



Targeted Support and Improvement (TSI) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Terra Cotta Middle School	33-75176-6105548	May 5th 2026	June 11th 2026

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 Terra Cotta Middle School for meeting ESSA's planning requirements for Targeted Support and Improvement (TSI) in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

In alignment with LEUSD's LCAP, this plan was developed as a result of a comprehensive needs assessment inclusive of a root cause analysis so that evidence-based actions were developed in order to meet the needs of students most at-risk of not meeting standards. Additionally, Terra Cotta Middle School (TCMS) is eligible for Targeted Support and Improvement (TSI) for African Americans (AA). African American students experience suspension at higher rates than other students at TCMS and specific actions have been developed to address the TSI eligibility.

Educational Partner Involvement

How, when, and with whom did your Terra Cotta 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

The school collaborated with the following partners: English Learner Advisory Council (ELAC) and School Site Council (SSC). These educational partners offered input throughout the school year with regard to providing feedback on the 25/26 SPSA as evidenced by the meeting dates and details below. They provided verbal narrative on data presented throughout the school year. Following their input, further data and information was provided using relevant school data at each subsequent meeting. During each meeting the SPSA goals and actions were reviewed with small incremental data points for them to reflect and provide input.

ELAC:

2025/26

10/1/2025: ELAC completed their training. They reviewed the 25/26 SPSA. They provided feedback on the plan and asked clarifying questions. ELAC is concerned about how their students meet reclassification criteria. As a result, the ELAC coordinator shared the afterschool tutoring and ELPAC bootcamp offered during extreme Saturday and afterschool. While these activities are not Title I funded they are implemented and monitored by student attendance and their growth on the on-going formative assessment leading up to the ELPAC (Laslink), iReady and in-class formative assessments.

11/5/2026: ELAC met for their monthly meeting. Further they discussed the needs survey, school plan to monitor actions and gave input on the four-way compact. They were most concerned about the continued underperformance of LTELs and the reclassification of their students. ELAC identified positive movement on implementation of the plan with particular mention of the role of school staff in supporting small group tutoring during and after school for their students. They reported positive progress on their students grades and overall motivation.

2/5/2026: ELAC convened for their meeting. ELAC is most concerned about supporting their students to pass the ELPAC and continuing their access to general education classes and non-EL electives. Further they are most concerned the lack of growth of their students on iReady and integrated ELD supports in both English and Math. As a result a continued priority need will be another cycle of trainings for all faculty on providing first-best instruction alongside integrated ELD.

April/May 2026 Summary:

ELAC reviewed reclassification data. ELAC requested support for the reclassification of EL at an ELPAC level 3 and 4. Further they requested continued professional development for staff in providing first-best instruction with an integrated ELD focus. As a result Goal 1 alongside Actions 1, 2, and 3 all will focus on actions pertaining to continued professional development for faculty on first best instruction w/integrated ELD.

SSC:

2025/26

9/17/2025: SSC reviewed the existing plan, gave feedback on actions and reviewed current monitoring and evaluation of the goals in actions. Further they discussed the needs survey, school plan to monitor actions and gave input on the four-way compact. They were most concerned about the continued lack of progress of students in math. While it was positive, overall students are underperforming. As it related to the SPSA they want to continue to have data presented on the actions in the SPSA as well as understand their implementation and effectiveness.

10/14/2025: SSC reviewed the existing plan, gave feedback on actions, and began monitoring existing actions. Further they discussed the school plan to monitor actions and provided narrative input on data presented on academic achievement. They were most concerned about implementation and effectiveness of the SIT meetings and how that information will be shared with educational partner groups.

2/10/2026: SSC reviewed the existing plan, gave feedback on actions, and began monitoring existing actions. SSC discussed the actions regarding academic achievement as it relates to math and reading. Progress report data indicated students were failing or in danger of failing their math and English classes at alarming rates. While SSC acknowledged the curriculum was new implementation they continue to express concerns with implementation of both the curriculum, first-best instruction and integrated ELD strategy implementation.

April/May 2026 Summary:

SSC reviewed the monitoring and evaluation tool for all of the goals and actions in the SPSA including those they revised. They continue to report a concern with implementation of first/best instruction and integrated ELD as well as the importance of staff training on working effectively in their Professional Learning Teams. They are concerned about the implementation of students with disabilities supports and services as agreed in their daily coursework. As a result they echo the need for Goal 1 alongside Actions 1, 2, and 3 all will focus on actions pertaining to continued professional development for faculty on first best instruction w/integrated ELD.

As a result of ELAC and SSC input, the following actions are included in the the SPSA:

Goal 1 Actions 1 - 3: Release time for teachers to participate in co-planning and demo cycles using best-first instruction with itegrated English language development strategies in all content areas.

Goal 1 Action 5: Intensive reading intervention with a focus on phonics and word-structure.

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 only.

Using Education Resource Strategies' Resource Equity diagnostic the following resource inequities were revealed:

Dimension 2 Teaching Quality and Diversity

2.1 Not all students have access to highly qualified teachers in all core-content areas (Ex:high quality Tier 1 learning experience; not all students are accessing and succeeding in first best instructional experiences)

2.2 Not all students have access to and success in culturally relevant and standards aligned core-content experiences

Dimension 4 Empowering Rigorous Content

4.1 Students lack access and success with scaffolds and supports needed to to engage with culturally relevant curriculum and instructional materials

4.2 Not all students are enrolled in courses that set them up for success for high school readiness (college/career readiness) including elective and access to advanced courses

4.3 Not all students have access to an arts and/or enrichment opportunities and/or college readiness electives

As TCMS is eligible for TSI for AA, it is important to note that empathy interviews revealed that AA feel a lack of belonging and connection at TCMS. Actions in Goal 2 were developed to address this need.

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.

Goal 1: Academic Excellence

The following data sources were analyzed for strengths and weaknesses in Goal 1:

Dashboard

CAASPP

IReady Fall, Winter

ELPI/ELPAC

Empathy Interviews with African American Male Students

TSI Needs Assessment Data

School Improvement Team Needs Assessment

Demo data

Collective Efficacy Diagnostic

Leadership Survey Data

Strengths:

24/25 CAASP/Dashboard

Long Term EL increased 5.4 points

English Language Learners increased 10.5 points

Students w/Disabilities increased 5.3 points

White students increased 6 points

Needs:

ELA

Dashboard

All students are -63.9 DFS.

All students decreased to 18.7 DFS.

EL Students are -98.6 DFS as compared to all students at -63.9 DFS

LTEs are -125.8 DFS as compared to all students at -63.9 DFS

EL students maintained

Homeless youth students are -78.5 DFS as compared to all students -63.6 DFS

Homeless youth decreased -16.6 DFS

SED students are -70.9 DFS as compared to all students -63.6 DFS

SED decreased -15.9 DFS

SWD students are -124.9 DFS as compared to all students -63.6 DFS

SWD decreased -15.3 DFS

Hispanic are -72 dfs and decreased significantly by -20.5dfs

African American students are -79.2 DFS in ELA

White students are -23.4 DFS in ELA

2+ Races are -34.4 DFS in ELA

IReady (winter 2025)

50% of all students are 3 or more grade levels below.

128 students are 2 or more grades below

177 students are 1 or more grade level below

81 students are early on grade level

67 students are mid above grade level

63.3% of EL 6th grade students are 3 or more grade levels below

80% of EL 7th grade students are 3 or more grade levels below

96% of EL 8th grade students 3 or more grade levels below

81% of SWD 6th grade students are 3 or more grade levels below

86% of SWD 7th grade students are 3 or more grade levels below

90% of SWD 8th grade students are 3 or more grade levels below

Observation

Classroom observations reveal that students lack access to academic vocabulary instruction

LTEs and SWDs lack sufficient integrated supports

SIT class visit data reveal lack of consistent implementation of first best instruction (McCrel) and integrated ELD

Math

Dashboard

All students at -104.2 DFS in math

All students maintained in math

EL students are -141.9 DFS in math

EL students increased DFS 10.5

LTEL students are -180.2 in math

LTEL students decreased -11.7 DFS

Homeless youth are -118.3 dfs in math

SED are -110.9 dfs in math

SWDs are -166.6 DFS

Hispanic are -113.2 dfs and decreased by -3.3dfs

African American are -123.1 DFS in Math

iReady (winter 2025)

49% of all students are 3 or more grades below

14% are 2 or more grades below

20% are 1 or more grades below

70%-88% of EL students are 3 or more grades below
70%-88% of LTEL students are 3 or more grades below
72%-89% of SWD are 3 or more grades below
14.9% of all students met or exceeded standard on the CAASP
93% of all students are not meeting standard for concepts and procedures
93% of all students are not meeting standard for mathematical practices
92% of all students are not meeting standard for problem solving
96% of all students are not meeting standard for communicating reasoning

Observations

Classroom observations reveal that students lack access to academic vocabulary instruction. LTELs and SWDs lack sufficient integrated supports.

