School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Twelve Bridges Middle School	31669510111385	October 2022	November 1, 2022

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Comprehensive Needs Assessment Components

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

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

Feedback is gathered informally from teachers, staff, and parents at least one per month. This may be in the form of meetings, conferences, or informal surveys via Google Docs. Avenues utilized include the Parent Teacher Club, School Site Council, Leadership Team (teachers) Associated Student Body, Professional Learning Communities, Office Meetings, and Special Education Meetings. Communication is also sent out via Parent Square. Parents have used this forum to communicate with admin with questions and suggestions.

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

The school principal, in conjunction with the assistant principal, conduct both informal and formal classroom observations. Probationary teachers are formally observed three times a year during their first two years of employment. Once permanent, teachers are formally observed every other year. Whether observed three times, or every other year, there is a Summary Evaluation at the end of the school year, which encompasses the entire school year and includes informal, formal, and overall performance.

TBMS administration has created a system in which all teachers are informally observed several times a year. Comprehensive feedback is given to all teachers being informally observed in the areas of classroom management, rigorous learning environment, effective lesson planning, student engagement, and social emotional practices. The goal is to offer continuous formative feedback.

Teachers are evaluated based on the California Standards for the Teaching Profession: Engaging and Supporting All Students in learning; Creating and Maintaining Effective Environments for Student Learning; Understanding and Organizing Subject Matter for Student Learning; Planning Instruction and Designing Learning Experiences for All Students; Assessing Student for learning; and Developing as a Professional Educator.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

At the beginning of each school year, the prior Spring's Smarter Balanced Assessment Consortium (SBAC) summative exams are analyzed by administration and faculty to determine areas of needed growth or improvement. Additionally, Math and Language Arts data is utilized to determine the curriculum needs of students throughout the school year. Chapter and unit formative assessments provide further feedback to teachers to modify instruction and improve student achievement. We have been accessing SBAC data for several years now and are continually assessing student needs and developing appropriate strategies to ensure success for all students.

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

Teachers meet every Monday in content areas and/or grade levels for professional learning communities to analyze data and monitor student progress. Instruction is adjusted accordingly to reteach, review, or adjust instruction, as appropriate.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers meet the requirements and are highly qualified.

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

Teachers have access to state adopted instructional materials and participate in related professional development opportunities, as appropriate or needed.

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

Professional development opportunities offered by the school district and/Placer County Office of Education include: Common Core State Standards, GATE/Differentiation, Love and Logic, Special Education, Mental Health, Professional Learning Communities, Technology, and Positive Behavior Intervention Systems.

TBMS has been fortunate enough to begin investing in Project Lead the Way STEAM based curriculum for our emphasis on Science based electives. TBMS committed to being an AVID school a few years ago, and we also made the commitment to be a school who offers STEAM based electives.

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

Instructional assistance and support is provided though district Peer Coaches related to Common Core State Standards in the areas of English Language Arts and Mathematics.

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

The district provides Early Release Days every Monday for teacher collaboration. Teachers use this time to monitor student performance, evaluate current practices, create common assessments, and determine improvements for programs. There are times when tis time is utilized across sites to increase articulation as a department, grade level, or vertically with elementary or high school.

Teaching and Learning

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

Curriculum and Materials are currently aligned to the Common core standards in the areas of Language Arts, mathematics, Social Science, Science, Physical Education, and Art. We are currently in a Math transition (Pilot Program) to adopt new curriculum aligned to the California State Standards.

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

Instructional minutes for Reading/Language Arts typically is 55 minutes per day as is Mathematics. Students also engage in reading and writing while in Social Science and Science.

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

Teachers, in all content areas, utilize a common pacing guide, which is reviewed from year to year. In addition, teachers create common assessments and revise annually, as appropriate. The intervention component is being addressed through the implementation of MTSS framework (multi-tier system of supports), which provides targeted support to struggling students in academics, behavior, attendance and social emotional aspects.

