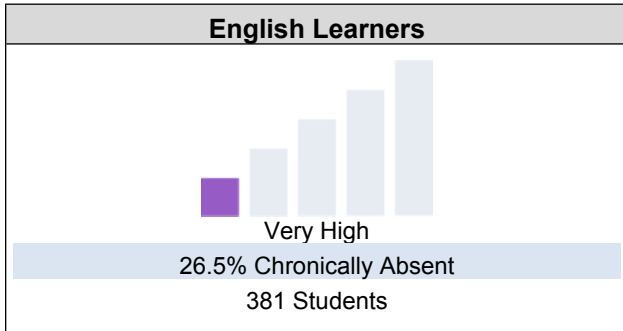
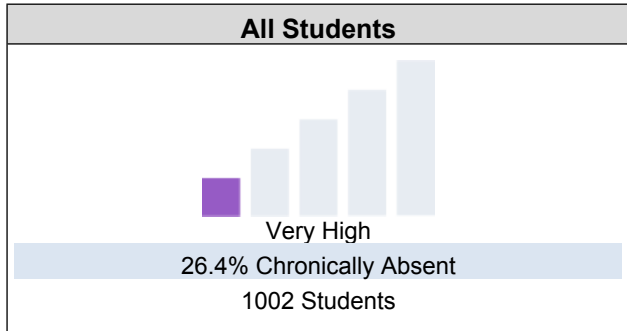


This section provides number of student groups in each level.

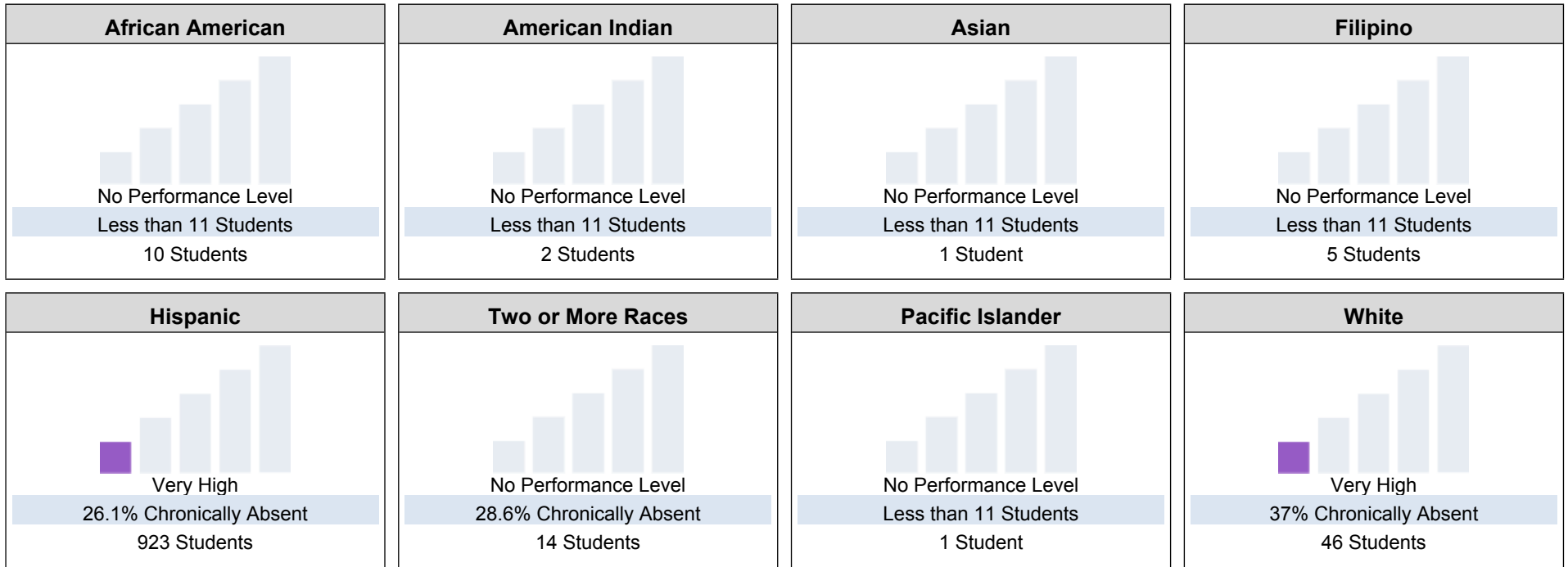


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

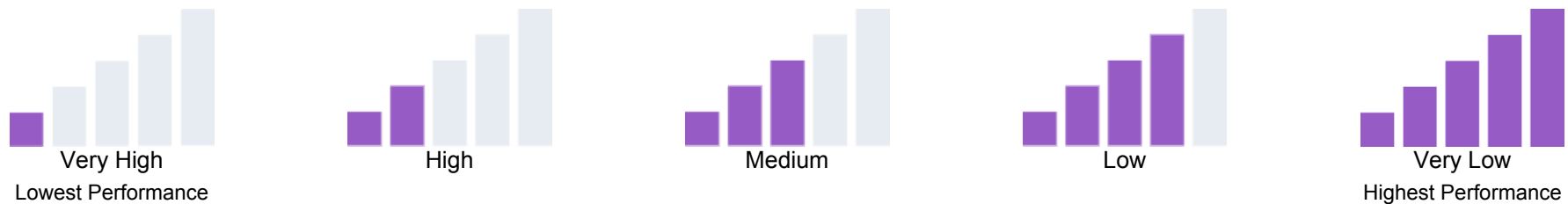
- 1.

School and Student Performance Data

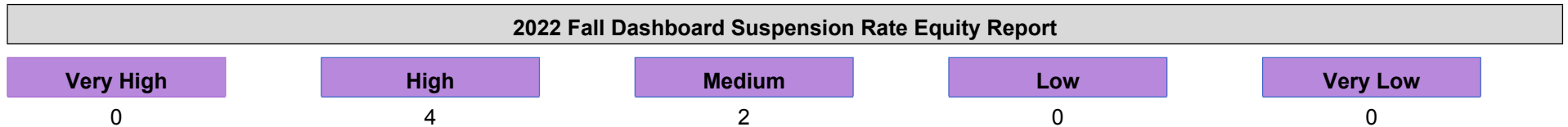
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

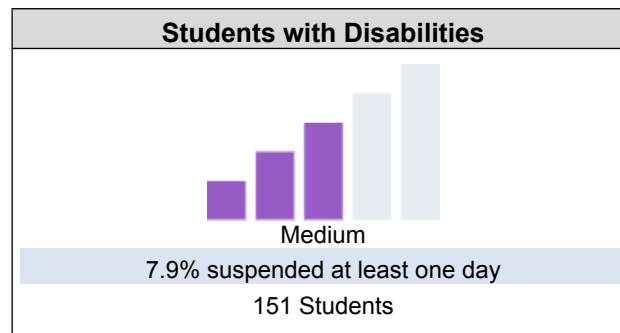
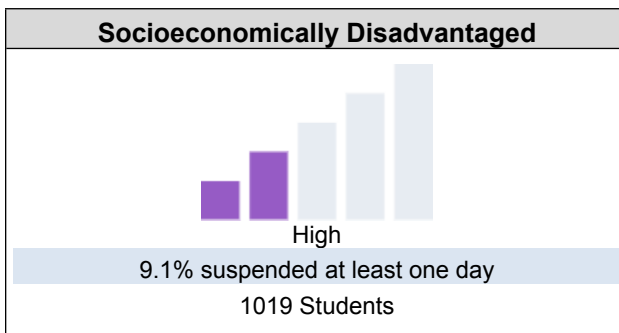
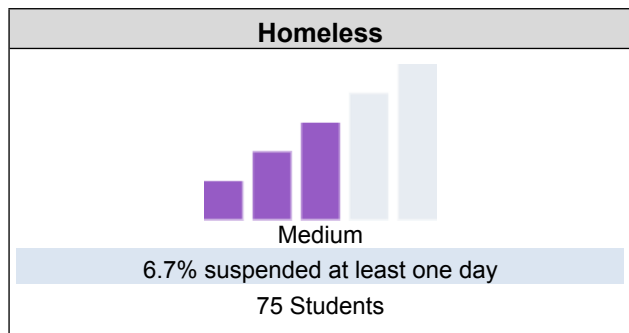
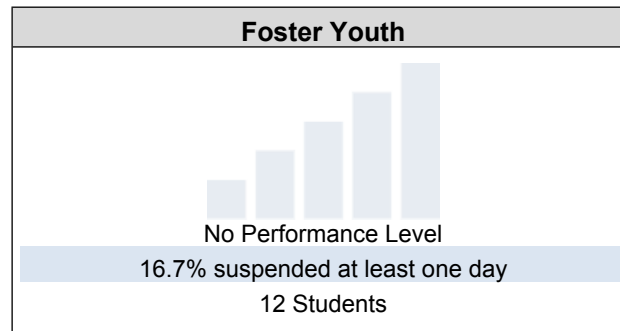
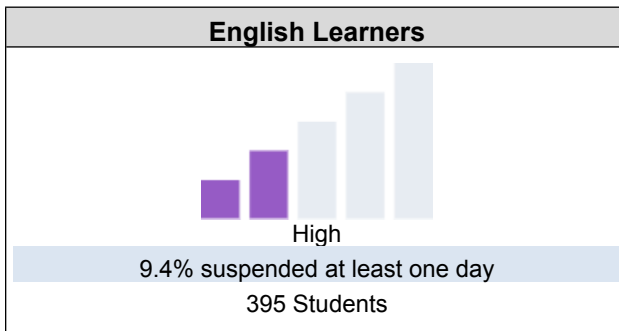
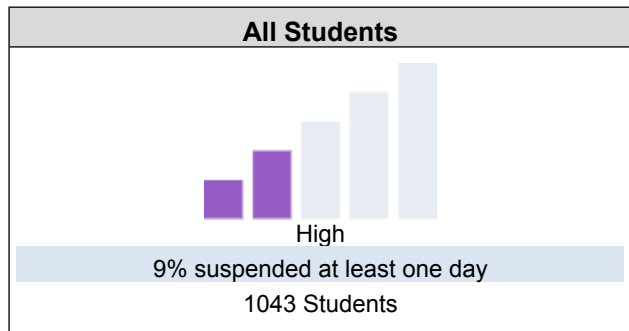


This section provides number of student groups in each level.