ELPI:

The ELPI was the predominate data point that was used to analyze EL/LTEL progress in English. ELA and Math included EL and LTEL in the analysis.

Strengths

56.1% of EL made progress in English (ELPI)

Needs

48.3% of LTEL are making progress in English (ELPI) this is an 11.1% decrease from the prior Dashboard year (2024)
34.7% of EL maintained progress in English (ELPI) at a 1, 2Low, 2High, 3Low and 3High
9.2% of EL decreased in English (ELPI)

Goal 2: Engagement

The following data was analyzed for Suspension and Chronic Absenteeism:

Referral Rates (Detention/PBI)

Suspension Rate

Chronic Absenteeism Rates

Attendance Data

By grade level and student group

Parent Surveys (Title I)

LCAP Parent/Student Engagement Documents

PLUS/Mustangs United

Strengths:

Dashboard - Suspension

Suspension declined 1.9% for all students

Suspension decreased 8% for English Learners

Suspension decreased 14% for Long Term English Learners

Suspension decreased 4.4 % for students experiencing Homelessness

Suspension decreased 2.4% for socioeconomically disadvantaged students

Suspension decreased 1.7% for Hispanic students

Suspension decreased 5.2% for White students

Strengths

Dashboard - Chronic Absenteeism:

Chronic Absenteeism decreased .7% for all students

Chronic Absenteeism decreased 1.5% for students experiencing homelessness

Chronic Absenteeism decreased 7% for students with disabilities

Chronic Absenteeism decreased 1% for socioeconomically disadvantaged students

Needs:

Dashboard: Suspension

8.2% of all students were suspended

12.4% of SWD were suspended

19.6% of AA students were suspended

Local current data

35 students were suspended

11 SWD were suspended

5 AA students were suspended

All AA students suspended were male

Dashboard: Chronic Absenteeism

EL absenteeism increased to 21% (increase in 5.5% CA)

LTELs absenteeism increased by 7.8% to total of 24.5%

23.3% of AA are considered Chronically Absent

White absenteeism increase by .8% to a total of 20.6% being chronically absent

Homeless Youth experience chronic absenteeism rates of 26.5%

Socioeconomically disadvantaged students experience chronic absenteeism rates of 21.9%

28.7% of students with disabilities are chronically absent

20.7% of Hispanic students are chronically absent

Goal 3: Educational Environment

The following data sources were analyzed for Goal 3:

STW Rubric (October 2024)

Collective Efficacy Survey (SIT/Lead Team)

Data from Demo Days

Empathy Interviews

Mustangs United Information/Student Empathy Interviews

Strengths:

Collective Efficacy Survey (SIT/Lead Team): Advanced teacher influence (highest) and Responsive Leadership but still level 2 in leadership and average of 3 in school improvement out of a total of 6.

Data from Demo Days: 40% of participants reported that collecting learning student data was the most effective and 25% said the debrief was the most helpful

Empathy Interviews revealed that students are connecting to different subject areas and that students were honest with their feedback

SIT Observations: 60% of classrooms have standards and objectives that are clear and explicit; 60% of students receive continuous and intensive interaction (teacher to student, student to teacher, and student to student)

Collaborative Team Rubric (completed by SIT and Department Chairs) Both groups are progressing (score 2) across most domains, indicating they are "on the road to effective practice" per rubric language.

Needs:

STW focus area of instructional strategies needs support as the overall score in this area is a 2

Although the SIT team notes that they have increased knowledge of one and other's work from the Collective Teacher Efficacy Diagnostic, there are varied results by department and grade level so the mean of 3 does not represent a coherent result

Students who participate in Mustangs United experience Suspension at lower rates

Students lack access to best first instruction with common strategies and formative assessments to monitor impact of instructional program

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Terra Cotta 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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.09%	0.29%	0.30%	1	3	3
African American	2.91%	3.41%	3.65%	31	35	36
Asian	1.41%	1.75%	1.83%	15	18	18
Filipino	1.13%	1.46%	1.22%	12	15	12
Hispanic/Latino	79.51%	79.04%	78.98%	846	811	778
Pacific Islander	0.38%	%	0.20%	4		2
White	12.12%	12.18%	11.68%	129	125	115
Multiple/No Response	2.44%	1.85%	2.13%	26	19	21
Total Enrollment				1064	1026	985

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 6	342	324	319
Grade 7	355	354	312
Grade 8	367	348	354
Total Enrollment	1,064	1,026	985

Conclusions based on this data:

1. See comprehensive needs assessment

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	123	110	105	11.3%	11.6%	10.7%
Fluent English Proficient (FEP)	251	226	200	10.76%	23.6%	20.3%
Reclassified Fluent English Proficient (RFEP)				11.3%		

Conclusions based on this data:

1. See comprehensive needs assessment

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	346	323	303	343	319	300	343	315	300	99.1	98.8	99
Grade 7	353	343	348	348	338	342	348	338	342	98.6	98.5	98.3
Grade 8	357	348	355	350	346	351	349	345	351	98.0	99.4	98.9
All Grades	1056	1014	1006	1041	1003	993	1040	998	993	98.6	98.9	98.7

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2484.	2500.	2459.	7.58	10.16	2.67	21.57	26.98	19.33	31.78	30.79	29.67	39.07	32.06	48.33
Grade 7	2503.	2502.	2486.	8.05	6.51	9.06	24.14	26.63	16.08	27.30	26.04	26.61	40.52	40.83	48.25
Grade 8	2503.	2508.	2504.	6.59	8.41	9.97	18.34	24.06	19.66	31.23	23.48	24.22	43.84	44.06	46.15
All Grades	N/A	N/A	N/A	7.40	8.32	7.45	21.35	25.85	18.33	30.10	26.65	26.69	41.15	39.18	47.53

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	7.00	10.79	5.33	54.52	54.29	49.67	38.48	34.92	45.00
Grade 7	8.62	7.69	8.77	62.36	61.54	53.51	29.02	30.77	37.72
Grade 8	8.31	10.14	10.83	53.01	46.96	48.43	38.68	42.90	40.74
All Grades	7.98	9.52	8.46	56.63	54.21	50.55	35.38	36.27	40.99

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	11.66	11.11	4.67	50.73	58.73	42.00	37.61	30.16	53.33
Grade 7	13.51	12.72	14.04	45.11	48.82	37.43	41.38	38.46	48.54
Grade 8	6.61	10.43	12.54	43.39	47.54	41.31	50.00	42.03	46.15
All Grades	10.59	11.42	10.67	46.39	51.50	40.18	43.02	37.07	49.14

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	8.45	8.57	4.33	79.01	76.51	74.00	12.54	14.92	21.67
Grade 7	7.76	5.33	7.31	74.71	77.81	72.22	17.53	16.86	20.47
Grade 8	11.75	5.80	9.69	67.34	69.28	67.52	20.92	24.93	22.79
All Grades	9.33	6.51	7.25	73.65	74.45	71.10	17.02	19.04	21.65

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	9.33	10.79	6.67	67.06	69.52	64.67	23.62	19.68	28.67
Grade 7	9.48	8.88	9.94	63.22	64.79	62.28	27.30	26.33	27.78
Grade 8	8.31	12.46	12.82	67.62	63.77	60.97	24.07	23.77	26.21
All Grades	9.04	10.72	9.97	65.96	65.93	62.54	25.00	23.35	27.49

Conclusions based on this data:

1. See comprehensive needs assessment

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.