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

Grade level instructional materials are available to all students. Additionally, alternative standards-based curriculum is available through RSP (Resource Specialist Program) and SDC (Special Day Class)

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

All general education, intervention, and special education materials are standards-aligned and adopted based on the California Department of Education Criteria.

Opportunity and Equal Educational Access

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

Students who struggle in work completion or need additional support in Mathematics/Language Arts can attend after school tutoring and/or homework help. In addition, teachers are available before and/or after school for individual support as needed. If there are more intense needs, a teacher may refer a student for a Student Success Team Meeting (SST) to develop a more comprehensive plan. Student progress is monitored through our MTSS system.

Evidence-based educational practices to raise student achievement

Teachers participate in Professional Learning Communities, follow common pacing guides, and utilize common formative assessments. Teachers have attended training regarding PLCs, Intervention, and AVID strategies. We are focused on student centered learning and adopting current trends and practices, which will include, Social Emotional Learning (SEL), Youth Development (YDI), and cooperative learning strategies.

Parental Engagement

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

There are several resources available to support under-achieving students. There are Student Success Team meetings, which can be initiated by a parent, teacher, or administrator to develop a comprehensive plan to assist students with academic, behavioral, or emotional needs. Parent-Teacher Conferences are regularly scheduled to address concerns at the end of the first six weeks of the school year, then at the end of each quarter. Between conference windows, teachers are available to meet with parents. The school library is open before, during, and after school for students to access materials and/or computers as needed. Several teachers make themselves available after school to assist students with homework, assignments, exam corrections, etc. After school tutoring and/or homework help is available to support student under-achieving students.

The school district offers a Continuing Education program for parents, including GED Prep classes and English As a Second Language (ESL) classes. There is also a series of Love and Logic classes to assist parents at home with student behavior/interactions.

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

The School Site Council is comprised of parents, teachers, other school personnel, and students. The purpose is to develop the Single Plan for Student Achievement, School Safety Plan, and School Academic Report Card. Participants inquire, suggest, and recommend in all areas of school improvement. Participants review data, budgets, and reports to ensure they are informed for decisions.

Funding

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

Homework help and Math tutoring is offered after school to support students in all curricular areas. Homework help, assignment completion, along with computer availability, printers, and textbooks are provided to support students. Dates, times, and the location of homework help/tutoring is communicated with staff, parents, and students.

Fiscal support (EPC)

TBMS receives additional LCFF supplemental funds to improve and enhance its services for low income students, Foster/Homeless Youth, and struggling students.

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

TBMS, in cooperation with the School Leadership team, students, and parents have reviewed, and approved the School Site plan in October, 2022. The Leadership team at TBMS meets to address ongoing concerns and systematic changes at TBMS. Upon reviewing the budget for this school year, all stakeholders were pleased that the school has the funds to implement some targeted interventions. In light of the lingering complications due to the COVID 19 pandemic, the need for intervention is still very strong. We are committed to mitigating regression due to restrictions last school year associated with COVID 19. Tbms is also able to invest in our STEAM program by offering Project Lead The Way electives.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	1.2%	1.0%	0.59%	10	8	5
African American	2.77%	2.3%	1.88%	23	18	16
Asian	4.94%	4.7%	4.94%	41	37	42
Filipino	4.34%	3.3%	3.53%	36	26	30
Hispanic/Latino	17.23%	15.7%	16.35%	143	124	139
Pacific Islander	0.72%	0.5%	0.59%	6	4	5
White	65.9%	69.2%	67.29%	547	547	572
Multiple/No Response	2.05%	2.7%	4.82%	17	21	41
Total Enrollment				830	791	850

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	19-20	20-21	21-22
Grade 6	280	240	282
Grade 7	277	285	269
Grade 8	273	266	299
Total Enrollment	830	791	850

Conclusions based on this data:

1. Though the percentage has been decreasing, the students of Hispanic origin continue to be our second largest group of students identified by race/ethnicity.