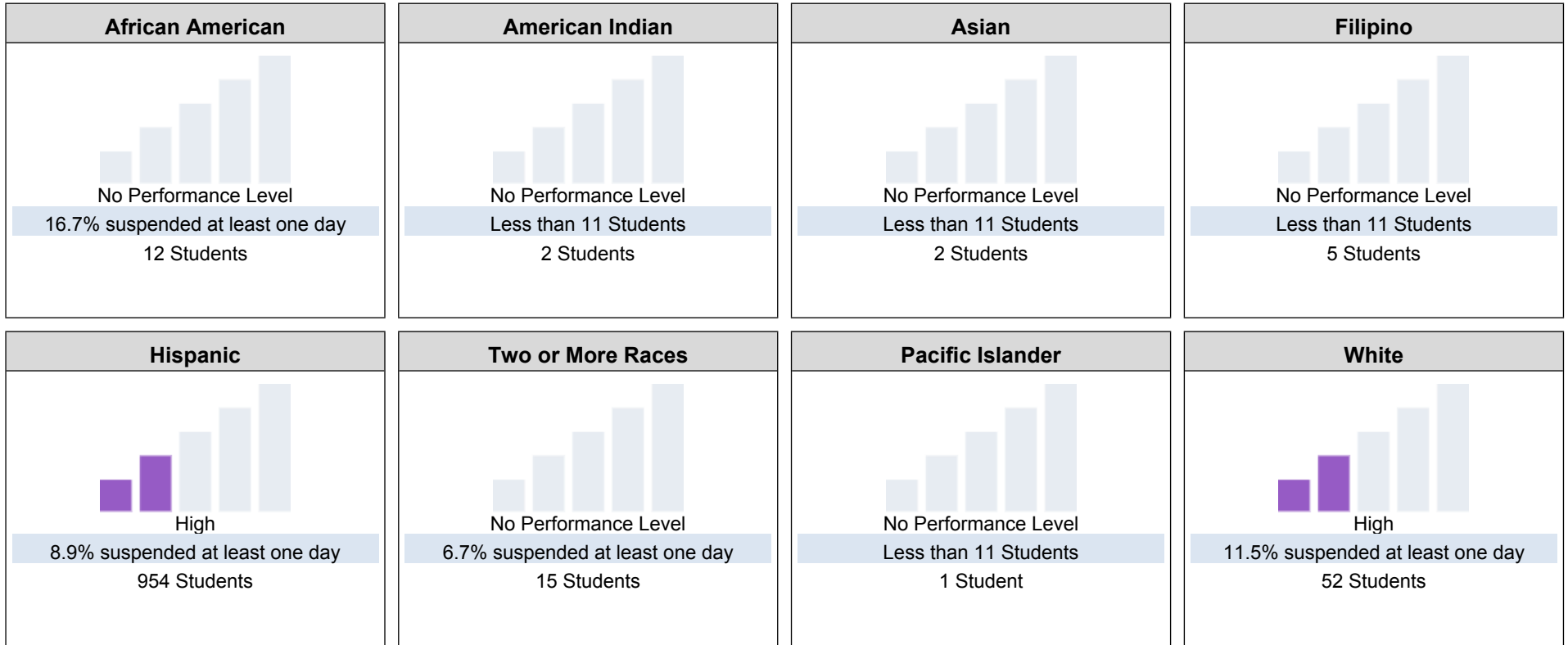


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

- 1.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 1 – Increased Academic Achievement

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes				Actual Outcomes
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	St. Group	Color	DFS/Percentage	Change	All: 49.1 below (Low) EL: 111.3 below (Very Low) Homeless: 71.9 below (Very Low) SWD: 147.6 below (Very Low) Hispanic: 52.3 below (Low) SED: 49.7 below (Low) White: 7.6 below (Low)
	All	Yellow	41 points below standard	Increased ++3 points	
	EL	Yellow	49.6 points below	Increased ++3 points	
	Hisp	Yellow	43.8 points below standard	Increased ++3 points	
	AA	No Performance Color	36.2 points below standard	Increased ++3 points	
	SED	Yellow	42.4 points below standard	Increased ++3 points	
	SWD	Orange	144.8 points below standard	Increased ++7 points	
	California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	St. Group	Color	DFS/Percentage	
All		Yellow	92.3 points below standard	Increased ++3 points	
EL		Yellow	95.0 points below	Increased ++5.4 points	
Hisp		Yellow	94.6 points below standard	Increased ++3 points	
AA		No performance color	83.2 points below standard	Increased ++3 points	
SED		Yellow	93 points below standard	Increased ++3 points	
SWD		Orange	195.8 points below standard	Increased ++7 points	

Metric/Indicator	Expected Outcomes	Actual Outcomes
California Science Test - Percent of Students Who Meet or Exceed Standard Grade 8	California Science Test - Percent of Students Who Meet or Exceed Standard Grade 8 - 16%	California Science Test - Percent of Students Who Meet or Exceed Standard Grade 8 - 12.77%
California School Dashboard - English Learner Progress Indicator (ELPI)	California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Low - 37.3%	California School Dashboard - English Learner Progress Indicator (ELPI) ELPAC Baseline Results: Medium- 54.5% making progress
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 32.6%	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate RFEP Overall Rate: 31% Grade 6- 24.8% Grade 7- 30.3% Grade 8- 37.9%
8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) -25.52%	8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. 14.92%-Percent of Students who Met or Exceeded Standard
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance -100%	Williams Textbook/Materials Compliance -100%

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Instructional Materials, Digital Program/Licenses and Software to Support Academic Achievement	Purchased digital programs such as Accelerated Reader along with project based materials and	Instructional Materials, Digital Program/Licenses and Software to Support Academic	Instructional Materials, Digital Program/Licenses and Software to Support Academic

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>for all students. Curricular materials to support literacy and project based learning in all content areas.</p>	<p>supplies to increase student structured interactions and active engagement strategies.</p>	<p>Achievement for all students throughout virtual, blended and in-person learning modalities. Digital programs and licenses include purchases of the following: Legends of Learning for math and science and Imagine Learning for math. Legends of Learning for math and science, Padlet, Brainpop, Kahoot Premium, Screencastify, PearDeck Premium, GimKit Premium and Quizzizz Premium to support all students across content areas. Renaissance Freckle and Accelerated Reader, to support all students in the areas of math and literacy. iReady, Moby Max, Generation Genius and Kami to support Special Education students. Mote Premium to provide students with authentic feedback across content areas. Headsets with microphones to support student use of digital programs in both distance learning and hybrid mode.</p> <p>Smart Notebook software adaptable to use with the Viewsonic touch screens; this software has the capacity to aide teachers in the instructional design/lesson planning to maximize distance learning and hybrid learning. Schoolwide AVID materials to support academic goal setting and WICOR that include focused note-taking,</p>	<p>Achievement for all students throughout virtual, blended and in-person learning modalities. Digital programs and licenses 4000-4999: Books And Supplies Title I 25000</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		<p>whiteboard kits, graphic organizers, Academic Word List (AWL) resources, conceptual math resources and cooperative learning resources. These items would be distributed at curriculum distributions and mailed home. Supplemental books that support student literacy across content areas, Kidgrit, SecondStep, and college/career readiness resources to support academic goal setting and SEL along with other resources to support Advisory lessons. STEAM materials to provide students with hands on learning related to science, technology, arts and mathematics along with materials to aide with cooperative learning and literacy (reading/writing/listening skills) across all content areas.</p> <p>4000-4999: Books And Supplies Title I 25000</p>	
<p>Provide all students with materials and supplies to regularly facilitate academic goal setting strategies throughout the school day.</p>	<p>Materials and supplies including binder, and academic planners to support goal setting and SEL schoolwide.</p>	<p>Materials to facilitate academic goal setting for all students to include binders, supplies, and academic planners. 4000-4999: Books And Supplies Title I 5000</p>	<p>Materials to facilitate academic goal setting for all students to include binders, supplies, and academic planners. 4000-4999: Books And Supplies Title I 5000</p>
<p>Extended Learning Opportunities: Academic and After School SEL Enrichment Activities (classified</p>	<p>Enrichment opportunities outside of school day for students including</p>	<p>Classified and certificated extra duty to provide goal setting after school and Saturday mini-Ed</p>	<p>Classified and certificated extra duty to provide goal setting after school and Saturday mini-Ed</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
and certificated extra duty to provide goal setting after school and Saturday mini-ed camps)	career exploration and college outreach.	Camps to support student learning, academic achievement and social emotional learning. 1000-1999: Certificated Personnel Salaries Title I 14143	Camps to support student learning, academic achievement and social emotional learning. 1000-1999: Certificated Personnel Salaries Title I 19143
Intervention Teacher dedicated to math interventions embedded throughout the day to support sixth and seventh grade students. Intervention Teacher will also provide expanded elective opportunities that include STEM focus to increase student access of Innovation Lab use and STEAM vertical articulation from 6th to 8th grade.	Intervention provided during the school day to sixth and seventh graders in math due to work of the Intervention Teacher.	Intervention teacher to provide math intervention for grades 6 and 7 along with increased STEM exposure for grades 7 and 8 1000-1999: Certificated Personnel Salaries Title I 61715	Intervention teacher to provide math intervention for grades 6 and 7 along with increased STEM exposure for grades 7 and 8 1000-1999: Certificated Personnel Salaries Title I 66715
		Intervention teacher to provide math intervention for grades 6 and 7 along with increased STEM exposure for grades 7 and 8 1000-1999: Certificated Personnel Salaries LCFF 41144	Intervention teacher to provide math intervention for grades 6 and 7 along with increased STEM exposure for grades 7 and 8 1000-1999: Certificated Personnel Salaries LCFF 46144
Provide all students with supplemental culturally relevant literature to increase engagement, equity and access to materials that students can identify with and participate in a process that embraces culturally linguistic and relevant perspectives. Supplemental books with an emphasis on a selection that embraces diversity and culture will be purchased for classroom libraries and library to support schoolwide literacy initiative.	Culturally relevant textbooks purchased to expand library selections for supplemental reading to support schoolwide literacy movement.	Increasing student access to a variety of supplemental literary texts to engage students academically and socio-emotionally and improve literacy skills through culturally relevant literature. 4000-4999: Books And Supplies Title I 21078	Increasing student access to a variety of supplemental literary texts to engage students academically and socio-emotionally and improve literacy skills through culturally relevant literature. 4000-4999: Books And Supplies Title I 21078
		Supplemental books in Spanish to support building literacy and fluency in World Languages	Supplemental books in Spanish to support building literacy and fluency in World Languages