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Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	345	324	304	341	321	303	341	321	303	98.8	99.1	99.7
Grade 7	353	343	348	349	338	343	349	338	342	98.9	98.5	98.6
Grade 8	356	349	356	346	347	352	346	347	352	97.2	99.4	98.9
All Grades	1054	1016	1008	1036	1006	998	1036	1006	997	98.3	99	99

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2456.	2441.	2442.	6.45	5.92	2.64	10.56	7.48	9.24	25.81	20.56	24.75	57.18	66.04	63.37
Grade 7	2465.	2462.	2448.	8.02	5.03	3.80	10.03	11.54	6.73	22.06	23.96	22.51	59.89	59.47	66.96
Grade 8	2483.	2487.	2492.	7.51	11.82	11.08	9.54	11.53	10.80	24.57	18.44	23.86	58.38	58.21	54.26
Grade 11															
All Grades	N/A	N/A	N/A	7.34	7.65	6.02	10.04	10.24	8.93	24.13	20.97	23.67	58.49	61.13	61.38

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	5.87	4.67	1.32	33.72	28.97	34.32	60.41	66.36	64.36
Grade 7	9.74	5.33	4.68	31.81	33.43	30.70	58.45	61.24	64.62
Grade 8	12.14	14.70	13.64	37.28	36.02	41.76	50.58	49.28	44.60
Grade 11									
All Grades	9.27	8.35	6.82	34.27	32.90	35.71	56.47	58.75	57.47

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	4.11	4.67	2.64	43.99	41.12	42.57	51.91	54.21	54.79
Grade 7	8.02	4.73	4.39	42.98	45.56	39.77	49.00	49.70	55.85
Grade 8	6.36	8.65	7.67	46.82	45.24	46.02	46.82	46.11	46.31
All Grades	6.18	6.06	5.02	44.59	44.04	42.83	49.23	49.90	52.16

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	5.87	6.85	3.96	56.60	52.02	56.44	37.54	41.12	39.60
Grade 7	6.30	4.14	4.68	57.02	57.40	49.71	36.68	38.46	45.61
Grade 8	4.91	7.20	5.97	56.07	58.79	60.80	39.02	34.01	33.24
All Grades	5.69	6.06	4.91	56.56	56.16	55.67	37.74	37.77	39.42

Conclusions based on this data:

1. See comprehensive needs assessment

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://elpac.org) 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	1539.4	1531.0	1535.6	1542.3	1532.2	1538.5	1535.9	1529.3	1532.3	45	46	42
7	1546.9	1548.2	1554.1	1543.6	1548.5	1562.5	1549.7	1547.3	1545.1	44	32	38
8	1558.1	1541.3	1545.0	1567.1	1540.1	1551.2	1548.7	1542.0	1538.2	35	36	29
All Grades										124	114	109

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	24.44	21.74	14.29	42.22	47.83	64.29	31.11	19.57	14.29	2.22	10.87	7.14	45	46	42
7	34.09	31.25	31.58	36.36	34.38	42.11	18.18	31.25	15.79	11.36	3.13	10.53	44	32	38
8	40.00	19.44	20.69	17.14	47.22	37.93	31.43	11.11	27.59	11.43	22.22	13.79	35	36	29
All Grades	32.26	23.68	22.02	33.06	43.86	49.54	26.61	20.18	18.35	8.06	12.28	10.09	124	114	109

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	48.89	45.65	45.24	33.33	43.48	45.24	13.33	0.00	2.38	4.44	10.87	7.14	45	46	42
7	47.73	46.88	65.79	34.09	21.88	21.05	9.09	25.00	2.63	9.09	6.25	10.53	44	32	38
8	51.43	38.89	44.83	22.86	33.33	31.03	14.29	5.56	13.79	11.43	22.22	10.34	35	36	29
All Grades	49.19	43.86	52.29	30.65	34.21	33.03	12.10	8.77	5.50	8.06	13.16	9.17	124	114	109

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	6.67	4.35	4.76	31.11	32.61	23.81	40.00	45.65	54.76	22.22	17.39	16.67	45	46	42
7	11.36	9.38	13.16	31.82	28.13	28.95	45.45	50.00	36.84	11.36	12.50	21.05	44	32	38
8	8.57	5.56	10.34	40.00	30.56	13.79	28.57	44.44	55.17	22.86	19.44	20.69	35	36	29
All Grades	8.87	6.14	9.17	33.87	30.70	22.94	38.71	46.49	48.62	18.55	16.67	19.27	124	114	109

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	17.78	23.91	11.90	77.78	67.39	78.57	4.44	8.70	9.52	45	46	42
7	13.64	15.63	15.79	65.91	65.63	68.42	20.45	18.75	15.79	44	32	38
8	31.43	19.44	20.69	54.29	58.33	62.07	14.29	22.22	17.24	35	36	29
All Grades	20.16	20.18	15.60	66.94	64.04	70.64	12.90	15.79	13.76	124	114	109

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	64.44	69.57	80.95	31.11	19.57	14.29	4.44	10.87	4.76	45	46	42
7	79.55	75.00	81.58	13.64	18.75	13.16	6.82	6.25	5.26	44	32	38
8	65.71	63.89	75.86	22.86	16.67	13.79	11.43	19.44	10.34	35	36	29
All Grades	70.16	69.30	79.82	22.58	18.42	13.76	7.26	12.28	6.42	124	114	109

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	2.22	8.70	11.90	53.33	36.96	40.48	44.44	54.35	47.62	45	46	42
7	18.18	12.50	21.05	40.91	56.25	42.11	40.91	31.25	36.84	44	32	38
8	20.00	16.67	13.79	34.29	52.78	27.59	45.71	30.56	58.62	35	36	29
All Grades	12.90	12.28	15.60	43.55	47.37	37.61	43.55	40.35	46.79	124	114	109

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	28.89	21.74	11.90	60.00	69.57	83.33	11.11	8.70	4.76	45	46	42
7	25.00	15.63	2.63	68.18	81.25	92.11	6.82	3.13	5.26	44	32	38
8	8.57	2.78	3.45	80.00	83.33	86.21	11.43	13.89	10.34	35	36	29
All Grades	21.77	14.04	6.42	68.55	77.19	87.16	9.68	8.77	6.42	124	114	109

Conclusions based on this data:

1. See comprehensive needs assessment

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1026	85.7%	10.7%	0.4%
Total Number of Students enrolled in Terra Cotta 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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	110	10.7%
Foster Youth	4	0.4%
Homeless	104	10.1%
Socioeconomically Disadvantaged	879	85.7%
Students with Disabilities	173	16.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	35	3.4%
American Indian	3	0.3%
Asian	18	1.8%
Filipino	15	1.5%
Hispanic	811	79%
Two or More Races	19	1.9%
Pacific Islander	0	0.0%
White	125	12.2%

Conclusions based on this data:

1. See comprehensive needs assessment

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.”



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. See comprehensive needs assessment

School and Student Performance Data

Academic Performance English Language Arts

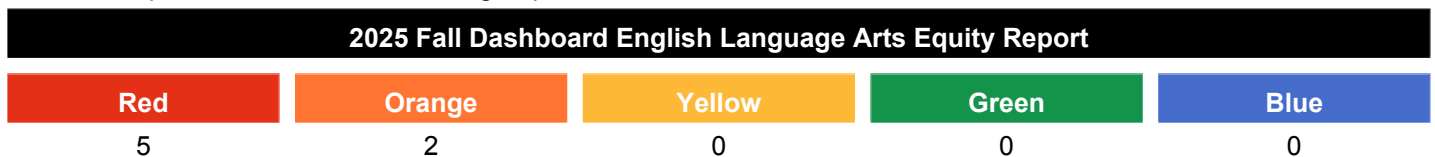
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Orange 63.6 points below standard Declined 18.5 points 950 Students	English Learners Red 98.6 points below standard Maintained 0.7 points 191 Students	Long-Term English Learners Orange 125.8 points below standard Increased 5.4 points 58 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless Red 78.5 points below standard Declined 16.6 points 94 Students	Socioeconomically Disadvantaged Red 70.9 points below standard Declined 15.9 points 813 Students

