

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Twelve Bridges Middle School	31-66951-0000000	October 29, 2024	

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

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

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

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

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

Schoolwide Program

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

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Plan Description

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

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

Schoolwide Program

Twelve Bridges Middle School is dedicated to have a focus on learning and student outcomes. We plan to continue increasing engagement among our community, students, and staff. We also plan to increase staff collaboration and planning that is focused on student support. We integrate technology that is meaningful and relevant to student success, and utilize various programs and platforms that assist students with daily assignments and grasping of the CA standards. Through staff development and collaboration time, we will focus on aligning instruction to essential standards that result in overall student performance and an increased engagement in learning. We are proud of our culture and dedication to a positive learning environment at TBMS.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

TBMS, in cooperation with the School Leadership team, students, and parents have reviewed, and approved the School Site plan in October, 2024. 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 possibly due to the COVID 19 pandemic, the need for intervention is still very strong. We are committed to mitigating regression due to previous restrictions associated with COVID 19. TBMS is also able to invest in our STEAM program by offering Project Lead The Way electives.

Resource Inequities

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

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

TBM has performed well overall, but needs to spend more time working to close the achievement gap for subgroups. Specifically for students with disabilities.

Students with Disabilities, and English Learners are in the red and orange respectively for English Language Arts

Students with Disabilities are in the red for mathematics.

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

Students with Disabilities, and English Learners are two to three levels below in Language Arts.

Students with Disabilities are three levels below all students in mathematics.

Other Needs

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

TBMS has been a school of have and have nots. TBMS needs to work to include all learners and all stakeholders to better move the school together.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.59%	0.34%	0.43%	5	3	4
African American	1.88%	1.93%	1.41%	16	17	13
Asian	4.94%	5.56%	5.84%	42	49	54
Filipino	3.53%	3.06%	2.92%	30	27	27
Hispanic/Latino	16.35%	16.44%	17.42%	139	145	161
Pacific Islander	0.59%	1.02%	0.87%	5	9	8
White	67.29%	64.63%	63.20%	572	570	584
Multiple/No Response	4.82%	5.44%	6.82%	41	48	63
Total Enrollment				850	882	924

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	282	290	304
Grade 7	269	309	292
Grade 8	299	283	328
Total Enrollment	850	882	924

Conclusions based on this data:

1. 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

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	22	23	22	2.8%	2.6%	2.4%
Fluent English Proficient (FEP)	42	48	45	5.6%	4.9%	4.9%
Reclassified Fluent English Proficient (RFEP)				0.0%		

Conclusions based on this data:

1. Our number/percentage 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)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	287	293	299	276	285	283	276	285	283	96.2	97.3	94.6
Grade 7	275	309	294	264	297	274	264	297	274	96.0	96.1	93.2
Grade 8	302	280	322	283	255	295	283	255	295	93.7	91.1	91.6
All Grades	864	882	915	823	837	852	823	837	852	95.3	94.9	93.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2562.	2548.	2555.	27.54	23.86	24.03	38.04	37.19	39.93	22.46	23.51	24.38	11.96	15.44	11.66
Grade 7	2613.	2611.	2611.	40.53	37.37	37.23	34.47	39.73	41.97	15.91	14.48	10.58	9.09	8.42	10.22
Grade 8	2597.	2602.	2610.	21.91	27.06	32.88	44.88	37.65	36.95	21.55	21.96	17.29	11.66	13.33	12.88
All Grades	N/A	N/A	N/A	29.77	29.63	31.34	39.25	38.23	39.55	20.05	19.83	17.49	10.94	12.31	11.62