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		4000-4999: Books And Supplies Title I 300	4000-4999: Books And Supplies Title I 300
Additional Sections for AVID EXCEL Elective for Long-Term English Language Learners.	Additional sections of AVID Excel to support Long Term English Learners and EL proficiency goals.	Additional .40 FTE to provide additional academic supports in the form of AVID Excel sections for English Learner academic language supports. 1000-1999: Certificated Personnel Salaries LCFF 43456	Additional .40 FTE to provide additional academic supports in the form of AVID Excel sections for English Learner academic language supports. 1000-1999: Certificated Personnel Salaries LCFF 53456
Increase Access to Technology to support student learning and increased academic success.	Purchase of technology to enhance STEAM innovation lab activities to include robots, drones and digital equipment and programs.	Technology to include purchase of Chromebooks with touch screen capability. Students will learn about marketing, design, career applications, mentorship opportunities and ways to utilize technology as a tool for learning and entrepreneurship. Instructional Technology to include items for robotics and public service announcement program (PSA) including but not limited to tablets, tablet cases, robots, attachments, supplies for robotic challenges, cameras, microphones, digital licenses and programs, drones) 4000-4999: Books And Supplies Title I 20000	Instructional Technology to include items for robotics and public service announcement program (PSA) including but not limited to tablets, tablet cases, robots, attachments, supplies for robotic challenges, cameras, microphones, digital licenses and programs, drones) 4000-4999: Books And Supplies Title I 10000
Certificated Professional Development (including trainings to support school implementation of social emotional learning (SEL)	Professional development opportunities included AVID RIMS workshops and trainings throughout the year along with	SEL PD to provide teachers with support in the advisory program; SEL PD provided by SEL consultant Monica Genta.	SEL PD to provide teachers with support in the advisory program; SEL PD provided by SEL consultant Monica Genta.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
support systems and academic supports through AVID)	AVID summer institute to meet schoolwide certification goals and advance school vision for academic achievement.	Restorative practices training to provide SEL student support. Consultant Kris Tom to provide professional development to further the classroom best first instruction practices centered around DOK, critical thinking and supporting CAASPP ELA rigor History/Social Studies (H/SS), science and ELA. High Impact Math to provide the 6th grade math team with professional development on conceptual mathematical understanding. AVID Summer Institute professional development along with AVID workshops and professional development. 5000-5999: Services And Other Operating Expenditures Title I 32000	Restorative practices training to provide SEL student support. AVID Summer Institute professional development along with AVID workshops and professional development. 5000-5999: Services And Other Operating Expenditures Title I 32000
		Certificated sub release days for professional development opportunities (Kris Tom, SEL, restorative practices, academic release and planning days) 1000-1999: Certificated Personnel Salaries Title I 5000	Certificated sub release days for professional development opportunities (SEL, restorative practices, academic release and planning days) 1000-1999: Certificated Personnel Salaries Title I 5000
		Assemblies, guest speakers and schoolwide programs that promote schoolwide anti-bullying, kindness and violence prevention campaigns to decrease suspensions and build school	Motivational speaker, Kyle Scheele, presented special assemblies for all students with a connection on the Power of One and the theme of kindness and making a positive difference.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		culture and climate through MTSS supports. 5800: Professional/Consulting Services And Operating Expenditures Title I 8000	Advisory lessons supported this message. 5800: Professional/Consulting Services And Operating Expenditures Title I 8000

Analysis

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

Funds that directly address the academic achievement focus at NCMS for the 2022-2023 school year include: intervention teacher, AVID sections to support SED and EL, along with substitute coverage for additional professional development and teacher planning for lesson design and assessment analysis. Professional development opportunities included a focus on academic supports (i.e. AVID trainings--RIMS and Summer Institute) along with trauma informed practices such as restorative justice and Monica Genta advisory/SEL PD. Teachers utilized special release days and outside of school collaboration to strengthen data-driven decision making, reflecting on STAR data and aligning common instructional practices within PLC teams.

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 approximately 9% salary raise caused an unanticipated increase in human resource related expenditures for the 2022-23 school year. This was the only significant change in budget expenditures.

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.

For the 2023-2024 school plan, the Intervention teacher will continue to be funded to ensure intervention needs for math are met throughout the school day for mathematical conceptual understanding. Additional funding will support schoolwide implementation of AVID strategies which will align with the district and school UDL framework of removing barriers for student learning. Funds will support WICOR Walks which will have an Instructional Rounds format of facilitating structured dialogue and observations of student engagement across disciplines and PLCs at NCMS. Instructional materials to support hands-on student learning to increase student engagement along with materials to support academic goal setting and SEL will continue to be funded in the 2023-2024 school plan. This will address the academic needs of ELA and math, specifically to address the subgroups of Homeless and SWD which have been identified as ATSI. The root cause analysis conducted by stakeholders outlined a need for supporting academic goal setting, self-regulation, executive functioning skills and resilience; the materials to support schoolwide AVID implementation along with the schoolwide advisory program address all facets of MTSS tiered supports (academic, behavior and SEL).

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2 – Parent Engagement

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes 250 or more parents/families for Panorama family survey completion	Parent Participation in Stakeholder Input Processes 100 parents/families for Panorama family survey completion
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 96% or more Hispanic (Hisp) - 95% or more African American (AA) - 97% or more	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 95% Hispanic (Hisp) - 98% African American (AA) - 76%
Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 96% or more Hispanic (Hisp) - 97% or more African American (AA) - 88% or more	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 93% Hispanic (Hisp) - 96% or more African American (AA) - 70%
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 125	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 200

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Strengthen parent to school communication through a designated classified staff liaison. The staff member will document support provided to increase parent awareness on academic progress, chronic absenteeism and parent engagement opportunities.</p>	<p>Designated classified staff member serves as a liaison for communicating important school family events with parent/guardians.</p>	<p>Additional 2.25 hours per day dedicated to parent/family communication. 2000-2999: Classified Personnel Salaries Title I 18918</p> <p>Fringes 3000-3999: Employee Benefits Title I 15376</p>	<p>Additional 2.25 hours per day dedicated to parent/family communication. 2000-2999: Classified Personnel Salaries Title I 22918</p> <p>Fringes 3000-3999: Employee Benefits Title I 15376</p>
<p>Family literacy nights, STEAM related and AVID parent outreach nights to facilitate increased parent involvement and increased understanding of student academic expectations. Provide materials, supplemental resources and books, supplies and resources highlighting academic goal setting, social emotional learning (SEL), academic expectations and ways to monitor student progress using ParentVUE.</p>	<p>Family STEAM Night Series including Family Hispanic Heritage Night and other events such as Family Literacy Night have helped increase parent involvement through interactive workshops involving parent and student. Educational workshops for parents involving Social Media 101 along with Fentanyl/Drug Prevention and Coffee Chats with the Principal have been offered as well.</p>	<p>Foster interest and curiosity in schoolwide literacy initiative and hands-on STEAM-related learning for both parents and students focusing on habits of the mind for science, technology, engineering, the arts and mathematics. Engage families through active engagement utilizing supplemental books and resources to foster the joy of reading while educating parents on strategies to support student literacy goals. 4000-4999: Books And Supplies Title I Part A: Parent Involvement 2770</p> <p>Provide classified translations for parent/guardian school events such as Family Literacy Nights and Family STEAM Night Series 2000-2999: Classified Personnel Salaries</p>	<p>Engage families through active engagement utilizing supplemental books and resources to foster the joy of reading while educating parents on strategies to support student literacy goals. 4000-4999: Books And Supplies Title I Part A: Parent Involvement 2750</p> <p>Provide classified translations for parent/guardian school events such as Family Literacy Nights and Family STEAM Night Series 2000-2999: Classified Personnel Salaries</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Title I Part A: Parent Involvement 309	Title I Part A: Parent Involvement 300
Provide virtual and face to face outreach opportunities that increase parent awareness on students' social emotional learning, school to home connections and the function of the NCMS advisory program. Additional resources to support communication to assist parents in supporting students through the use of learning applications and programs. Extra duty for classified staff members' additional support during outreach events.	Classified staff provides outreach with the use of extra duty hours to support in person and virtual parent/family events.	Extra duty for classified staff members to provide additional support during outreach events. 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 1309	Extra duty for classified staff members to provide additional support during outreach events. 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 1300
Increase Parent Participation and Involvement through the active recruitment of parents for advisory committees and the SSC. Work with parents to understand academic and socio-emotional demands of middle school. Ensure all school communications are in Spanish and English.	Parent participation and building a volunteer base of parents/families has been a priority for the designated staff member who works closely with parents.		