2. White students enrolled at TBMS are the largest group of students identified by race/ethnicity and that percentage has been slowly increasing.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	19-20	**20-21**	**21-22**	**19-20**	**20-21**	**21-22**
English Learners	29	22	22	3.5%	2.80%	2.6%
Fluent English Proficient (FEP)	48	44	42	5.8%	5.60%	4.9%
Reclassified Fluent English Proficient (RFEP)	1	0		3.8%	0.00%	

Conclusions based on this data:

1. Our number of English Learners appears to be declining.

2. The percentage of Fluent English Proficient is holding steady.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	269	238		268	223		268	222		99.6	93.7	
Grade 7	262	284		258	253		258	253		98.5	89.1	
Grade 8	263	270		263	252		263	252		100	93.3	
All Grades	794	792		789	728		789	727		99.4	91.9	

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students													
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	2557.	2551.		26.87	20.72		39.18	42.34		19.78	22.52		14.18	14.41	
Grade 7	2597.	2603.		29.46	31.23		45.74	44.66		16.67	16.60		8.14	7.51	
Grade 8	2597.	2601.		23.19	25.00		43.73	42.86		22.43	20.24		10.65	11.90	
All Grades	N/A	N/A	N/A	26.49	25.86		42.84	43.33		19.65	19.67		11.03	11.14	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	32.09	22.97		45.90	59.01		22.01	18.02	
Grade 7	35.27	32.41		49.22	58.89		15.50	8.70	
Grade 8	38.02	30.16		46.01	55.95		15.97	13.89	
All Grades	35.11	28.75		47.02	57.91		17.87	13.34	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	35.07	19.82		49.63	63.96		15.30	16.22	
Grade 7	45.35	39.68		44.19	51.19		10.47	9.13	
Grade 8	35.74	27.78		53.61	61.51		10.65	10.71	
All Grades	38.66	29.48		49.18	58.68		12.17	11.85	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	24.25	14.86		65.30	77.03		10.45	8.11	
Grade 7	23.26	15.42		68.60	77.08		8.14	7.51	
Grade 8	21.29	16.67		68.44	74.60		10.27	8.73	
All Grades	22.94	15.68		67.43	76.20		9.63	8.12	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	33.96	30.18		50.75	60.81		15.30	9.01	
Grade 7	37.21	39.53		54.26	56.13		8.53	4.35	
Grade 8	31.18	35.71		49.81	54.76		19.01	9.52	
All Grades	34.09	35.35		51.58	57.08		14.32	7.57	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The percentage of students meeting/and exceeding overall achievement in the Language Arts standard has increased in all three grade levels for the last three data cycles.

2. The percentage of students meeting/and exceeding the performance standard in Reading and Writing has increased in all three grade levels for the last three data cycles.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

	Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	269	238		268	221		268	221		99.6	92.9	
Grade 7	262	284		258	253		258	253		98.5	89.1	
Grade 8	263	270		263	253		263	253		100	93.7	
All Grades	794	792		789	727		789	727		99.4	91.8	