Students with Disabilities  Red 124.9 points below standard Declined 15.3 points 175 Students	African American  No Performance Color 79.2 points below standard Declined 32.6 points 31 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  No Performance Color 22 points below standard Declined 41.5 points 18 Students	Filipino  No Performance Color 24.8 points above standard Increased 23.6 points 12 Students	Hispanic  Red 72 points below standard Declined 20.5 points 756 Students
Two or More Races  No Performance Color 34.4 points below standard Increased 10.6 points 17 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	White  Orange 23.4 points below standard Declined 10.4 points 113 Students

Conclusions based on this data:

1. See comprehensive needs assessment

School and Student Performance Data

Academic Performance Mathematics

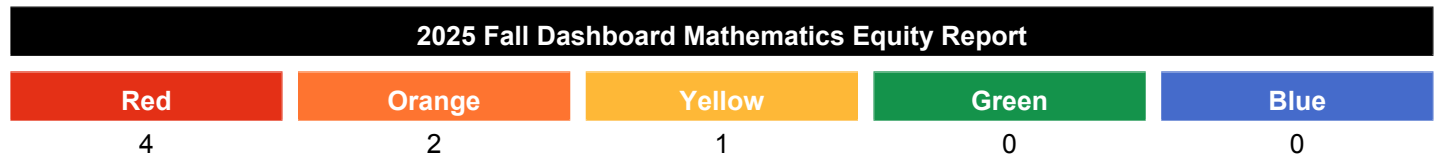
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Red 104.2 points below standard Maintained -1.8 points 956 Students	English Learners  Orange 141.9 points below standard Increased 10.5 points 195 Students	Long-Term English Learners  Red 180.2 points below standard Declined 11.7 points 58 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless  Red 118.3 points below standard Declined 9.1 points 97 Students	Socioeconomically Disadvantaged  Red 110.9 points below standard Maintained 2.3 points 819 Students

Students with Disabilities  Orange 166.6 points below standard Increased 5.3 points 175 Students	African American  No Performance Color 123.1 points below standard Declined 14.1 points 31 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  No Performance Color 57.3 points below standard Declined 7.8 points 18 Students	Filipino  No Performance Color 27.7 points above standard Increased 56.8 points 12 Students	Hispanic  Red 113.2 points below standard Declined 3.3 points 761 Students
Two or More Races  No Performance Color 78.1 points below standard Maintained -2.1 points 17 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	White  Yellow 63.5 points below standard Increased 6 points 114 Students

Conclusions based on this data:

1. See comprehensive needs assessment

School and Student Performance Data

Academic Performance Science

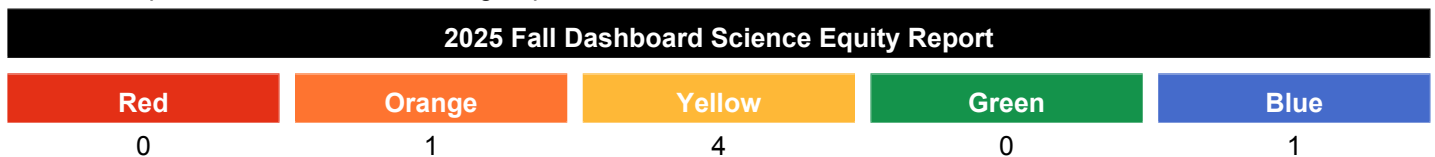
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students Yellow 47.1 science points Maintained 1.4 points 328 Students	English Learners Yellow 38.2 science points Increased 5.6 points 65 Students	Long-Term English Learners No Performance Color 31 science points Increased 2.3 points 21 Students
Foster Youth No Performance Color 0 Students	Homeless Yellow 47 science points Maintained 1.8 points 50 Students	Socioeconomically Disadvantaged Yellow 45.6 science points Maintained 1.6 points 289 Students

Students with Disabilities  Orange 36 science points Maintained -0.3 points 60 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Hispanic  Yellow 45.2 science points Maintained 0.7 points 266 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	White  Blue 58.6 science points Increased 8.6 points 32 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 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 a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Green	 Orange
56.1 making progress.	48.3 making progress.
Number Students: 98 Students	Number Students: 58 Students

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.

2025 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
9.2%	34.7%	0%	56.1%

Conclusions based on this data:

1. See comprehensive needs assessment

School and Student Performance Data

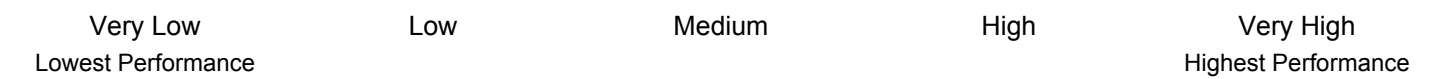
Academic Performance College/Career Report

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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."

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

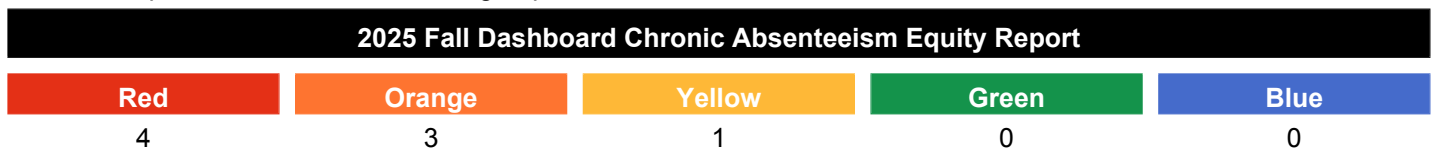
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Orange 20.4% Chronically Absent Declined 0.7 1082 Students	English Learners  Red 21% Chronically Absent Increased 5.5 119 Students	Long-Term English Learners  Red 25.4% Chronically Absent Increased 7.8 63 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Homeless  Orange 26.5% Chronically Absent Declined 1.5 117 Students	Socioeconomically Disadvantaged  Orange 21.9% Chronically Absent Declined 1 927 Students

Students with Disabilities  Yellow 28.7% Chronically Absent Declined 7 195 Students	African American  Red 23.3% Chronically Absent Maintained -0.3 43 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  No Performance Color 5.6% Chronically Absent Declined 13.2 18 Students	Filipino  No Performance Color 12.5% Chronically Absent Increased 5.4 16 Students	Hispanic  Orange 20.7% Chronically Absent Declined 0.5 850 Students
Two or More Races  No Performance Color 15% Chronically Absent Declined 13.6 20 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Red 20.6% Chronically Absent Increased 0.8 131 Students

Conclusions based on this data:

1. See comprehensive needs assessment

School and Student Performance Data

Academic Engagement Graduation Rate

The 2025 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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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.”

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

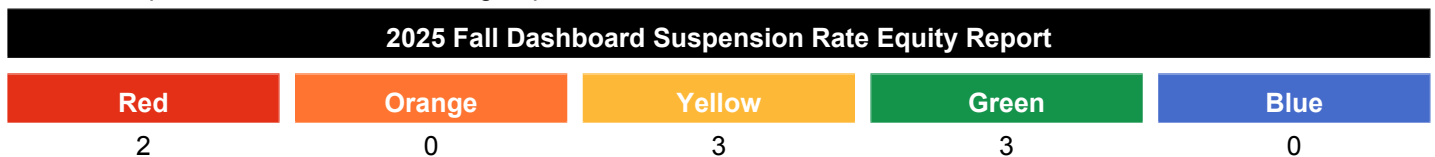
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 8.2% suspended at least one day Declined 1.9% 1111 Students	English Learners  Green 4.9% suspended at least one day Declined 8% 122 Students	Long-Term English Learners  Green 3.1% suspended at least one day Declined 14.3% 65 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Homeless  Yellow 9.9% suspended at least one day Declined 4.4% 121 Students	Socioeconomically Disadvantaged  Yellow 8.7% suspended at least one day Declined 2.4% 953 Students

Students with Disabilities  Red 12.4% suspended at least one day Maintained 0.1% 201 Students	African American  Red 19.6% suspended at least one day Increased 1.9% 46 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  No Performance Color 0% suspended at least one day Maintained 0% 18 Students	Filipino  No Performance Color 6.3% suspended at least one day Declined 0.9% 16 Students	Hispanic  Yellow 8.1% suspended at least one day Declined 1.7% 867 Students
Two or More Races  No Performance Color 10% suspended at least one day Declined 0.7% 20 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Green 5.7% suspended at least one day Declined 5.2% 140 Students

Conclusions based on this data:

1. See comprehensive needs assessment

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Erin L. Hill	X				
Ron Norwood (Yr. 1)		X			
Hope Davidson (Yr. 1)		X			
Mitch Drain (Yr.1)		X			
Norma Diaz (Yr. 1)			X		
Adena Padmos (Yr. 1)			X		
James Hill (Yr. 1)				X	X
Addison Carbajal (Yr. 1)					X
Joseph Ruelas (Yr. 1)					
Nathan Hill (Yr. 1)					X
Jessica Aguilera (Yr.1)				X	
Natasha Marcos (Yr. 1)				X	
Numbers of members of each category:	1	3	2	3	3

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.