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
Grade 6	29.09	23.86	24.38	57.45	59.65	61.13	13.45	16.49	14.49	
Grade 7	38.26	30.30	35.04	53.41	61.62	55.11	8.33	8.08	9.85	
Grade 8	29.68	27.06	33.56	56.18	58.82	51.86	14.13	14.12	14.58	
All Grades	32.24	27.12	30.99	55.72	60.10	55.99	12.04	12.78	13.03	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	22.10	18.95	23.67	60.51	60.70	61.13	17.39	20.35	15.19
Grade 7	45.83	40.74	41.97	43.94	47.81	47.45	10.23	11.45	10.58
Grade 8	26.15	30.20	33.22	57.95	52.16	50.17	15.90	17.65	16.61
All Grades	31.11	30.11	32.86	54.31	53.52	52.93	14.58	16.37	14.20

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	17.39	15.44	18.37	76.09	77.89	74.91	6.52	6.67	6.71
Grade 7	24.62	23.57	19.71	66.29	70.37	74.09	9.09	6.06	6.20
Grade 8	22.26	17.65	25.42	71.02	74.12	66.44	6.71	8.24	8.14
All Grades	21.39	19.00	21.24	71.20	74.07	71.71	7.41	6.93	7.04

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	32.97	24.21	23.32	56.52	63.16	67.84	10.51	12.63	8.83
Grade 7	32.95	40.74	41.97	57.95	51.18	49.64	9.09	8.08	8.39
Grade 8	27.21	35.29	37.63	65.02	55.69	54.58	7.77	9.02	7.80
All Grades	30.98	33.45	34.27	59.90	56.63	57.39	9.11	9.92	8.33

Conclusions based on this data:

1. The data currently displayed indicate that the percentage of students who are exceeding standards in overall achievement have increased and the number of students below standard has decreased.
2. The data currently displayed indicate that the percentage of students who are at, or above, standard in the area of Reading has increased.
3. The data currently displayed indicate that Writing is an area of growth as the percentage of students at/above standard has increased.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	287	293	300	276	285	283	276	285	283	96.2	97.3	94.3
Grade 7	275	309	294	264	296	270	264	296	270	96.0	95.8	91.8
Grade 8	302	280	322	283	253	294	283	253	294	93.7	90.4	91.3
All Grades	864	882	916	823	834	847	823	834	847	95.3	94.6	92.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2554.	2543.	2539.	26.81	27.02	25.09	28.99	23.51	21.91	25.72	25.96	30.74	18.48	23.51	22.26
Grade 7	2562.	2576.	2588.	24.62	31.76	34.44	21.97	21.96	22.59	32.95	28.04	26.30	20.45	18.24	16.67
Grade 8	2551.	2574.	2602.	23.32	28.06	39.12	16.96	21.34	15.65	23.32	26.09	22.79	36.40	24.51	22.45
Grade 11															
All Grades	N/A	N/A	N/A	24.91	29.02	32.94	22.60	22.30	19.95	27.22	26.74	26.56	25.27	21.94	20.54

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	25.72	27.37	22.26	53.99	48.07	51.24	20.29	24.56	26.50
Grade 7	24.62	31.42	33.70	56.06	50.00	47.04	19.32	18.58	19.26
Grade 8	20.85	24.90	40.14	51.94	52.57	39.80	27.21	22.53	20.07
Grade 11									
All Grades	23.69	28.06	32.11	53.95	50.12	45.93	22.36	21.82	21.96

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	20.29	22.46	16.96	59.06	54.39	58.30	20.65	23.16	24.73
Grade 7	22.73	26.69	32.59	58.33	55.74	54.07	18.94	17.57	13.33
Grade 8	22.26	24.90	30.27	50.18	53.36	48.98	27.56	21.74	20.75
All Grades	21.75	24.70	26.56	55.77	54.56	53.72	22.48	20.74	19.72

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	25.72	21.75	20.14	61.96	59.65	59.36	12.32	18.60	20.49
Grade 7	21.97	27.70	28.15	61.36	57.77	58.52	16.67	14.53	13.33
Grade 8	13.43	17.00	29.25	62.90	64.43	56.46	23.67	18.58	14.29
All Grades	20.29	22.42	25.86	62.09	60.43	58.09	17.62	17.15	16.06

Conclusions based on this data:

1. The data indicates that the percentage of students exceeding standards is increasing in all areas.
2. The data indicates that the percentage of students below or near standard is increasing in all areas.
3. Communicating reasoning and problem solving are the greatest areas of concern.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*	*	*	*	*	*	*	*	5	4	4
7	*	*	*	*	*	*	*	*	*	10	6	4
8	*	1558.7	*	*	1564.1	*	*	1552.7	*	8	11	8
All Grades										23	21	16

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	18.18	*	*	54.55	*	*	27.27	*	*	0.00	*	*	11	*
All Grades	39.13	28.57	43.75	39.13	42.86	31.25	17.39	23.81	12.50	4.35	4.76	12.50	23	21	16

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	45.45	*	*	36.36	*	*	18.18	*	*	0.00	*	*	11	*
All Grades	56.52	52.38	62.50	30.43	28.57	25.00	8.70	14.29	0.00	4.35	4.76	12.50	23	21	16

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	0.00	*	*	45.45	*	*	45.45	*	*	9.09	*	*	11	*
All Grades	13.04	9.52	12.50	30.43	38.10	50.00	43.48	33.33	18.75	13.04	19.05	18.75	23	21	16

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
6	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	9.09	*	*	81.82	*	*	9.09	*	*	11	*	*
All Grades	26.09	19.05	37.50	60.87	71.43	43.75	13.04	9.52	18.75	23	21	16	

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
6	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	72.73	*	*	27.27	*	*	0.00	*	*	11	*	*
All Grades	82.61	66.67	75.00	13.04	33.33	12.50	4.35	0.00	12.50	23	21	16	

Reading Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
6	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	18.18	*	*	36.36	*	*	45.45	*	*	11	*	*
All Grades	21.74	19.05	18.75	47.83	33.33	56.25	30.43	47.62	25.00	23	21	16	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	0.00	*	*	100.00	*	*	0.00	*	*	11	*
All Grades	13.04	9.52	18.75	82.61	85.71	68.75	4.35	4.76	12.50	23	21	16

Conclusions based on this data:

1. Reading was not an area of strength with almost half of the students in the beginning category. No current data...
2. None of our students performed at a high level in written language. No current data...
3. All of the students tested are considered "somewhat/moderately" proficient in the writing domain. No current data...

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
882	17.1	2.6	0.1
Total Number of Students enrolled in Twelve Bridges 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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	23	2.6
Foster Youth	1	0.1
Homeless	4	0.5
Socioeconomically Disadvantaged	151	17.1
Students with Disabilities	104	11.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	17	1.9
American Indian	3	0.3
Asian	49	5.6
Filipino	27	3.1
Hispanic	145	16.4
Two or More Races	48	5.4
Pacific Islander	9	1
White	570	64.6

Conclusions based on this data:

1. TBMS has a diverse population, but the vast majority of student population is "white."
2. TBMS has a relatively small population of English Learners.
3. TBMS is consistently growing its population.

School and Student Performance Data

Overall Performance





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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Academic performance in the area of Language Arts is consistent with previous years.
2. Academic performance in the area of Mathematics is also consistent with previous years.
3. Chronic absenteeism is definitely concerning and is an issue that we will address through the SARB process and positive behavior engagement programs.