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

2019-20 Data:
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	Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	2556.	2535.		27.99	21.27		30.22	23.08		26.49	33.94		15.30	21.72	
Grade 7	2586.	2550.		32.17	20.16		30.23	22.53		25.58	35.18		12.02	22.13	
Grade 8	2599.	2574.		37.26	22.53		25.10	24.90		20.53	26.88		17.11	25.69	
All Grades	N/A	N/A	N/A	32.45	21.32		28.52	23.52		24.21	31.91		14.83	23.25	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Concepts & Procedures Applying mathematical concepts and procedures								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	37.69	17.19		39.18	57.01		23.13	25.79	
Grade 7	42.41	20.55		39.30	56.52		18.29	22.92	
Grade 8	42.97	22.53		37.64	56.13		19.39	21.34	
All Grades	40.99	20.22		38.71	56.53		20.30	23.25	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	28.73	20.36		49.25	55.20		22.01	24.43	
Grade 7	30.23	19.37		53.49	63.64		16.28	17.00	
Grade 8	37.64	25.30		43.35	58.10		19.01	16.60	
All Grades	32.19	21.73		48.67	59.15		19.14	19.12	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	29.48	18.10		52.61	67.87		17.91	14.03	
Grade 7	29.84	18.97		59.69	70.75		10.47	10.28	
Grade 8	32.32	18.97		53.23	64.43		14.45	16.60	
All Grades	30.54	18.71		55.13	67.68		14.32	13.62	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The percentage of students meeting/and exceeding overall achievement in the Mathematics standard has increased in all three grade levels for the last three data cycles.

2. The percentage of students, in all three domains of SBAC, has increased in all three grade levels for the last three data cycles.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	*	*		*	*		*	*		5	6	
7	1538.8	*		1536.2	*		1540.8	*		13	8	
8	*	*		*	*		*	*		8	4	
All Grades										26	18	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	*	*		*	*		*	*		*	*		*	*	
7	23.08	*		30.77	*		38.46	*		7.69	*		13	*	
8	*	*		*	*		*	*		*	*		*	*	
All Grades	15.38	38.89		23.08	50.00		46.15	0.00		15.38	11.11		26	18	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	*	*		*	*		*	*		*	*		*	*	
7	53.85	*		15.38	*		15.38	*		15.38	*		13	*	
8	*	*		*	*		*	*		*	*		*	*	
All Grades	34.62	66.67		19.23	22.22		26.92	0.00		19.23	11.11		26	18	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students																		
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	*	*		*	*		*	*		*	*		*	*	
7	0.00	*		38.46	*		53.85	*		7.69	*		13	*	
8	*	*		*	*		*	*		*	*		*	*	
All Grades	0.00	11.11		26.92	38.89		50.00	38.89		23.08	11.11		26	18	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	*	*		*	*		*	*		*	*	
7	15.38	*		61.54	*		23.08	*		13	*	
8	*	*		*	*		*	*		*	*	
All Grades	7.69	11.11		61.54	77.78		30.77	11.11		26	18	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	*	*		*	*		*	*		*	*	
7	53.85	*		30.77	*		15.38	*		13	*	
8	*	*		*	*		*	*		*	*	
All Grades	42.31	88.24		38.46	0.00		19.23	11.76		26	17	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	*	*		*	*		*	*		*	*	
7	7.69	*		61.54	*		30.77	*		13	*	
8	*	*		*	*		*	*		*	*	
All Grades	11.54	16.67		38.46	55.56		50.00	27.78		26	18	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	*	*		*	*		*	*		*	*	
7	15.38	*		76.92	*		7.69	*		13	*	
8	*	*		*	*		*	*		*	*	
All Grades	7.69	11.76		76.92	76.47		15.38	11.76		26	17	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

College & Career Readiness

LEA/LCAP Goal

All students will graduate from high school college and career ready.

Goal 1

Mathematics: Increase academic achievement as measured by end of quarter progress reports, semester letter grades on report cards, which will lead to increased proficiency on state testing (SBAC). Teachers will be readdressing pacing guides and making necessary adjustments to curriculum being taught. It is the job of middle school to prepare students for high school and making adjustments to our curriculum is a solid strategy. We will use SBAC results, formative assessments, and other summative assessments (Iready) which will show the need for curriculum adjustments which can be addressed through training in framework and feedback from our high schools.

Language Arts: Increase academic achievement as measured by end of quarter progress reports, semester letter grades on report cards, which will lead to increased proficiency on state testing (SBAC). All Language Arts teachers will continue to make adjustments to the Amplify curriculum as well as supplement with other resources needed to effectively address the myriad of Language Arts standards. Our 8th grade teachers are in contact with our high schools in an effort to coordinate curriculum and novel selection.