Academic Excellence: English/Language Arts, Mathematics

2026 SPSA Goal 1: Terra Cotta Middle School will continue to incorporate actions pertaining to first best instruction for all classrooms with priority given to educational settings focused on English Learners, Long Term English Language Learners and Students with Disabilities.

ELA: Goal 1A: All student group: All students will decrease their distance from standard from –63dfs to –60dfs as measured by English Language Arts (ELA) indicator on the 2027 California Dashboard.

Goal 1A (English Language Learners) - Students who identify as EL will decrease their distance from standard from –98.6dfs to –70 dfs as measured by English Language Arts (ELA) indicator on the California Dashboard.

Specific goals for each student group performing at the Red or Orange level in ELA on the Dashboard are included in the Annual Measurable Outcomes section.

Math: Goal 1B (All Students) All students will decrease their distance from standard from –104.2dfs to –101.2dfs as measured by Math indicator on the 2027 California Dashboard.

Specific goals for each student group performing at the Red or Orange level in ELA on the Dashboard are included in the Annual Measurable Outcomes section.

ELPI

Goal 1C (LTELs) LTELs will increase progress in English (ELPI) from 48.3% to 50.3% as measured by the 2027 CA Dashboard.

Goal 1C (ELs) EL will increase progress in English (ELPI) from 56.1% to 60.1%.as measured by the 2027 Dashboard.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

ACADEMIC EXCELLENCE

LEUSD will create opportunities for post-secondary success by promoting academic excellence for all students.

Identified Need

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

In the area(s) of Math and ELA, SWD (Students with Disabilities) and LTELs (Long Term English Learners) and EL (English Language Learners) subgroups have been prioritized due to their significant distance from standard when compared to other student groups.

Through data & root cause analysis revealed students lack access to consistent implementation of evidence-based first/best instructional pedagogy and integrated ELD. Teachers need support with implementing the guaranteed and viable curriculum as intended while also leveraging evidence-based instructional practices for all students along with implementing integrated ELD in both Math and English.

Students lack access to the guaranteed and viable being implemented as intended in ELA and Math.

SWD lack access to an IEP that addressed educational benefit across all settings.

Staff need support monitoring the implementation and effectiveness of schoolwide expectations.

More than 80% of TCMS students are 3 or more grade levels behind in reading. They lack access to best first instruction and for students who exceed 3 years below, they lack access to an intensive reading intervention that includes explicit phonics, word structure/analysis instruction.

The following steps are in progress and will continue during 2026-27:

Goal 1 Actions 1-3: Release days for teachers to co-plan, demo/co-teach using best-first instruction with integrated English language development strategies.

Goal 1 Action 4: IEP Training for targeted staff members (this action is being expanded as a result of the 2025-26 success) and includes the essential components of high-quality IEPs that produce Educational Benefit for students with disabilities.

Goal 1 Action 5: Intensive Reading Intervention for students who lack phonics/word-structure and analysis skills.

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
Distance From Standard (DFS) /ELA Dashboard (All Students)	-63.6dfs	-60 dfs
DFS / ELA Dashboard (ELLs)	-98.6 dfs	-70 dfs
DFS / ELA Dashboard (LTELs)	-125.8 dfs	-70 dfs
DFS / ELA Dashboard (Homeless)	-78.5 dfs	-75.5 dfs
DFS / ELA Dashboard (Socioeconomically Disadvantaged)	-70.9 dfs	-67dfs
DFS / ELA Dashboard (SWD)	-124.9 dfs	-121.9 dfs
DFS / ELA Dashboard (Hispanic)	-72 dfs	-69 dfs
DFS / ELA Dashboard (White)	-23.4 dfs	-20 dfs
DFS / Math Dashboard (All students)	-104.2 dfs	-101.2 dfs
DFS / Math Dashboard (ELLs)	-141.9 dfs	-95 dfs
DFS/ Math Dashboard (LTELs)	-180.2 dfs	-177.2 dfs
DFS / Math Dashboard (Homeless)	-118.3 dfs	-115.3 dfs
DFS / Math Dashboard (SWD)	-166.6 dfs	-95.6 dfs
DFS / Math Dashboard (Hispanic)	-113.2 dfs	-110 dfs
Percent making progress in English/ELPI (LTELs)	48.3%	50.3%

Percent making progress in English/ELPI (ELs)	56.1%	60.1%
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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
1.1	Release time for Elective and PE teachers for training on Best First Instruction with integrated ELD strategies through a demo cycle (9 teachers, 1 full release day = \$1923.39) 2ND Semester period coverage for 1 period each to complete learning walks (paid for out of general fund)	All students	1,923.39 Title I 1130: Certificated Sub
1.2	3 Release days for ELA teachers to co-teach co-plan integrated ELD strategies through a demo cycle (8 teachers, 1 full release day = \$1709.68; 1day SDC full release \$238.13 = \$1,947.81 (1 day paid out of title and 2 other days paid general fund - \$3895.62)	All students	1,947.81 Title I 1130: Certificated Sub
1.3	3 release days for Math department to receive support with Amplify implementation and first best instruction/integrated ELD (consultant contract \$3600); 8 substitutes (7 general education, 1 SDC) for 3 days (\$4,487.91+714.54(SDC) (Total of certificated sub: 5202.45 to be covered by site expense.	All students	3,645.63 Title I 5800: Professional/Consulting Services And Operating Expenditures
1.4	IEP Training: Essential Responsibilities and Actions: Before, During and After an IEP (3 Release Days for 7 math department members (213.71x7people = \$1495.97 (1day) then 2 days paid out of general fund and the remaining \$0.34 cents)	All students	1,495.63 Title I 1130: Certificated Sub
1.5	Using the post test results of Rewards, iReady, CAASP and Grades) at least 20 students at varying grade levels per group will be identified for outside of the school day reading intervention support, four days per week for 60 minutes instruction and 1 hr for planning/data analysis) no more than 8 week cycles utilizing no more than 2 teachers per day and 2 paraeducator/support staff. (2 cycles of 8 weeks) - (40 extra duty hours per teacher at a rate of \$80.53 x2 teachers = \$6428) 40 hours extra duty per paraeducator at a rate of \$25 for 40 hours per paraeducator x2 = \$2000).	All students	6,428 Title I 1140: Certificated Extra Duty 2,000 Title I 2X40: Classified Extra Duty

Annual Review

SPSA Year Reviewed: 2025-26

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.

Goal 1: IMPLEMENTATION:

G1 Action 1: Train best first instruction with iELD strategies for Electives/New Staff: 9/9 teachers attended; 9/9 teachers used the student learning data collection tool to collect student learning data, 86% of attendees reported the session was very satisfactory, 7% of participants (1) reported the session was unsatisfactory, 7% reported the session was satisfactory. Participants requested additional opportunities to practice as a team.

G1 Action 2: Release time for ELA Teachers to co-teach/coplan integrated ELD strategies through demo cycle: 9/9 teachers attended and used student learning collection tool to collect student learning data. 100% of participants reported the sessions were very satisfactory/satisfactory and requested additional support (more sessions like this where “we can practice the strategies as a team without judgement.”)

G1 Action 3: Learning walks for ELA teachers: This action was not implemented.