School and Student Performance Data

Academic Performance English Language Arts

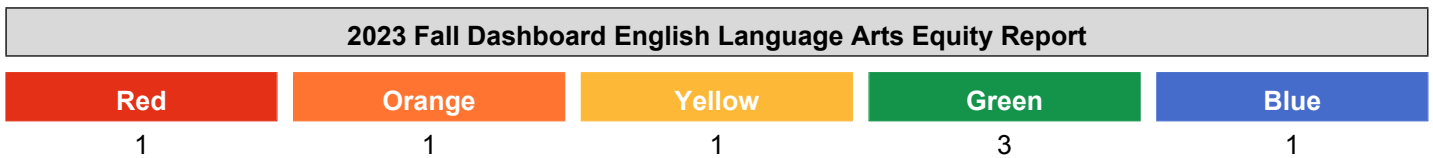
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>40.1 points above standard</p> <p>Maintained -1.3 points</p> <p>815 Students</p>	<p>English Learners</p>  <p>Orange</p> <p>7.6 points below standard</p> <p>Decreased Significantly -20.6 points</p> <p>36 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>9.4 points above standard</p> <p>Maintained +0.9 points</p> <p>154 Students</p>	<p>Students with Disabilities</p>  <p>Red</p> <p>93.7 points below standard</p> <p>Decreased Significantly -16.6 points</p> <p>99 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
26.6 points below standard Decreased Significantly - 73.5 points 17 Students	Less than 11 Students 3 Students	 Green 45.3 points above standard Decreased -14.2 points 47 Students	79 points above standard Increased +11.1 points 26 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 17.4 points above standard Maintained +0.7 points 139 Students	 Blue 46 points above standard Increased +11.5 points 44 Students	Less than 11 Students 8 Students	 Green 44.8 points above standard Maintained +1.3 points 525 Students

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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
67.2 points below standard Decreased Significantly -38.1 points 19 Students	58.9 points above standard Increased +12.7 points 17 Students	40 points above standard Maintained -1.6 points 746 Students

Conclusions based on this data:

1. Students with disabilities are far below overall performance.
2. Reclassified English learners are performing well. In fact, they are the highest performing identified group of students.
3. English only students are performing very well.

School and Student Performance Data

Academic Performance Mathematics

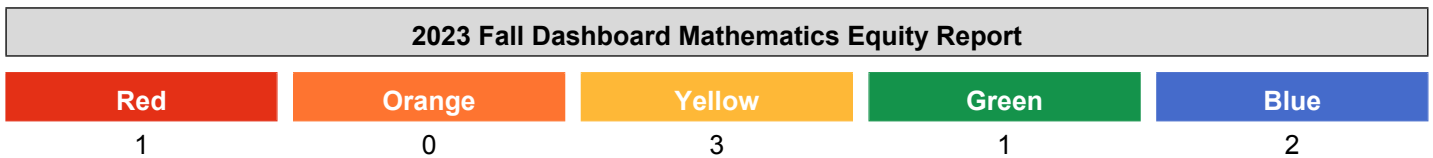
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Green 0.1 points above standard Increased +11.7 points 811 Students	<p>English Learners</p>  Yellow 42.1 points below standard Increased Significantly +17.6 points 36 Students	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>Socioeconomically Disadvantaged</p>  Yellow 28 points below standard Increased Significantly +16.9 points 154 Students	<p>Students with Disabilities</p>  Red 133.6 points below standard Decreased -12.3 points 98 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>90.2 points below standard</p> <p>Decreased Significantly - 41.1 points</p> <p>17 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>	<p></p> <p>Blue</p> <p>22 points above standard</p> <p>Increased Significantly +28.7 points</p> <p>47 Students</p>	<p>3.4 points above standard</p> <p>Decreased Significantly - 20.1 points</p> <p>26 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Yellow</p> <p>31.5 points below standard</p> <p>Increased +11.8 points</p> <p>138 Students</p>	<p></p> <p>Blue</p> <p>7.2 points above standard</p> <p>Increased Significantly +27.1 points</p> <p>44 Students</p>	<p>Less than 11 Students</p> <p>8 Students</p>	<p></p> <p>Green</p> <p>7.2 points above standard</p> <p>Increased +13 points</p> <p>522 Students</p>

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>115.2 points below standard</p> <p>Increased +7.3 points</p> <p>19 Students</p>	<p>39.7 points above standard</p> <p>Increased Significantly +58.2 points</p> <p>17 Students</p>	<p>0.7 points above standard</p> <p>Increased +11.3 points</p> <p>742 Students</p>

Conclusions based on this data:

1. Students are not performing well in Mathematics among subgroups.
2. African American students dropped -41.1 points.
3. Students with disabilities dropped -12.3 points.