Analysis

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

The most successful family event for the 2022-23 school year was the Family Literacy Night which yielded close to 200 participants. The resources (material and human resources) utilized in planning and implementation made this interactive academic family night a huge success. The additional classified hours dedicated to family to school communication has been essential to bolstering school to home connections and improving school communication with families.

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 approximately 9% salary raise caused an unanticipated increase in human resource related expenditures for the 2022-23 school year. This was the only significant change in budget expenditures.

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.

For the 2023-2024 school plan, funds will be allocated for additional planning of at least three major academic family nights. This will be part of a master plan for increasing parent involvement and parent education at NCMS. A Night at the Museum (at NCMS), Family Literacy Night and A Night Under the Stars (STEAM focus for math/science) were all events discussed by all stakeholders from teacher leaders to parents to students. These events will also include interactive, educational sessions for students and parent/guardians. The goal is to increase school to home communication and involvement which will in turn address school connectedness and improve overall attendance.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3 – Safe and Healthy Learning Environment

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes																												
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - 95.0%	As of May 5th, 2023, the overall school attendance rate is 88.9% based on the number of enrolled days at the time of writing this plan.																												
Chronic Absenteeism Rates All Students (ALL)) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Yellow</td> <td>16.6</td> <td>Declined - 0.5</td> </tr> <tr> <td>EL</td> <td>Yellow</td> <td>16.8</td> <td>Declined - 0.5</td> </tr> <tr> <td>Hisp</td> <td>Yellow</td> <td>15.7</td> <td>Declined - 0.5</td> </tr> <tr> <td>AA</td> <td>No Performance Color</td> <td>21.2</td> <td>Declined - 0.5</td> </tr> <tr> <td>SED</td> <td>Yellow</td> <td>16.9</td> <td>Declined - 0.5</td> </tr> <tr> <td>SWD</td> <td>Orange</td> <td>24.3</td> <td>Declined - 0.5</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Yellow	16.6	Declined - 0.5	EL	Yellow	16.8	Declined - 0.5	Hisp	Yellow	15.7	Declined - 0.5	AA	No Performance Color	21.2	Declined - 0.5	SED	Yellow	16.9	Declined - 0.5	SWD	Orange	24.3	Declined - 0.5	Chronic Absenteeism Rates All: 26.4%; (Very High) EL: 26.5%; (Very High) Hispanic: 26.1%; (Very High) Homeless: 32.8%; (Very High) SED: 26.4%; (Very High) SWD: 26.5%; (Very High) White: 37%; (Very High)
St. Group	Color	DFS/Percentage	Change																											
All	Yellow	16.6	Declined - 0.5																											
EL	Yellow	16.8	Declined - 0.5																											
Hisp	Yellow	15.7	Declined - 0.5																											
AA	No Performance Color	21.2	Declined - 0.5																											
SED	Yellow	16.9	Declined - 0.5																											
SWD	Orange	24.3	Declined - 0.5																											
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Yellow</td> <td>12.0</td> <td>Declined - 0.6</td> </tr> <tr> <td>EL</td> <td>Yellow</td> <td>12.0</td> <td>Declined - 0.3</td> </tr> <tr> <td>Hisp</td> <td>Yellow</td> <td>11.9</td> <td>Declined - 0.3</td> </tr> <tr> <td>AA</td> <td>No Performance Color</td> <td>8</td> <td>Maintained 0</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Yellow	12.0	Declined - 0.6	EL	Yellow	12.0	Declined - 0.3	Hisp	Yellow	11.9	Declined - 0.3	AA	No Performance Color	8	Maintained 0	Suspension Rates: All: 9% (High) EL: 9.4% (High) Hispanic: 8.9% Homeless: 6.7% (Medium) SWD: 7.9% (Medium) SED: 9.1% (High) White: 11.5% (High)								
St. Group	Color	DFS/Percentage	Change																											
All	Yellow	12.0	Declined - 0.6																											
EL	Yellow	12.0	Declined - 0.3																											
Hisp	Yellow	11.9	Declined - 0.3																											
AA	No Performance Color	8	Maintained 0																											

Metric/Indicator	Expected Outcomes	Actual Outcomes								
	<table border="1"> <tr> <td>SED</td> <td>Yellow</td> <td>12.0</td> <td>Declined - 0.8</td> </tr> <tr> <td>SWD</td> <td>Yellow</td> <td>15.7</td> <td>Declined -3</td> </tr> </table>	SED	Yellow	12.0	Declined - 0.8	SWD	Yellow	15.7	Declined -3	
SED	Yellow	12.0	Declined - 0.8							
SWD	Yellow	15.7	Declined -3							
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL) - less than 0.46% English Learner (EL) - 0 Hispanic (Hisp) - less than 0.46% African American (AA) - 0	Expulsion Rates All Students (ALL) - 0.3% English Learner (EL) - 0 Hispanic (Hisp) - 0.3% African American (AA) - 0								
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Connectedness All Students (ALL) -61% or more English Learner (EL) -66% or more Hispanic (Hisp) - 62% or more African American (AA) -59% or more	Panorama Survey – School Connectedness All Students (ALL) -48% English Learner (EL) - 48% Hispanic (Hisp) - 49% African American (AA) - 48%								
Panorama Survey – School Safety Perception All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Safety Perception All Students (ALL) -66% or more English Learner (EL) -69% or more Hispanic (Hisp) -66% or more African American (AA) -61% or more	Panorama Survey – School Safety Perception All Students (ALL) -56% English Learner (EL) -53% Hispanic (Hisp) -57% African American (AA) - 35%								
Williams Facilities Inspection Results	Williams Facilities Inspection Results -100%	Williams Facilities Inspection Results -100%								

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Develop a college going, career oriented culture through college visits, exposure to post-secondary	Enrichment trips to UCLA, UCR, COD, CSUSB, architectural	Transportation (i.e. bussing) for enrichment field trips that	Transportation (i.e. bussing) for enrichment field trips that

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>opportunities, STEM-related events, extracurricular activities that increase school connections and student involvement.</p>	<p>centers along with other college/career trips.</p>	<p>promote college and career readiness along with activities that foster increased student involvement and connection to school which includes extracurricular events, intermural sports and academic/socioemotional enrichment. 5000-5999: Services And Other Operating Expenditures LCFF 9000</p>	<p>promote college and career readiness along with activities that foster increased student involvement and connection to school which includes extracurricular events, intermural sports and academic/socioemotional enrichment. 5000-5999: Services And Other Operating Expenditures LCFF 6000</p>
<p>Materials and supplies to support STEAM based learning to provide students with hands-on learning applications to increase engagement and academic success.</p>	<p>STEAM based materials to promote hands-on activities and support cooperative learning include makerspace kits, technology for robots, coding, vlogging and more.</p>	<p>Materials to support STEM based learning (i.e. makerspace kits, robotics, coding, shoutcasting, vlogging, drones, esports) 4000-4999: Books And Supplies LCFF 11688</p> <p>Supplemental materials to support expansion of STEM program which includes technology involving STEAM, hands-on learning to include coding, drone racing and design, 3-d printing, public speaking and public service announcements along with robots and makerspace kits. 4000-4999: Books And Supplies Title I 4000</p>	<p>Materials to support STEM based learning (i.e. makerspace kits, robotics, coding, shoutcasting, vlogging, drones, esports) 4000-4999: Books And Supplies LCFF 5000</p> <p>Supplemental materials to support expansion of STEM program which includes technology involving STEAM, hands-on learning to include coding 4000-4999: Books And Supplies Title I 1500</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Increasing security visibility and classified translation for after school events, family nights, Saturday school and outreach events.	Extra duty hours have been used for security during enrichment and outreach events for extra curricular opportunities such as family nights, school functions and intermural sports.	Additional classified hours to provide support for interventions, after school activities, security coverage and translation for outreach events. 2000-2999: Classified Personnel Salaries LCFF 2000	Additional classified hours to provide support for interventions, after school activities, security coverage and translation for outreach events. 2000-2999: Classified Personnel Salaries LCFF 2000
Hire additional supervision aides to promote a healthy and safe school climate.	Funds have been used for 2 supervision aides. One vacated the position earlier in the year and the other was promoted in early spring. Supervision aides have provided additional safety measures on campus.	3.5 hour Supervision Aide (Non District) to provide 2000-2999: Classified Personnel Salaries LCFF 12275	3.5 hour Supervision Aide (Non District) --partial year before vacated position 2000-2999: Classified Personnel Salaries LCFF 3000
		5.75 hour Supervision Aide (Non District) to provide 2000-2999: Classified Personnel Salaries LCFF 24600	5.75 hour Supervision Aide (partial) 2000-2999: Classified Personnel Salaries LCFF 18500
Provide students with self-efficacy support, and social emotional education to support increased academic achievement. Improvements in academic achievement will be supported through after school enrichment activities that incorporate tiered intervention, SEL learning and restorative practice strategies.	Funds to support restorative practices and SEL training for all teachers to address all aspects of MTSS.	Certificated Salary 1000-1999: Certificated Personnel Salaries Title I 5000	Certificated Salary 1000-1999: Certificated Personnel Salaries Title I 5000
Provide RTI support for English Learners through substitute coverage to implement reteaching and targeted intervention based on	Substitute coverage provided for teacher collaboration, planning and alignment of assessments to meet	Provide RTI support for English Learners through substitute coverage to implement reteaching and targeted intervention based	Provide RTI support for English Learners through substitute coverage to implement reteaching and targeted intervention based