Science: Continue to build teacher background knowledge regarding the Next Generation Science Standards. Emphasize reading informational materials with accuracy, use text evidence and specific examples when writing a response. Continue current units of study and common assessments while continuing to work through an adoption year.

History: The History department has the goal to not only teach History through the use of their curriculum (TCI), but to also teach literacy skill designed to develop the whole student.

Identified Need

Understanding the need for competency in the use of technology in high school and beyond, TBMS needs to proficient with current forms of technology. TBMS also needs to strengthen the use of our AVID program through the informal observation and formal evaluation systems. TBMS is focusing on how AVID strategies can be utilized in all classrooms and admin will provide feedback to teachers through the informal walkthrough process and also through the formal evaluation process. We have hired an AVID coordinator who will be a liaison for our school site. The AVID coordinator will provide information on current training available, as well as offering site PD with regard to AVID classroom strategies. TBMS needs to stay current with STEAM electives and continue to offer courses that align with the CTE pathways at both of our high schools.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC scores in Mathematics	45% proficiency for 2021/2022	50% proficiency for 2022/2023
SBAC scores in Language Arts	68% proficiency for 2021/2022	70% proficiency for 2022/2023

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

All teachers will be equipped with interactive whiteboards in the classroom. All teachers will have access to supplemental programs in which to enrich instruction and engagement (Brainpop, Membean, Gizmos)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2750	LCFF-Supplemental (Site Fund) 6000-6999: Capital Outlay Purchasing Promethean Boards to increase student achievement through the use of technology in the classroom
6810	LCFF-Supplemental (Site Fund) 0000: Unrestricted Licenses for supplemental programs (Brainpop, Membean, Gizmos)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Implement STEAM electives through Project Lead the Way as well as continued funding of our music/band program.

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

Amount(s)	Source(s)
950	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Our commitment to STEAM related electives provides TBMS students an opportunity to explore CTE Pathways prior to high school.
2600	LCFF-Supplemental (Site Fund) 6000-6999: Capital Outlay We purchased a new instrument for our music/band program
15500	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Project Lead the Way Automation and Robotics program supplies

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Language Arts teachers will be given "release days" to calibrate essay scoring.

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

Amount(s)	Source(s)
3000.00	LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries The calibration of essays is in alignment with the expectations of our high schools

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

After school homework help/tutoring will be offered on campus with TBMS teachers and virtually by one of our High Schools

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

Amount(s)	Source(s)
5000.00	LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures To offer MTSS Tier 2 interventions, TBMS utilizes the resources at one of our local highschools for Homework help and tutoring
1100.00	LCFF-Base (Site Fund) 1000-1999: Certificated Personnel Salaries To offer MTSS Tier 2 interventions, TBMS utilizes teachers for Homework help and tutoring

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

On the heals of the first Covid year of adjustments, TBMS realized the importance of being technologically current as well as being ready to implement synchronous/asynchronous learning when needed. An interactive whiteboard allows teachers to project an image from a laptop or a computer, as well as interact with the board through touch or specialized pens. Interactive whiteboards can replicate anything that can be done on a computer screen with much higher quality than a projector. This upgrade in technology will continue to pay dividends long after Covid adjustments.

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

Fortunately we have been able to budget for interactive whiteboard and will be involved in training and best practices to full implementation.

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.

No changes will be made to this goal.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School & Community Engagement

LEA/LCAP Goal

All students and families will be actively engaged in learning and in their school communities.

Goal 2

We will increase the level of involvement of staff, parents, and community members to extend the level of support for the academic achievement and development of students.