School and Student Performance Data

Academic Performance English Learner Progress

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
61.9% making progress towards English language proficiency
Number of EL Students: 21 Students
Performance Level: No Performance Level

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

2023 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
3	5	2	10

Conclusions based on this data:

1. Ten (50%) of our EL students progressed at least one ELPI level.
2. Seven of our EL students maintained their current ELPI level
3. The fact that three of our students decreased one ELPI level, warrants an inquiry as to the reason for the drop in level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides 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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 17.1% Chronically Absent Declined Significantly -13.5 919 Students	11.5% Chronically Absent Declined -8.5 26 Students	Less than 11 Students 2 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 9 Students	 Yellow 24.2% Chronically Absent Declined Significantly -19 186 Students	 Orange 28.7% Chronically Absent Declined -20.9 115 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>11.1% Chronically Absent</p> <p>Declined -12.4</p> <p>18 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>	<p> Green</p> <p>9.6% Chronically Absent</p> <p>Declined -3.4</p> <p>52 Students</p>	<p>14.8% Chronically Absent</p> <p>Declined -2.8</p> <p>27 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Yellow</p> <p>20.4% Chronically Absent</p> <p>Declined Significantly -9.1</p> <p>157 Students</p>	<p> Orange</p> <p>22.4% Chronically Absent</p> <p>Declined -11.7</p> <p>67 Students</p>	<p>Less than 11 Students</p> <p>9 Students</p>	<p> Yellow</p> <p>16.4% Chronically Absent</p> <p>Declined Significantly -16.3</p> <p>586 Students</p>

Conclusions based on this data:

1. Chronic absenteeism is a concern with two or more races and students with disabilities.
2. Absence rates continue to improve at TBMS.
3. Hispanic and Two or More Races have high rates of chronic absent rates.

School and Student Performance Data

Conditions & Climate Suspension Rate

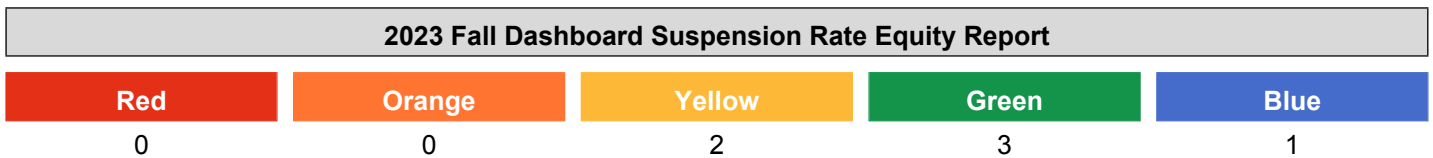
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group												
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">4.5% suspended at least one day</td> </tr> <tr> <td>Declined -1.9 935 Students</td> </tr> </tbody> </table>	All Students	 Green	4.5% suspended at least one day	Declined -1.9 935 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e6f2ff;">15.4% suspended at least one day</td> </tr> <tr> <td>Increased 12.3 26 Students</td> </tr> </tbody> </table>	English Learners	15.4% suspended at least one day	Increased 12.3 26 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 2 Students</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students 2 Students	
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2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>5.6% suspended at least one day</p> <p>Increased 5.6 18 Students</p>	<p>Less than 11 Students 3 Students</p>	<p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 54 Students</p>	<p>7.4% suspended at least one day</p> <p>Increased 4.5 27 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Green</p> <p>1.9% suspended at least one day</p> <p>Declined -2.1 160 Students</p>	<p align="center"> Green</p> <p>6% suspended at least one day</p> <p>Declined -6.8 67 Students</p>	<p>Less than 11 Students 9 Students</p>	<p align="center"> Green</p> <p>5.4% suspended at least one day</p> <p>Declined -2 597 Students</p>

Conclusions based on this data:

1. Socio-economically disadvantaged and students with disabilities had a higher rate of suspension in 22/23.
2. English learners increased in suspension rate.
3. Generally the suspension rates are in good color.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