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
data driven decision making and analysis of data in PLCs.	the needs of students academically.	on data driven decision making and analysis of data in PLCs. 1000-1999: Certificated Personnel Salaries LCFF 10000	on data driven decision making and analysis of data in PLCs. 1000-1999: Certificated Personnel Salaries LCFF 10000
Monitor attendance and recognize student progress through the use of Incentives to reduce chronic absenteeism and provide attendance incentives for students.	Incentives were purchased to encourage attendance and reduce chronic absenteeism,	Student Incentives 4000-4999: Books And Supplies LCFF 5000	Student Incentives 4000-4999: Books And Supplies LCFF 5000
Material and Supplies to support extra curricular clubs including Skills USA (Engineering and Science), Young Interpreters (Bilingual education), Digicom Club (21st Century Learning), Girls Club (Math), Math Club (RCOE MATH Field DAY), AVID (College and Career ready), Debate (Speech and English Language Arts), Dance (Physical Education & Social Emotional development). Provide all students with access to music instruments to support Band Program	Materials were purchased to support enrichment focused on academics and extension of learning during the school day. Trips to motivate students on academic progress such as AR goals achieved and support literacy movement. Author visit and motivational opportunities were provided to have students see them benefit of their applications to college and career readiness.	Material and Supplies 4000-4999: Books And Supplies LCFF 5000	Material and Supplies 4000-4999: Books And Supplies LCFF 5000
Additional hours for classified staff to maximize academic achievement through SEL support for students.	Staff support of SEL programs through extra duty and time for outreach including large events like Literacy Night.	Additional hours to maximize academic achievement through SEL support for students. Panorama Success platform resources and survey data will be used to support students with	Additional hours to maximize academic achievement through SEL support for students. Panorama Success platform resources and survey data will be used to support students with

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		academic goal setting achievement. 2000-2999: Classified Personnel Salaries LCFF 2000	academic goal setting achievement. 2000-2999: Classified Personnel Salaries LCFF 1000

Analysis

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

Enrichment field trips for AVID college trips along with intermural and extra curricular activities positively impacts school climate and culture by strengthening school connectedness. Materials and supplies for hands-on, meaningful learning opportunities and incentives to reinforce schoolwide positive behavioral expectations has been vital to the MTSS framework at NCMS. Supervision aides help with visibility on campus which addresses school safety measures during the unstructured times of the school day.

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 approximately 9% salary raise caused an unanticipated increase in human resource related expenditures for the 2022-23 school year. There were also significant staffing changes for the funded Supervision Aide positions. The 3.5 position was left unfilled for the majority of the year after an employee vacated the position. Due to hiring challenges, the position was not filled for the remainder of the year. The 5.75 hour Supervision Aide vacated the position in the early Spring for a promotional opportunity, leaving the position vacant for the last several months of the 2022-23 school year.

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

Due to staffing challenges for the Supervision Aide positions, only one 5.75 position will be funded in the 2023-2024 plan with additional funds for extra duty for supervision. This can be seen in noted in Goal 3 of the 2023-2024 SPSA. Additionally, strengthening student leadership capacity to organize more schoolwide campaigns and events to reinforce positive expectations will be an additional action/strategy to improve safety and climate. SEL PD including training on trauma informed practices and restorative justice will be expanded to include key teacher leaders supporting teachers and students during the school day. Resources to support student leaders of a new restorative mediation program will help facilitate peer to peer problem solving and prevention, also with a goal of improving safety and school climate.

Goals, Strategies, & Proposed Expenditures

Goal 1

Increase Academic Achievement

Goal Statement

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

LCAP Goal

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

Identified Need

Data from Ca Dashboard and Implications:

ELA and Math

In review of the 2022 state indicators from the California Dashboard, two subgroups (Homeless and SWD) were identified as ATSI. For ELA, the distance from standard were identified with a status of Very Low, Homeless: 71.9 below Dfs; SWD: 147.6 below Dfs. For the English Language Arts indicator, the overall distance from standard (Dfs) for all students was -49.1 with a status of "Low." 3 subgroups also had a "Low" status with distance from standard performance points of the following: -52.3 (Hispanic), -49.7 (SED) and -7.6 (White). For math, the distance from standard were identified with a status of Very Low, Homeless: 113.2 below Dfs; SWD: 195 below Dfs. The math indicator for all groups fell under "Very Low" status levels with only one subgroup (White subgroup) receiving a Low status level.

ELA Achievement - The STAR Reading Current Student Growth Percentile of 54.5% is significantly lower than the school goal of above 65%)

Math Achievement - The STAR Math Current Student Growth Percentile of 57.2% is significantly lower than the school goal of above 65%)

For the English Learner Progress Indicator (ELPI), the overall status was in the "Medium" performance level with 54.5% of 336 total English Learners making progress towards English proficiency.

Based on local data and assessments in addition to reflections of California dashboard data, there are identified needs specifically in the areas of reading and mathematics. To address this need, budgetary allocations aligning to the indicators and goal areas are outlined in detail the the Planned Strategies/Activities section.







Measuring and Reporting Results

Metric/Indicator

Baseline

Expected Outcome

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

St. Group	Color	DFS/Percentage	Change
All	 Low	49.1 points below standard	
EL	 Very Low	75.3 points below standard	
Hisp	 Low	52.3 points below standard	
AA	 No Performance Level		
SED	 Low	49.7 points below standard	
SWD	 Very Low	147.6 points below standard	

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

California School Dashboard -
Academic Indicator for
Mathematics

St. Group	Color	DFS/Percentage	Change
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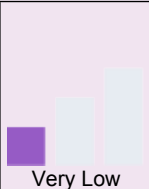
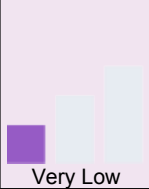

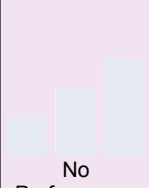
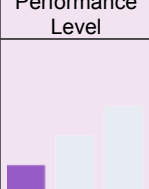

St. Group	Color	DFS/Percentage	Change
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Metric/Indicator

Baseline

Expected Outcome

All Students (ALL)
 English Learners (EL)
 Hispanic (Hisp)
 African American (AA)
 Socioeconomically Disadvantaged (SED)
 Students with Disabilities (SWD)

All		107.3 points below standard	
EL		130.2 points below standard	
Hisp		109.2 points below standard	
AA		No Performance Level	
SED		108.2 points below standard	
SWD		195.0 points below standard	

All	Yellow	92.3	+15 Incr. Sig.
EL	Yellow	115	+15 Incr. Sig.
Hisp	Yellow	94.2	+15 Incr. Sig.
SED	Yellow	93.2	+15 Incr. Sig.
SWD	Yellow	180	+15 Incr. Sig.

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

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

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

Metric/Indicator	Baseline	Expected Outcome
California School Dashboard - English Learner Progress Indicator (ELPI)	California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Dashboard Status and Percentage – Low - 35.3%	California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Low - 37.3%
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate- 10.7 %	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 13.2%
8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) - 21.52%	8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) -25.52%
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance- 100%	Williams Textbook/Materials Compliance -100%

Planned Strategies/Activities

Strategy/Activity 1

Instructional Materials, Digital Program/Licenses and Software to Support Academic Achievement for all students. Curricular materials to support literacy and project based learning in all content areas.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2023 - 6/30/2024

Person(s) Responsible

Principal, Assistant Principals, Leadership Team

Proposed Expenditures for this Strategy/Activity

Amount

18978

Source

Title I

Budget Reference

4000-4999: Books And Supplies

Description

Instructional Materials, Digital Program/Licenses and Software to Support Academic Achievement for all students throughout virtual, blended and in-person learning modalities. Digital programs and licenses include purchases of the following: Legends of Learning for math and science and Imagine Learning for math. Legends of Learning for math and science, Padlet, Brainpop, Kahoot Premium, Screencastify, PearDeck Premium, GimKit Premium and Quizzizz Premium to support all students across content areas. Renaissance Freckle and Accelerated Reader, to support all students in the areas of math and literacy. iReady, Moby Max, Generation Genius and Kami to support Special Education students. Mote Premium to provide students with authentic feedback across content areas. Headsets with microphones to support student use of digital programs in both distance learning and hybrid mode. Smart Notebook software adaptable to use with the Viewsonic touch screens; this software has the capacity to aide teachers in the instructional design/lesson planning to maximize distance learning and hybrid learning. Schoolwide AVID materials to support academic goal setting and WICOR that include focused note-taking, whiteboard kits, graphic organizers, Academic Word List (AWL) resources, conceptual math resources and cooperative learning resources. These items would be distributed at curriculum distributions and mailed home. Supplemental books that support student literacy across content areas, Kidgrit, SecondStep, and college/career readiness resources to support academic goal setting and SEL along with other resources to support Advisory lessons. STEAM materials to provide students with hands on learning related to science, technology, arts and mathematics along with materials to aide with cooperative learning and literacy (reading/writing/listening skills) across all content areas.