Identified Need

We will need accurate data in order to implement an effective SST/504 system, and/or other areas of targeted support for struggling students, as identified through grades, SBAC scores and MTSS meetings which also focus on SEL components.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
MTSS Data Spreadsheet to help identify struggling students early and often. Social/emotional learning is a priority	The previous year we have had struggling students who have not had the benefit of the SST process. These students need to be identified early in the school year. This is a new school procedure and will act as our baseline year as a data point.	Increased proficiency on SBAC testing, as well as improved grades/attendance for the students identified on the MTSS spreadsheet. Through our new MTSS data team we will identify students earlier and provide early intervention to increase student achievement.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers will populate a spreadsheet monthly and the data will be reviewed in grade level PLC/MTSS meetings. Our grade level PLCs will make decisions on how to implement best first instruction based on needs identified from studying the spreadsheet data. TBMS will also offer an

orientation program to our incoming 6th grade students which would help with that all important transition to middle school.

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

Amount(s)   Source(s)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Incoming 6th grade students

Strategy/Activity

Our Summer Bridge program offers an compacted immersion into the life of a typical middle school student. Participants engage in classes targeting the use of our current technology,
Avid notetaking strategies, as well as learn to navigate Schoology. Students partake in Youth Development activities, campus tours, receipt of schedules, agendas, and chromebooks and participate in SEL activities.

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

Amount(s)	Source(s)
5000.00	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies This Summer Bridge program has proven to be a highly effective program for a smoother transition from 5th to 6th grade.

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

TBMS will have teachers serve as coordinators to promote growth mindset, SEL activities in and out of the classroom, Avid, and the MTSS spreadsheet data, as well as serve as curricular leads in the four core subjects.

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

Amount(s)	Source(s)
12,600.	LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries Teachers are the most logical and effective source of schoolwide growth in all areas, in and out of the classroom.

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Our Summer Bridge program has been very successful with the transition of 5th to 6th grade students. The MTSS spreadsheet with corresponding strategies related to the data are in the beginning stage as are the different coordinators.

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

No differences

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.

No changes

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF-Supplemental (Site Fund)	54,276	66.00

Expenditures by Funding Source

Funding Source	Amount
LCFF-Base (Site Fund)	1,100.00
LCFF-Supplemental (Site Fund)	54,210.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	6,810.00
1000-1999: Certificated Personnel Salaries	16,700.00
4000-4999: Books And Supplies	21,450.00
5000-5999: Services And Other Operating Expenditures	5,000.00
6000-6999: Capital Outlay	5,350.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF-Base (Site Fund)	1,100.00
0000: Unrestricted	LCFF-Supplemental (Site Fund)	6,810.00
1000-1999: Certificated Personnel Salaries	LCFF-Supplemental (Site Fund)	15,600.00
4000-4999: Books And Supplies	LCFF-Supplemental (Site Fund)	21,450.00
5000-5999: Services And Other Operating Expenditures	LCFF-Supplemental (Site Fund)	5,000.00
6000-6999: Capital Outlay	LCFF-Supplemental (Site Fund)	5,350.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	37,710.00
Goal 2	17,600.00

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

3 Other School Staff

1 Parent or Community Members

1 Secondary Students

Name of Members	Role
Randy Woods	Principal
Amy Pettersen	Other School Staff
Wendy Hollis	Other School Staff
Marcie Pettersen	Other School Staff
Geni Atkinson	Classroom Teacher
Traci Jensen	Classroom Teacher
Danielle Powell	Classroom Teacher
Courtney Amalong	Classroom Teacher
Jan Bedwell	Parent or Community Member
Evangel Castillo-Garcia	Parent or Community Member
Brooke Blume	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature	**Committee or Advisory Group Name**

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 13, 2022.

Attested:

Randy Woods	Principal, Randy Woods on 10-11-22
Janet Bedwell	SSC Chairperson, Jan Bedwell on 10-11-22

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

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

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

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

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

Students to be Served by this Strategy/Activity
Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity
For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review
In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

    A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

        1. The comprehensive needs assessment of the entire school shall:

            a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

            b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

                i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

                ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

                iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

    B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

    A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

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

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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