College & Career Readiness

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 have identified essential standards and therefore are able to create accurate pacing guides. It is the job of middle school to prepare students for high school and making adjustments to our curriculum, and pacing, is a solid strategy. We will use SBAC results, formative assessments, and other summative assessments (Aleks for Mathematics) 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. This will be managed through by identifying, and focusing on, those standards that are essential. We will use SBAC results, formative assessments, and other summative assessments (iReady for Language Arts) which will show the need for curriculum adjustments which can be addressed through training in framework and feedback from our high schools. Our 8th grade teachers are also 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.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Understanding the need for competency in the use of technology in high school and beyond, TBMS needs to proficient with current forms of technology and utilize technology effectively for instruction. TBMS has significant performance gaps between students with disabilities and the overall scores. We will provide teachers with additional collaboration/articulation days with the intention of aligning essential standards with student goals and supports. TBMS will provide after school tutoring/math support to increase math proficiency. 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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC scores in Mathematics	54% schoolwide at or above grade-level 2023/24	57% proficiency for 2024/25 (5% gain)
SBAC scores in Language Arts	68% schoolwide at or above grade-level 2023/24	72% proficiency for 2024/25 (5% gain)

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	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)	All Students	16200 LCFF-Supplemental (Site Fund) 0000: Unrestricted Licenses for supplemental programs (Brainpop, Membean, Gizmos)
1.2	Implement STEAM/CTE electives through Project Lead the Way as well as continued funding of our music/band program.	All Students	4100 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. 4000 LCFF-Supplemental (Site Fund) 6000-6999: Capital Outlay Purchase a new instruments for our music/band program 5000 Prop 28 6000-6999: Capital Outlay Purchase new instruments/equipment for our music/band program
1.3	Teacher teams, Co-teaching partners, will be given PD/Collaboration days to plan.	All students	5000.00 LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries This provides for alignment of essential standards with student supports and IEP goals. 10,000 LCFF-Supplemental (District Fund) 1000-1999: Certificated Personnel Salaries This provides for alignment of essential standards with student supports and IEP goals.

1.4	After school homework help/math tutoring will be offered on campus with TBMS teachers and virtually by one of our High Schools	All students	6000.00 Expanded Learning Opportunities Program (ELOP) 5000-5999: Services And Other Operating Expenditures Offering clubs and other extended learning opportunities. 2000.00 LCFF-Base (Site Fund) 1000-1999: Certificated Personnel Salaries To offer MTSS Tier 2 interventions, TBMS utilizes teachers for Homework help and tutoring
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

The strategies were implemented as described. The effectiveness of the plan produced positive results with the performance of ELA scores on SBAC, where Math scores were not positive and more maintained the same level of performance.

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

There were no major differences between the intended implementation and actual 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.

This year, we will devote more staff collaboration time to department teams and co-teach teams to align essential standards instruction with student supports. This strategy is intended to have higher score outcomes for special populations. We will also have curricular leads lead staff development to focus on essential standard instruction, especially in math.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

School & Community Engagement

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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. We also have significant gaps between students with disabilities and the overall population. We will provide curricular leads and coordinators to help teams implement guaranteed and viable curriculum and align classroom instruction with curriculum support class instruction for students with disabilities.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
MTSS Data Spreadsheet to help identify struggling students early and often. Social/emotional learning is a priority and is also a data point on the MTSS spreadsheet.	Students are identified as below grade-level performance using SBAC data and beginning of the year diagnostic data. Students are also referred for SEL support through counseling. These students need to be identified early in the school year.	Increased proficiency on SBAC testing, as well as improved grades/attendance for the students identified on the MTSS spreadsheet. Through our MTSS data team we will identify students earlier and provide early intervention to increase student achievement.
Youth Truth Survey: Student Engagement Summary	3.04 (7th Percentile)	3.34 (50th Percentile)