G1 Action 4: Release days for Math department to receive support (from RCOE consultant) with implementation of new adopted curriculum (Amplify) while also using first best instruction/iELD strategies. 9/9 teacher attended; 9/9 participants reported

G1 Action 5: Release time for math department chair to work with RCOE consultant on multi-year implementation plan with Amplify: This action was not implemented.

G1 Action 6: IEP training for all SAI teachers and 4 general education department chairs on essential responsibilities and actions before/during/after an IEP of the 9 targeted teachers 8 attended all 3 days and 1 teacher attended 2/3 days. 9/9 teachers reported the training was very satisfactory with a high degree of relevance to their work.

G1 Action 7: PLC training/Conference (Two administrators, math, english and SAI dept chair trained on PLC process attending PLC conference) 5/5 people attended and reported the training/conference was very satisfactory.

G1 Action 8: Math without Margins Conference (2 day conference, 5 Math Department Teachers): This action was not implemented due to the conference being cancelled.

G1 Action 9: English learner symposium conference w/Kinsella (two administrators, counselor and two teachers) 5/5 people attended and rated the symposium as being highly relevant to their work.

EFFECTIVENESS:

G1 Action 1: Train best first instruction with iELD strategies for Electives/New Staff : 87% of all students met the objectives, 100% of EL and SWD met the objectives. In the Vocabulary Domain of iReady the percent of EL/LTEL 3 or more years below grade level decreased from 99% to 95% (Fall to Winter) and the percent of SWD 3 more more years below grade level decreased from 98% to 97 (Fall to Winter).

G1 Action 2: Release time for ELA Teachers to co-teach/coplan integrated ELD strategies through demo cycle: 95% of all students met the objectives, 100% of EL and SWD met the objectives. In the Vocabulary Domain of iReady the percent of EL/LTEL 3 or more years below grade level decreased from 99% to 95% (Fall to Winter) and the percent of SWD 3 more more years below grade level decreased from 98% to 97 (Fall to Winter).

G1 Action 3: Learning walks for ELA teachers: This action was not implemented and therefore has no effectiveness to report.

G1 Action 4: Release days for Math department to receive support (from RCOE consultant) with implementation of new adopted curriculum (Amplify) while also using first best instruction/iELD strategies. During the demo sections, 60% of students met the learning objectives and the team determined that it was difficult to balance the Amplify strategies and to be sure to include the iELD strategies. As such, the team requested additional days to continue developing their practice in using Amplify and implementing the iELD strategies.

G1 Action 5: Release time for math department chair to work with RCOE consultant on multi-year implementation plan with Amplify: This action was not implemented and therefore has no effectiveness data.

G1 Action 6: IEP training for all SAI teachers and 4 general education department chairs on essential responsibilities and actions before/during/after an IEP: As not all staff has been trained there is limited effectiveness at present. As a result, training is increasing during 26-27. However, in using the Education Benefit Checklist of those who attended the training IEPs that were reviewed of those who participated increased the Educational Benefit for the 2 identified student IEPs.

G1 Action 7: PLC training/Conference (Two administrators, math, english and SAI dept chair trained on PLC process attending PLC conference) Pre-PLC diagnostic data revealed over-inflated scores in all areas with all scores below a 3 out of 4. This demonstrates the pre-diagnostic ratings were commensurate with knowledge level after the training.

G1 Action 8: Math without Margins Conference (2 day conference, 5 Math Department Teachers): This action was not implemented due to the conference being cancelled and therefore there is not effectiveness data to report.

G1 Action 9: English learner symposium conference w/Kinsella (two administrators, counselors and two teachers). Instructional round data focusing on academic vocabulary and language increased from being evident in 20% of classrooms to 53% of classrooms.

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

DIFFERENCES

G1 Action 1: Train best first instruction with iELD strategies for Electives/New Staff: \$3,847 was budgeted and expended. This action was implemented as intended.

G1 Action 2: Release time for ELA Teachers to co-teach/coplan integrated ELD strategies through demo cycle: \$1575 was allocated and expended. This action was implemented as intended.

G1 Action 3: Learning walks for ELA teachers: This action was not implemented due to the ELA department reporting they needed more time to learn the iELD strategies. The amount allocated to this action, \$1391, was used to provide sub release for an additional round of release days for the demo cycles (G1 A2).

G1 Action 4: Release days for Math department to receive support (from RCOE consultant) with implementation of new adopted curriculum (Amplify) while also using first best instruction/iELD strategies. \$8802 was allocated and expended. A difference in implementation that was noted was the teachers recognized that increased support is needed to implement the new curriculum as intended with ensuring EL/LTEL and SWD are supported with differentiated strategies.

G1 Action 5: Release time for math department chair to work with RCOE consultant on multi-year implementation plan with Amplify: Math department chair was unable to be released for additional time given the other dates/times the teacher was already out of the classroom. As a result there is a surplus of \$427.42 remaining for this action.

G1 Action 6: IEP training for all SAI teachers and 4 general education department chairs on essential responsibilities and actions before/during/after an IEP: \$5778 was allocated and expended. This action was implemented as intended with no major differences.

G1 Action 7: PLC training/Conference (Two administrators, math, english and SAI dept chair trained on PLC process attending PLC conference): \$12,417 was allocated and expended. This action was implemented as intended.

G1 Action 8: Math without Margins Conference (2 day conference, 5 Math Department Teachers): \$3167 was allocated and \$0 was expended. The amount allocated was transferred to Goal 3 to support an improved learning environment.

G1 Action 9: English learner symposium conference w/Kinsella (two administrators, counselors and two teachers). This action was implemented differently than intended as related to area of focus. Initially this was focused on Teaching Math Thinking for Emerging Multilingual Students; however, this opportunity became unavailable and TCMS was invited to participate in RCOE's EL/LTEL Community of Practice which included attending this event. The amount allocated and expended remained \$1746.

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.

CHANGES:

G1 Action 1: Train best first instruction with iELD strategies: This action will be adapted to address the team's request for additional support. In 2026-27 the action will include 2 days with a focus on co-planning and co-teaching.

G1 Action 2: Release time for ELA Teachers to co-teach/coplan integrated ELD strategies through demo cycle: This action will be continued, but adapted to focus on building site internal capacity through adapting the cycle from a demo cycle to a co-teach cycle.

G1 Action 3: Learning walks for ELA teachers: This action will be adapted to align with the ELA department request for additional support in planning, implementing and using the iELD. The ELA department will have 3 release days using the co-teach cycle to co-plan, co-teach and debrief using the iELD strategies.

G1 Action 4: Release days for Math department to receive support (from RCOE consultant) with implementation of new adopted curriculum (Amplify) while also using first best instruction/iELD strategies. This action will continue and be adapted to include lesson planning and delivery during each of the sessions.

G1 Action 5: Release time for math department chair to work with RCOE consultant on multi-year implementation plan with Amplify: This action will be abandoned and a new action to support the Math department in developing their PLT practices will take its place; the Math consultant from RCOE will support with PLC planning as the district office content specialist is working on aligning Amplify lessons.

G1 Action 6: IEP training for all SAI teachers and 4 general education department chairs on essential responsibilities and actions before/during/after an IEP: This action will continue and be expanded to include teachers who have yet to be trained.

G1 Action 7: PLC training/Conference (Two administrators, math, english and SAI dept chair trained on PLC process attending PLC conference): This action will be adapted so that the ELA department and Math department have increased access to PLC training through Solution Tree with the support of an RCOE Math consultant and LEUSD English TOSA to support the ELA department.

G1 Action 8: Math without Margins Conference (2 day conference, 5 Math Department Teachers): This action will be abandoned and Math support will be integrated into the Math Department release days focused on Best First Instruction, Amplify and PLC practices prioritizing EL, LTEL and SWD.

G1 Action 9: G1 Action 9: English learner symposium conference w/Kinsella (two administrators, counselors and two teachers). This action will be adapted so that TCMS can continue participating in the EL/LTEL CoP and attend the coaching sessions related to improved academic vocabulary and language. The action will be incorporated into the existing release days for ELA, Math, New Staff and Electives.

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.

Student, Family and Community Engagement

Goal 2A: Terra Cotta Middle School will increase student attendance/decrease students considered chronically absent by 3% as measured by the California (CA) Dashboard.