Strategy/Activity 2

Provide all students with materials and supplies to regularly facilitate academic goal setting strategies throughout the school day.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2023 - 6/30/2024

Person(s) Responsible

Principal, AVID Coordinator, AVID Excel Teachers

Proposed Expenditures for this Strategy/Activity

Amount	4400
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Materials to facilitate academic goal setting for all students to include binders, supplies, and academic planners.

Strategy/Activity 3

Professional Development Opportunities to provide time for data-driven decision making,UDL best practices, assessment alignment and development to support instructional practices.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2023 - 6/30/2024

Person(s) Responsible

Principal, Teachers, Counselors

Proposed Expenditures for this Strategy/Activity

Amount	38925
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	PD Stipends for trainings, professional developments and collaborative time for teachers in all subject areas. This will allow teachers time for grade level lesson and assessment planning as well as to further the classroom best first instruction practices

Amount	18500
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries

Description

Professional development for cross curricular articulation, WICOR Walks, Family Night academic outreach planning and implementation

Strategy/Activity 4

Intervention Teacher dedicated to math interventions embedded throughout the day to support sixth and seventh grade students. Intervention Teacher will also provide expanded elective opportunities that include STEM focus to increase student access of Innovation Lab use and STEAM vertical articulation from 6th to 8th grade.

Students to be Served by this Strategy/Activity

- English Learner
- Foster Youth
- Students with Disabilities
- Specific Student Groups:
Homeless

Timeline

7/1/2023 - 6/30/2024

Person(s) Responsible

Principal, Intervention teacher, STEM teachers, teacher librarian

Proposed Expenditures for this Strategy/Activity

Amount	69854
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Intervention teacher to provide math intervention for grades 6 and 7 along with increased STEM exposure for grades 7 and 8
Amount	46569
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Intervention teacher to provide math intervention for grades 6 and 7 along with increased STEM exposure for grades 7 and 8

Strategy/Activity 5

Provide all students with supplemental culturally relevant literature to increase engagement, equity and access to materials that students can identify with and participate in a process that embraces culturally linguistic and relevant perspectives. Supplemental books with an emphasis on a selection that embraces diversity and culture will be purchased for classroom libraries and library to support schoolwide literacy initiative.

Students to be Served by this Strategy/Activity

- English Learner
- Foster Youth
- Students with Disabilities
- Specific Student Groups:
Homeless

Timeline

7/1/2023 - 6/30/2024

Person(s) Responsible

Principal, teachers and teacher librarian

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Increasing student access to a variety of supplemental literary texts to engage students academically and socio-emotionally and improve literacy skills through culturally relevant literature.
Amount	300
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental books in Spanish to support building literacy and fluency in World Languages

Strategy/Activity 6

Additional Sections for AVID EXCEL Elective for Long-Term English Language Learners.

Students to be Served by this Strategy/Activity

English Learner

Timeline

7/1/2023 - 6/30/2024

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	50377
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Additional .40 FTE to provide additional academic supports in the form of AVID Excel sections for English Learner academic language supports.

Strategy/Activity 7

Increase Access to Technology to support student learning and increased academic success.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2023 - 6/30/2024

Person(s) Responsible

Principal, Librarian, Assistant Principals

Proposed Expenditures for this Strategy/Activity

Amount	13492
Source	Title I
Budget Reference	4000-4999: Books And Supplies

Description	Technology to include purchase of Chromebooks with touch screen capability. Students will learn about marketing, design, career applications, mentorship opportunities and ways to utilize technology as a tool for learning and entrepreneurship. Instructional Technology to include items for robotics and public service announcement program (PSA) including but not limited to tablets, tablet cases, robots, attachments, supplies for robotic challenges, cameras, microphones, digital licenses and programs, drones)
Amount	3216
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Instructional Materials, Digital Program/Licenses and Software

Strategy/Activity 8

Certificated Professional Development (including trainings to support school implementation of social emotional learning (SEL) support systems and academic supports through AVID)

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2023 - 6/30/2024

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	32000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	SEL PD to provide teachers with support in the advisory program; SEL PD. Restorative practices training to provide SEL student support. PD centered on best first instruction practices centered around DOK, critical thinking and supporting CAASPP ELA rigor History/Social Studies (H/SS), science and ELA. Professional development on conceptual

	mathematical understanding and implementation of scope and sequence. AVID Summer Institute professional development along with AVID workshops and professional development.
Amount	14000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated sub release days for professional development opportunities (AVID WICOR Walks, SEL, restorative practices, academic release and planning days)

Goals, Strategies, & Proposed Expenditures

Goal 2

Increase Parent and Community Partnerships

Goal Statement

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

LCAP Goal

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

Identified Need

The overall rate for family school connectedness based on parent/family respondents was 96%. While the family responses for both family school connectedness and climate of support for academic learning have increased, more resources and modifications to goals need to be allocated to parent outreach and communication. In light of this need, allocations for a designated classified staff member to focus specifically on chronic absenteeism data through a variety of communication methods will serve our students and families best.

Trimester report data has indicated that there is an increased need in supporting families with strategies such as using academic language scripts to support and monitor their students learning. Webinars and resources to provide increased parent education on how to navigate through remote learning is important. Increased resources to support the schoolwide goals of the advisory program is needed to provide parents and families with more resources and increased awareness on the supports that are offered, available and in place for all students.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes 207 parents/families completed the Panorama family survey	Parent Participation in Stakeholder Input Processes 250 or more parents/families for Panorama family survey completion
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) -96% Hispanic (Hisp) - 95% African American (AA) - 97%	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) -96% or more Hispanic (Hisp) - 95% or more African American (AA) - 97% or more

Metric/Indicator	Baseline	Expected Outcome
Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) -96% Hispanic (Hisp) 97% African American (AA) - 88%	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 96% or more Hispanic (Hisp) - 97% or more African American (AA) - 88% or more
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Attendees Attending 1 or more school/parent center sponsored events at site - 100	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 125

Planned Strategies/Activities

Strategy/Activity 1

Strengthen parent to school communication through a designated classified staff liaison. The staff member will document support provided to increase parent awareness on academic progress, chronic absenteeism and parent engagement opportunities.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2023 - 6/30/2024

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount

23172

Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Additional 2.25 hours per day dedicated to parent/family communication.
Amount	16213
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Fringes

Strategy/Activity 2

Family literacy nights, STEAM related and AVID parent outreach nights to facilitate increased parent involvement and increased understanding of student academic expectations. Provide materials, supplemental resources and books, supplies and resources highlighting academic goal setting, social emotional learning (SEL), academic expectations and ways to monitor student progress using ParentVUE.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2023 - 6/30/2024

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	2678
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Foster interest and curiosity in schoolwide literacy initiative and hands-on STEAM-related learning for both parents and students focusing on habits of the mind for science, technology, engineering, the arts and mathematics. Engage families through active engagement utilizing supplemental books and resources to foster the joy of reading while educating parents on strategies to support student literacy goals.

Amount	842
Source	Title I Part A: Parent Involvement
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Provide classified support, including translations for parent/guardian school events such as Family Literacy Nights, Family STEAM Night Series, and Social Science Family Nights

Strategy/Activity 3

Provide virtual and face to face outreach opportunities that increase parent awareness on students' social emotional learning, school to home connections and the function of the NCMS advisory program. Additional resources to support communication to assist parents in supporting students through the use of learning applications and programs. Extra duty for classified staff members' additional support during outreach events.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2023 - 6/30/2024

Person(s) Responsible

Principal, assistant principals, classified staff members

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	Title I Part A: Parent Involvement
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Extra duty for classified staff members to provide additional support during outreach events.

Strategy/Activity 4

Increase Parent Participation and Involvement through the active recruitment of parents for advisory committees and the SSC. Work with parents to understand academic and socio-emotional demands of middle school. Ensure all school communications are in Spanish and English.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2023 - 6/30/2024

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 3

Maintain Healthy and Safe Learning Environment

Goal Statement

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

LCAP Goal

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

Identified Need

Per the student Panorama survey results, only 61 percent of all students feel connected to school and 66 percent of all students responded favorably to questions about school safety perceptions.

Suspension Rate

The suspension rate for all students was 9% which fell under the "High" status level. Although considered "High", the suspension rate of 9% has demonstrated a gradual decline over the past several years on the California Dashboard. A notable improvement in the 2022 Dashboard data is two subgroups were designated with the "Medium" status level for suspension--Homeless and SWD subgroups. All other subgroups were categorized in the "High" status level.

Chronic absenteeism

Chronic absenteeism increased from 17.1% to 26.4% between 2018-19 and 2021-22, indicating that this is an area of need for NCMS. The Fall 2022 California School Dashboard indicates that the school and every student group performed in the lowest status level for the 2021-22 year. Specifically, the ATSI status reflects the Homeless and Students with Disabilities (SWD) subgroups with the highest rates of chronic absenteeism, 32.8 and 38.7%, respectively. According to the 2022 Dashboard, these same two subgroups reflected the lowest suspension rates further exemplifying the dichotomy of suspension and chronic absenteeism as two separate factors that do not have a causal relationship in terms of cause and effect. There are other underlying factors outside of suspension that have adversely affected the rate of chronic absenteeism for the Homeless and SWD sub groups. The 2022-23 district data as of May 2023 indicates improvement in that chronic absenteeism across subgroups continues to be an area in need of improvement.