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	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	All students	

	orientation program to our incoming 6th grade students which would help with that all important transition to middle school.		
2.2	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.	Incoming 6th grade students	5720.00 LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies This Summer Bridge program has proven to be a highly effective program for engaging students/families for a smoother transition from 5th to 6th grade.
2.3	TBMS will have teachers serve as coordinators to promote Avid, the MTSS spreadsheet data, as well as serve as curricular leads in the four core subjects.	All students	13,242 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. Department leads and Specialty coordinators are the linchpins of this process.
2.4	TBMS will implement a positive behavior incentive/support program to encourage students and families to engage positively with the school.	All students	2000 LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Provide incentives and supplies to reward and recognize students for proactive positive behavior and support.
2.5	Guest presenter assemblies focused on motivational messaging, student performance, and positive behavior.	All students	2429 LCFF-Supplemental (Site Fund) 5800: Professional/Consulting Services And Operating Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Having staff populate and analyze an MTSS spreadsheet through the support and direction of an MTSS coordinator was effective last year for identification of students with needs and varying areas. The monthly analysis produced recommendations for student supports and interventions.

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

The intended implementation aligned with the 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.

One addition we will make to the strategies for this goal is implementing a positive behavior incentive and recognition program. This is intended to result in higher rates of positive engagement and performance by students and families.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

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

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

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

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$51,765.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$75,691.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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

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

State or Local Programs	Allocation (\$)
Expanded Learning Opportunities Program (ELOP)	\$6,000.00
LCFF-Base (Site Fund)	\$2,000.00
LCFF-Supplemental (District Fund)	\$10,000.00
LCFF-Supplemental (Site Fund)	\$52,691.00
Prop 28	\$5,000.00

Subtotal of state or local funds included for this school: \$75,691.00

Total of federal, state, and/or local funds for this school: \$75,691.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF-Supplemental (Site Fund)	52,691	0.00
Prop 28	135,358	130,358.00

Expenditures by Funding Source

Funding Source	Amount
Expanded Learning Opportunities Program (ELOP)	6,000.00
LCFF-Base (Site Fund)	2,000.00
LCFF-Supplemental (District Fund)	10,000.00
LCFF-Supplemental (Site Fund)	52,691.00
Prop 28	5,000.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	16,200.00
1000-1999: Certificated Personnel Salaries	30,242.00
4000-4999: Books And Supplies	11,820.00
5000-5999: Services And Other Operating Expenditures	6,000.00
5800: Professional/Consulting Services And Operating Expenditures	2,429.00
6000-6999: Capital Outlay	9,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5000-5999: Services And Other Operating Expenditures	Expanded Learning Opportunities Program (ELOP)	6,000.00
1000-1999: Certificated Personnel Salaries	LCFF-Base (Site Fund)	2,000.00
1000-1999: Certificated Personnel Salaries	LCFF-Supplemental (District Fund)	10,000.00

0000: Unrestricted	LCFF-Supplemental (Site Fund)	16,200.00
1000-1999: Certificated Personnel Salaries	LCFF-Supplemental (Site Fund)	18,242.00
4000-4999: Books And Supplies	LCFF-Supplemental (Site Fund)	11,820.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF-Supplemental (Site Fund)	2,429.00
6000-6999: Capital Outlay	LCFF-Supplemental (Site Fund)	4,000.00
6000-6999: Capital Outlay	Prop 28	5,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	52,300.00
Goal 2	23,391.00

School Site Council Membership

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

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

Name of Members	Role
Jack Gout	Principal
Amy Pettersen	Other School Staff
Wendy Hollis	Other School Staff
Marcie Pettersen	Other School Staff
Geni Atkinson	Classroom Teacher
Lucy Coleman	Classroom Teacher
Janel Lessing	Classroom Teacher
Monica Barley	Parent or Community Member
Whitney Hoybjerg	Parent or Community Member
Evangel Castillo-Garcia	Parent or Community Member
	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 29, 2024.

Attested:



Principal, Jack Gout on 10-29-24



SSC Chairperson, Monica Barley on 10-29-24

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

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

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

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

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

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

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE’s School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education’s “Using Evidence to Strengthen Education Investments” at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023