School Climate/Suspension Rate:

Goal 2B: Terra Cotta Middle School will decrease rates from 8.2% to 5.2% as measured by the the CA Dashboard.

Goal 2B1: Suspension for African Americans will decrease from 19.6% to 12%. as measured by the CA Dashboard.

Specific outcome goals for each student group in achieving a Red or Orange performance level are included in the Annual Measurable Outcomes section.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

STUDENT, FAMILY & COMMUNITY ENGAGEMENT

LEUSD will enhance student well-being by improving student, family, and community engagement.

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.

As a result of the root cause analysis the following priority needs were identified:

AA students need improved relationships with adults on campus.

All students need clear expectations with positive reinforcement in all learning and social areas.

Staff needs support in managing student behaviors in a preventative and positive manner.

AA students need opportunities to access activities that promote leadership and school belongingness.

Teachers need opportunities to conference (in-person) 1:1 with parents.

AA students need adult advocates who promote and elevate student need and voice in the school setting.

Students need an organizational resource to document their goals, progress toward goals, assignments and school responsibilities.

The following steps are in progress and will continue in 2026-27

Goal 2 Action 1: Extra duty pay to develop student-outcome aligned organizers

Goal 2 Action 2 and 3: Release time for the Positive Behavior Intervention and Support (PBIS) team to receive training and develop needs aligned school-wide behavior lessons

Goal 2 Action 4: Extra-duty pay for teachers to hold 1:1 parent/family conferences for students receiving a D or F

Goal 2 Action 5: Student leadership Opportunity through Mustangs United

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
Percent considered chronically absent (All) / Pupil Engagement/Chronically Absent / California Dashboard	20.4%	19.4%
Percent considered chronically absent (ELL) / Pupil Engagement/Chronically Absent / California Dashboard	21%	19%
Percent considered chronically absent (LTELs) / Pupil Engagement/Chronically Absent / California Dashboard	25.4%	20%
Percent considered chronically absent (Homeless) / Pupil Engagement/Chronically Absent / California Dashboard	26.5%	24%
Percent considered chronically absent (SED) / Pupil Engagement/Chronically Absent / California Dashboard	21.9%	20%
Percent considered chronically absent (African American) / Pupil Engagement/Chronically Absent / California Dashboard	23.3%	20%
Percent considered chronically absent (Hispanic) / Pupil Engagement/Chronically Absent / California Dashboard	20.7%	28%
Percent considered chronically absent (White) / Pupil Engagement/Chronically Absent / California Dashboard	20.6%	18%
Percentage Rate (SWD) / School Climate/Suspension Rate/ California Dashboard	12.4%	11.4%
Percentage Rate (African American) / School Climate/Suspension Rate/ California Dashboard	19.6%	17.6%

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	Provide 10 hours of extra duty to create organizational planners with goal setting charts for behavior, attendance and academics. (80.35x10)	All students	804 Title I 1140: Certificated Extra Duty
2.2	PBIS Committee Training (5 release days \$238.13 x 5 days for a total of \$5953.25 (Linked to Root Cause of TSI/SIT Work) (*General education to cover remainder of \$900)	All students	5,053.25 Title I 1130: Certificated Sub
2.3	Up to 4 members of PBIS committee extra duty pay to plan out expectation lessons during the summer. Not to exceed 16hrs per member (16hrs at rate of	All students	5,142.40 Title I 1140: Certificated Extra Duty

	80.35 x4 people = \$5,142.40) (Linked to Root Cause of TSI/SIT Work)		
2.4	Parent Teacher Conference release days for the math department due to the largest number of D/Fs over the last two year cycle and lowest CAASPP scores. 1 release day for each math teacher to hold parent/teacher conferences for identified students (7 teachers - subs 238.13x7 = \$3,333.82) Extra duty pay to prep for PTC 2hrs per math teacher (\$1124.90) (Total \$4,459) (Title fund to cover for sub coverage up to \$2,646.82 and general education to cover remainder)	All Students	1,124.90 Title I Part A: Parent Involvement 1140: Certificated Extra Duty 2,646.82 Title I Part A: Parent Involvement 1130: Certificated Sub
2.5	Student Leadership Club/Mustang United (2hr of extra duty (\$80.13) for 2 teachers per forum 10 forums per year) - \$3,205.20; 4 hours for 9 months (\$2884.68) of additional non-structured time support of student leadership (20 planning forum hours per teacher, 18 non structured hours per teacher)	All Students	6,090 Title I 1140: Certificated Extra Duty

Annual Review

SPSA Year Reviewed: 2025-26

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.

IMPLEMENTATION:

G2 Action 1: 30 hours of extra duty to create organizational planners with goal setting charts for behavior, attendance and academics: 100% of students were provided with an academic planner.

G2 Action 2: PBIS Committee Training 9/9 participants attended all sessions, no session evaluation was offered by the facilitators.

G2 Action 3: Pay for 2 staff members to provide 3 family nights on (1) Navigating school systems; (2) Using school resources to monitor student attendance, grades, and behavior; (3) Positive Parenting; Release planning day per event (3 total) x 2 teachers = 6 release days) to plan and extra duty to host the events: 2/3 family were implemented. Parent attendance was not recorded.

G2 Action 4: Student leadership Club/Mustangs United - 6hrs of extra duty to plan 8 forums per year) - sub coverage for teachers for 8 forum (paid out of general fund) - extra duty from Title \$7,313,28: As of this review 7 out of 8 forums have been held and 10/20 of the Student Leadership are EL, LTEL or SWD.

G2 Action 5: SIT: Short term student advocacy (PDSA) for 6 identified AA males at-severe risk of Suspension; 8/8 Advocates met with their student weekly.

EFFECTIVENESS:

G2 Action 1: 30 hours of extra duty to create organizational planners with goal setting charts for behavior, attendance and academics - 100% of the 25 student samples gathered three times per year had completed 5/6 classes 4/5 days per week of their assignments. Further 75% of those sampled completed a specific learning goal and/or social emotional/behavioral or attendance goal 3/4 weeks per month of the sampled months.

G2 Action 2: PBIS Committee Training - intended outcome is for suspension rate to decrease. As of this review, TCM total enrollment is 994. 63 students have been suspended at least one day off campus. Of these 63, 6 are African American.

G2 Action 3: Pay for 2 staff members to provide 3 family nights on (1) Navigating school systems; (2) Using school resources to monitor student attendance, grades, and behavior; (3) Positive Parenting; No effectiveness data was collected as the facilitator did not offer the survey.

G2 Action 4: Student leadership Club/Mustangs United - 6hrs of extra duty to plan 8 forums per year) - sub coverage for teachers for 8 forum (paid out of general fund) - extra duty from Title \$7,313.28: 0/20 In Mustangs United have experienced Suspension.

G2 Action 5: SIT Short term student advocacy (PDSA) for 6 identified AA males: 1/6 students participating in the student advocacy experienced suspension.

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

DIFFERENCES

G2 Action 1: Provide 30 hours of extra duty to create organizational planners with goal setting charts for behavior, attendance and academics: \$2340 was budgeted. As of this review only \$500 has been expended due to the faculty involved not having submitted their final timesheets as of this review. It is anticipated the total budget will be paid at the conclusion of the fiscal year.

G2 Action 2: PBIS Committee Training: \$1500 was allocated for materials and supplies and \$1848.47 was allocated for sub coverage. \$0 was expended for materials and the \$1500 that was allocated was transferred to sub coverage to ensure the team had access to training. \$1848.47 was expended as intended.

G2 Action 3: Pay for 2 staff members to provide 3 family nights on (1) Navigating school systems; (2) Using school resources to monitor student attendance, grades, and behavior; (3) Positive Parenting: \$3257 was allocated and \$0 was expended due to the staff member conducting trainings free of charge as they replaced this with an adjunct duty.

G2 Action 4: Student leadership Club/Mustangs United - 6hrs of extra duty to plan 8 forums per year) - sub coverage for teachers for 8 forums (paid out of general fund): As of this review only \$5800/\$7313 has been expended. However, it is expected total funds allocated will be expended by the conclusion of the fiscal year.

G2 Action 5: SIT Short term student advocacy (PDSA) for 6 identified AA males: \$1407 was allocated and expended. This action had no differences in planned implementation and actual 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.