Resources to support SEL and the schoolwide advisory program are necessary to continue to provide support in the area of sense of belonging, safety and connectedness.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome																																																								
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) -95.0%	Student Attendance Rates All Students (ALL) - 95.0%																																																								
Chronic Absenteeism Rates All Students (ALL)) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Orange</td> <td>17.1</td> <td>Increased +0.8</td> </tr> <tr> <td>EL</td> <td>Orange</td> <td>17.3</td> <td>Increased +2.5</td> </tr> <tr> <td>Hisp</td> <td>Orange</td> <td>16.2</td> <td>Increased +0.8</td> </tr> <tr> <td>AA</td> <td>No Performance Color</td> <td>21.7</td> <td>Declined - 6.8</td> </tr> <tr> <td>SED</td> <td>Orange</td> <td>17.4</td> <td>Increased +1</td> </tr> <tr> <td>SWD</td> <td>Orange</td> <td>24.8</td> <td>Declined -1</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Orange	17.1	Increased +0.8	EL	Orange	17.3	Increased +2.5	Hisp	Orange	16.2	Increased +0.8	AA	No Performance Color	21.7	Declined - 6.8	SED	Orange	17.4	Increased +1	SWD	Orange	24.8	Declined -1	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Yellow</td> <td>16.6</td> <td>Declined -0.5</td> </tr> <tr> <td>EL</td> <td>Yellow</td> <td>16.8</td> <td>Declined -0.5</td> </tr> <tr> <td>Hisp</td> <td>Yellow</td> <td>15.7</td> <td>Declined -0.5</td> </tr> <tr> <td>AA</td> <td>No Performance Color</td> <td>21.2</td> <td>Declined -0.5</td> </tr> <tr> <td>SED</td> <td>Yellow</td> <td>16.9</td> <td>Declined -0.5</td> </tr> <tr> <td>SWD</td> <td>Yellow</td> <td>24.3</td> <td>Declined -0.5</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Yellow	16.6	Declined -0.5	EL	Yellow	16.8	Declined -0.5	Hisp	Yellow	15.7	Declined -0.5	AA	No Performance Color	21.2	Declined -0.5	SED	Yellow	16.9	Declined -0.5	SWD	Yellow	24.3	Declined -0.5
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Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL) 0.46 % English Learner (EL) 0 Hispanic (Hisp) 0.46% African American (AA) 0 Socioeconomically Disadvantaged (SED) 0	Expulsion Rates All Students (ALL) - less than 0.46% English Learner (EL) - 0 Hispanic (Hisp) - less than 0.46% African American (AA) - 0																																																								

Metric/Indicator	Baseline	Expected Outcome
	Students with Disabilities (SWD) 0	
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Connectedness All Students (ALL) -61% English Learner (EL) -66% Hispanic (Hisp) - 62% African American (AA) -59%	Panorama Survey – School Connectedness All Students (ALL) -61% or more English Learner (EL) -66% or more Hispanic (Hisp) - 62% or more African American (AA) -59% or more
Panorama Survey – School Safety Perception All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Safety Perception All Students (ALL) -66% English Learner (EL) -69% Hispanic (Hisp) -66% African American (AA) -61%	Panorama Survey – School Safety Perception All Students (ALL) -66% or more English Learner (EL) -69% or more Hispanic (Hisp) -66% or more African American (AA) -61% or more
Williams Facilities Inspection Results	Williams Facilities Inspection Results 100%	Williams Facilities Inspection Results -100%

Planned Strategies/Activities

Strategy/Activity 1

Develop a college going, career oriented culture through college visits, exposure to post-secondary opportunities, STEM-related events, extracurricular activities that increase school connections and student involvement.

Students to be Served by this Strategy/Activity

X All

Timeline

7/1/2023 - 6/30/2024

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount

10560

Source

LCFF

Budget Reference

5000-5999: Services And Other Operating Expenditures

Description

Transportation (i.e. bussing) for enrichment field trips that promote college and career readiness along with activities that foster increased student involvement and connection to school which includes extracurricular events, intermural sports and academic/socioemotional enrichment.

Strategy/Activity 2

Materials and supplies to support STEAM based learning to provide students with hands-on learning applications to increase engagement and academic success.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2023 - 6/30/2024

Person(s) Responsible

Principal and assistant principals

Proposed Expenditures for this Strategy/Activity

Amount

5100

Source

LCFF

Budget Reference

4000-4999: Books And Supplies

Description

Materials to support STEM based learning (i.e. makerspace kits, robotics, coding, shoutcasting, vlogging, drones, esports)

Amount

2000

Source

Title I

Budget Reference

4000-4999: Books And Supplies

Description

Supplemental materials to support expansion of STEM program which includes technology involving STEAM, hands-on learning to include coding, drone racing and design, 3-d printing, public speaking and public service announcements along with robots and makerspace kits.

Strategy/Activity 3

Increasing security visibility and classified translation for after school events, family nights, Saturday school and outreach events.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2023 - 6/30/2024

Person(s) Responsible

Assistant Principal

Proposed Expenditures for this Strategy/Activity

Amount

3083

Source

LCFF

Budget Reference

2000-2999: Classified Personnel Salaries

Description

Additional classified hours to provide support for interventions, after school activities, security coverage and translation for outreach events.

Strategy/Activity 4

Hire additional supervision aides to promote a healthy and safe school climate.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Principal, assistant principals, librarian

Proposed Expenditures for this Strategy/Activity

Amount

4211

Source

LCFF

Budget Reference

2000-2999: Classified Personnel Salaries

Description

Extra duty Supervision Aide

Amount

27052

Source

LCFF

Budget Reference

2000-2999: Classified Personnel Salaries

Description

5.75 hour Supervision Aide (Non District)

Strategy/Activity 5

Provide RTI support for English Learners through substitute coverage to implement reteaching and targeted intervention based on data driven decision making and analysis of data in PLCs.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Administrators, teachers, substitute teachers

Proposed Expenditures for this Strategy/Activity

Amount	4500
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Provide RTI support for English Learners through substitute coverage to implement reteaching and targeted intervention based on data driven decision making and analysis of data in PLCs.

Strategy/Activity 6

Monitor attendance and recognize student progress through the use of Incentives to reduce chronic absenteeism and provide attendance incentives for students.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Student Incentives

Strategy/Activity 7

Material and Supplies to support extra curricular clubs including Skills USA (Engineering and Science), Young Interpreters (Bilingual education), Digicom Club (21st Century Learning), Girls Club (Math), Math Club (RCOE MATH Field DAY), AVID (College and Career ready), Debate (Speech and English Language Arts), Dance (Physical Education & Social Emotional development). Provide all students with access to music instruments to support Band Program

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	20000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Material and Supplies

Strategy/Activity 8

Additional hours for classified staff to maximize academic achievement through SEL support for students.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Principal; Paraprofessional Behavior. Classified Staff

Proposed Expenditures for this Strategy/Activity

Amount	3111
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries

Description

Additional hours to maximize academic achievement through SEL support for students. Panorama Success platform resources and survey data will be used to support students with academic goal setting achievement.

Centralized Services for Planned Improvements in Student Performance

School Goal #1: Increase Academic Achievement				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Secondary Literacy Teacher on Special Assignment (TOSA)	July 1, 2023 - June 30, 2024	Provide onsite professional development and coaching support with evidence-based practices to build best first instruction in literacy for grades 6-12	12,807	Title I
Technology Teacher on Special Assignment (TOSA)	July 1, 2023 - June 30, 2024	Support students and staff with the integration of technology into instruction	6,083	Title II
College and Career Readiness Teacher on Special Assignment (TOSA)	July 1, 2023 - June 30, 2024	Provide onsite professional development and coaching support for counselors, teachers, support staff, and/or administrators to increase A-G rates, college and career readiness, and social emotional learning for students in grades 6-12.	6,247	Title I
Secondary Mathematics Teacher on Special Assignment (TOSA)	July 1, 2023 - June 30, 2024	Provide onsite professional development and coaching support with evidence-based practices to build best first instruction in mathematics for grades 6-12	14,905	Title I
History/Social Science Teacher on Special Assignment (TOSA)	July 1, 2023 - June 30, 2024	Provide onsite professional development and coaching support with evidence-based practices to build best first instruction in history/social science for grades 6-12	14,931	Title IV

School Goal #1: Increase Academic Achievement				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Solution Tree Professional Learning Communities (PLC) Professional Development	July 1, 2023 - June 30, 2024	Consultants and substitutes to support the development of PLCs for teacher teams in mathematics and English language arts in grades 6-12	30,624	Title I
Middle School Reading Intervention Program	July 1, 2023 - June 30, 2024	Provide a dedicated Reading Intervention Teacher and intervention instructional materials to support student skill development in reading across grades 6-8	164,452	Title I

School Goal #2: Increase Parent and Community Partnerships				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Family engagement events and classes	July 1, 2023 - June 30, 2024	Parenting classes on effective strategies and structures. Parent/community engagement activities.	1,851	Title I

School Goal #3: Maintain Healthy and Safe Learning Environment				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Conscious Education Professional Development	July 1, 2023 - June 30, 2024	Training, substitutes and accompanying books and materials.	3,703	Title IV
Youth Mental Health First Aid Training	July 1, 2023 - June 30, 2024	Training and accompanying books and materials.	2,962	Title IV

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

Note: Centralized services may include the following direct services:

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

Centralized Services do not include administrative costs.

Budget Summary and Consolidation

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$258,354
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$441,133.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	253,834	0.00
Title I Part A: Parent Involvement	4,520	0.00
LCFF	182,779	0.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$253,834.00
Title I Part A: Parent Involvement	\$4,520.00

Subtotal of additional federal funds included for this school: \$258,354.00

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

State or Local Programs	Allocation (\$)
LCFF	\$182,779.00

Subtotal of state or local funds included for this school: \$182,779.00

Total of federal, state, and/or local funds for this school: \$441,133.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	182,779.00
Title I	253,834.00
Title I Part A: Parent Involvement	4,520.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	242,725.00
2000-2999: Classified Personnel Salaries	62,471.00
3000-3999: Employee Benefits	16,213.00
4000-4999: Books And Supplies	73,948.00
5000-5999: Services And Other Operating Expenditures	45,776.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	101,446.00
2000-2999: Classified Personnel Salaries	LCFF	37,457.00
4000-4999: Books And Supplies	LCFF	30,100.00
5000-5999: Services And Other Operating Expenditures	LCFF	13,776.00
1000-1999: Certificated Personnel Salaries	Title I	141,279.00
2000-2999: Classified Personnel Salaries	Title I	23,172.00
3000-3999: Employee Benefits	Title I	16,213.00
4000-4999: Books And Supplies	Title I	41,170.00
5000-5999: Services And Other Operating Expenditures	Title I	32,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,842.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	2,678.00

School Site Council Membership

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

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Melissa Galataud	X				
Brianda Duran			X		
Kala Aguado		X			
Laura Garner		X			
Saul Escobedo		X			
Sara Hadley		X			
MaryJane Acosta					X
Andrea Castro					X
Gracie Palmer					X
Angelina Palmer				X	
Rosalba Junco				X	
Aratzi Pinedo				X	
Numbers of members of each category:	1	4	1	3	3

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


Recommendations and Assurances

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

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

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



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

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

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

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

This SPSA was adopted by the SSC at a public meeting on October 30, 2023.

Attested:	
	Principal, Melissa Galataud on 10/30/23
	SSC Chairperson, Laura Garner on 10/30/23

Title I and LCFF Funded Program Evaluation

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

Actions/ Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results
	<i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	<i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	<i>Continue or discontinue and why?</i>
Instructional Materials, Digital Program/Licenses and Software to Support Academic Achievement for all students. Curricular materials to support literacy and project based learning in all content areas.	Materials to foster cooperative learning and support schoolwide literacy movement.	N/A	Continue funding digital program/licenses and software to support schoolwide literacy goals and structured student engagement.
Provide all students with materials and supplies to regularly facilitate academic goal setting strategies throughout the school day.	Academic goal setting is vital to the schoolwide advisory program and materials that facilitate the process of facilitating guided student reflection through the use of agendas, school binders and organizational materials helps support academic and SEL goals for students.	N/A	Continue this strategy to address needs as outlined in student Panorama data.
Professional Development Opportunities to provide time for data-driven decision making,UDL best practices, assessment alignment and development to support instructional practices.	Professional development to support schoolwide AVID goals and structured interactions like Kagan strategies along with assessment alignment and lesson/standards alignment in PLCs.	N/A	Continue to remove barriers in student learning through Kagan strategies for structured student interactions and WICOR framework of AVID.
Intervention Teacher dedicated to math interventions embedded throughout the day to support sixth and seventh grade students. Intervention Teacher will also provide expanded elective opportunities that include STEM focus to increase student access of Innovation Lab use and STEAM vertical articulation from 6th to 8th grade.	Math intervention embedded during the school day with identified groups using STAR data.	N/A	Continue math intervention and STEAM course offerings to support interventions during the school day.
Provide all students with supplemental culturally relevant literature to increase engagement, equity and access to materials that students can identify with and participate in a process that	Providing students with culturally relevant literature has increased students' interests in reading as demonstrated by some students' AR goal data.	N/A	Continue providing students with culturally relevant text and literature to advance literacy goals.

embraces culturally linguistic and relevant perspectives. Supplemental books with an emphasis on a selection that embraces diversity and culture will be purchased for classroom libraries and library to support schoolwide literacy initiative.			
Additional Sections for AVID EXCEL Elective for Long-Term English Language Learners.	Reclassification rate along with ELPI dashboard indicator supports the action of providing additional AVID excel sections.	N/A	Continue to embed EL support during the school day through AVID Excel support.
Increase Access to Technology to support student learning and increased academic success.	Technology to support student learning across academic disciplines	N/A	Continue to incorporate technology to support active student engagement.
Certificated Professional Development (including trainings to support school implementation of social emotional learning (SEL) support systems and academic supports through AVID)	Professional development focusing on SEL to support the advisory program along with academic supports through AVID	N/A	Continue to offer professional development focusing on SEL to support the advisory program along with academic supports through AVID

Goal #2:

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

Actions/ Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results
	<i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	<i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	<i>Continue or discontinue and why?</i>
Strengthen parent to school communication through a designated classified staff liaison. The staff member will document support provided to increase parent awareness on academic progress, chronic absenteeism and parent engagement opportunities.	Increased parent involvement during events such as the Family STEAM series and Literacy Night highlights the outreach efforts of designated classified staff	N/A	Continue to have designated classified staff strengthen the parent to school partnership through site's master plan for parent engagement.
Family literacy nights, STEAM related and AVID parent outreach nights to facilitate increased parent involvement and increased understanding of student academic expectations. Provide materials, supplemental resources and books, supplies and resources highlighting academic goal setting, social	The most successful event this year was the Family Literacy Night which consisted of highly engaging and interactive workshops to support student and parent education on academic	N/A	Through the development of a parent engagement blueprint with an outline of major activities and events, parents will continue to engage in departmental/academic parent nights such as

emotional learning (SEL), academic expectations and ways to monitor student progress using ParentVUE.	topics that aligned with the school vision and mission.		Family Literacy Night, Science Night, Night at the Museum, etc.
Provide virtual and face to face outreach opportunities that increase parent awareness on students' social emotional learning, school to home connections and the function of the NCMS advisory program. Additional resources to support communication to assist parents in supporting students through the use of learning applications and programs. Extra duty for classified staff members' additional support during outreach events.	Teachers and classified extra duty hours to plan and execute parent/family night events proved to be effective in increasing parent attendance to family nights.	N/A	Continue funding teachers and classified extra duty hours to plan and execute parent/family night events proved to be effective in increasing parent attendance to family nights.
Increase Parent Participation and Involvement through the active recruitment of parents for advisory committees and the SSC. Work with parents to understand academic and socio-emotional demands of middle school. Ensure all school communications are in Spanish and English.	Continue to garner parent support through a variety of ways that parents can get involved on campus.	N/A	Continue to garner parent support through a variety of ways that parents can get involved on campus.

Goal #3:

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

Actions/ Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results
	<i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	<i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	<i>Continue or discontinue and why?</i>
Develop a college going, career oriented culture through college visits, exposure to post-secondary opportunities, STEM-related events, extracurricular activities that increase school connections and student involvement.	Enrichment trips have supported AVID goals and fostered an academic culture that extends beyond the school day with meaningful and relevant learning.	N/A	Funds to support enrichment trips have supported AVID goals and fostered an academic culture that extends beyond the school day with meaningful and relevant learning.
Materials and supplies to support STEAM based learning to provide students with hands-on learning applications to increase engagement and academic success.	Materials and supplies have provided students with opportunities to extend their learning, making real life connections to their learning and STEAM based learning.	N/A	Continue to fund materials and supplies to fund cooperative learning, structured interactions across disciplines to support student achievement.

Increasing security visibility and classified translation for after school events, family nights, Saturday school and outreach events.	Security to support school and outreach events have been beneficial to students and families in supporting safety especially during large events.	N/A	Continue to fund security to support school and outreach events have been beneficial to students and families in supporting safety especially during large events.
Hire additional supervision aides to promote a healthy and safe school climate.	Supervision aides have helped to address safety perceptions among students and families.	N/A	Continue to fund 1 supervision aide and extra duty hours for supervision aides to support school's safety goals.
Provide RTI support for English Learners through substitute coverage to implement reteaching and targeted intervention based on data driven decision making and analysis of data in PLCs.	Sub release for targeted interventions provided by teachers.	N/A	Modified to include sub coverage to provide opportunities for WICOR Walks to support student learning.
Monitor attendance and recognize student progress through the use of Incentives to reduce chronic absenteeism and provide attendance incentives for students.	Academic and SEL based incentives have supported efforts to address chronic absenteeism.	N?A	Continue to fund incentives with a specific emphasis on PBIS and building school culture and climate to address absenteeism.
Material and Supplies to support extra curricular clubs including Skills USA (Engineering and Science), Young Interpreters (Bilingual education), Digicom Club (21st Century Learning), Girls Club (Math), Math Club (RCOE MATH Field DAY), AVID (College and Career ready), Debate (Speech and English Language Arts), Dance (Physical Education & Social Emotional development). Provide all students with access to music instruments to support Band Program	N/A	Due to Expanded Learning programs, funds to support clubs and extracurriculars were not utilized as planned	Discontinue the funds allocated for club support as this is supported through the expanded learning programs.
Additional hours for classified staff to maximize academic achievement through SEL support for students.	Funding additional hours for classified support and translation during family events has been useful to our families	N/A	Continue funding additional hours for classified support and translation during family events has been useful to our families