CHANGES

G2 Action 1: Provide 30 hours of extra duty to create organizational planners with goal setting charts for behavior, attendance and academics: As the organizational planners have only had minimal changes, the total budget allocation will be reduced to 10 hours of extra duty not to exceed \$804 for the year.

G2 Action 2: PBIS Committee Training - for the 26/27 school year additional days will be allocated for the committee to convene due to the suspension rates for all students continues to be an area of concern. Further TCM is in TSI due to the suspension rate of African Americans. As such it participated in additional release days to do a short-term root cause analysis and plan/do/study/act cycle. Out of this experience it revealed the root causes that our AA students feel disconnected due to reactive vs proactive systems; further they feel they lack appropriate social skills to practice with adult support. The action will be adapted to include these changes.

G2 Action 3: Pay for 2 staff members to provide 3 family nights on (1) Navigating school systems; (2) Using school resources to monitor student attendance, grades, and behavior; (3) Positive Parenting: This action will no longer be #3 and will change to #4. The allocation will be increased as rather than actions outside the school day and given there are not any mandatory parent/teacher conferences for secondary, and the largest gap in student performance both on the CA Dashboard and student grade data/iReady data, it will be proposed to have parent teacher conference release days for the math department due to the largest number of D/Fs over the last two year cycle and lowest CAASPP scores. 1 release day for each math teacher to hold parent/teacher conferences for identified students (7 teachers - subs 238.13x7 = \$3,333.82) Extra duty pay to prep for PTC 2hrs per math teacher (\$1124.90)

G2 Action 4: G2 Action 4: Student leadership Club/Mustangs United - 6hrs of extra duty to plan 8 forums per year) - sub coverage for teachers for 8 forums (paid out of general fund): This action will not be Goal 2 Action 5. The amount allocated will be increased to allow for 10 forums.

G2 Action 5: SIT Short term student advocacy (PDSA) for 6 identified AA males: This action was overseen by the SIT team as a pilot. In 26-27 this action will be overseen by the PBIS team and be offered to an increased number of students who are AA and at-risk of suspension. If other student groups are identified as at-risk on the 2026 Dashboard, PBIS may include these student groups in the advocacy opportunity.

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.

Educational Environment

TCMS Staff

Goal 3A: Terra Cotta Middle School Staff will increase collective teacher efficacy from a level 3 to a level 4.

Goal 3B: Terra Cotta Middle School Staff will increase PLC collaborative teams rubric average results from 1.5 across all indicators to a 2.5.

Goal 3C: Terra Cotta Middle School will improve their Schools to Watch rating from a 2 to 3.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

EDUCATIONAL ENVIRONMENT

LEUSD will ensure that all staff shall be equipped to provide an effective educational environment.

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.

As a result of a root cause analysis the following priority needs were revealed:

Staff needs intensive support in developing their PLTs so that TCMS becomes a fully operational PLC.

Staff needs support in implementing best first instruction and collecting student learning data through learning walks/instructional rounding, data analysis and action monitoring for implementation and effectiveness.

Staff and site leadership needs support in implementing the Schools to Watch Program which prioritizes ongoing school improvement.

The following actions are in-progress and will continue in 2026-27:

Goal 3 Action 1: Release time for the School Improvement Team (SIT) to engage in Instructional rounds, data analysis and progress monitor school-wide actions to improve progress toward school goals.

Goal 3 Action 2: School's to Watch 3 year registration fees.

Goal 3 Action 3: PLC training for ELA and Math departments

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
S2W Rubric	Average score of 2 Fair Quality on rubric	Average score of 3 Good quality on rubric
Collective Teacher Efficacy	SIT Scored CE on a 3 out of 6 point scale	Growth to a score of 4 out of 6 point scale
PLC Collaborative Teams	Leadership/SIT scored average of 1.5 out of 5	Growth to a score of a 2.5 out of 5 point scale

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
3.1	5 Release Days for School Improvement Team to conduct data analysis, progress monitor goals/actions (238.13x8 people x5 days - \$9,525.20); RCOE consultant contract \$12,600	All Students	9,525.20 Title I 1130: Certificated Sub 12,500 Title I 5800: Professional/Consulting Services And Operating Expenditures
3.2	California League of Educators Annual 395 STW Membership Annual Fee	All students	395.00 Title I 5000-5999: Services And Other Operating Expenditures
3.3	PLC conference for the English Department (10) and 1 administrator and 1 counselor, 1 Academic and Engagement Specialist and Site Secretary in Pasadena (13 participants) - Registration \$11,349 Hotel \$8,000; Meals \$160 pday pperson \$2080, (2) Van rental \$800; Subs (10 subs for 3 days 238.13x10 teachers x3 = \$7143.90)	All Students	22,229.00 Title I 5200: Conferences 7,143.90 Title I 1130: Certificated Sub

Annual Review

SPSA Year Reviewed: 2025-26

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.

IMPLEMENTATION:

Goal 3 Action 1: Schools to Watch Summer Institute for two administrators and two STW members: 4/4 participants attended. TCMS was a presenter at the Summer Institute.

Goal 3 Action 2: RCOE Leadership/System Coaching and support to address increasing SUS rates: 6/10 sessions were held.

Goal 3 Action 3: 6 release days for school improvement team to conduct data analysis, progress monitor goals/actions and ten copies of New Classrooms that Works (\$333.98) (sub costs for the days covered by district LCAP/ 1 day of sub coverage covered \$1,709.68 and the RCOE contract of \$10,500). 9/9 attendees attended 5 days. 8/9 attendees attended 6 days. The books were not purchased.

Goal 3 Action 4: CLE Annual conference (2 teachers/2 administrators): This action was not implemented due to missing fiscal deadlines.

Goal 3 Action 5: Outside consultant to provide transformational change and leadership training for Leadership Team (Subs/2 days \$2350.81/\$7200 consultant contract): 15/15 participants attended. No survey/session evaluation was offered.

Goal 3 Action 6: Establishing Schoolwide Norms and Proven Practices to Support ELs & LTELs Conference 9 teachers, 1 counselor and 1 administrator/ subs: 11/11 attended and reported the content was highly-relevant to their work.

Goal 3 Action 7: National Forum Membership (\$275) 3 yr subscription: Site administration and STW site team do the following to maintain membership: visit STW sites, receive STW visits, present at STW conferences in CA and at the National level.

EFFECTIVENESS

Goal 3 Action 1: Schools to Watch Summer Institute for two administrators and two STW members: TCMS Presentation was shared with the staff after the institute.

Goal 3 Action 2: RCOE Leadership/System Coaching and support to address increasing SUS rates: Although suspension rates are stable, the administrator receiving the coaching is no longer assigned to TCMS.

Goal 3 Action 3: 6 release days for school improvement team to conduct data analysis, progress monitor goals/actions and ten copies of New Classrooms that Works (\$333.98) (sub costs for the days covered by district LCAP/ 1 day of sub coverage covered \$1,709.68 and the RCOE contract of \$10,500). Fall Collective Efficacy data vs Spring demonstrates an overall increase from 3.2 to 3.7.

Goal 3 Action 4: CLE Annual conference (2 teachers/2 administrators) Due to this action not being implemented, there is no effectiveness to report.

Goal 3 Action 5: Outside consultant to provide transformational change and leadership training for Leadership Team: Collective Teacher Efficacy Diagnostic results increased from an overall score of 3.2 to 3.7 and the PLC collaborative team rubric results decreased in all areas which demonstrates the team growth in understanding the effective components of a PLC.

Goal 3 Action 6: Establishing Schoolwide Norms and Proven Practices to Support ELs & LTELs Conference 9 teachers, 1 counselor and 1 administrator/ subs: Instructional round data focusing on academic vocabulary and language increased from being evident in 20% of classrooms to 53% of classrooms.

Goal 3 Action 7: National Forum Membership (\$275) 3 yr subscription: TCMS will re-take the STW diagnostic rubric as implementation is still underway. There is no effectiveness data to report at this time.

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

DIFFERENCES

Goal 3 Action 1: Schools to Watch Summer Institute for two administrators and two STW members: \$3,928.78 allocated and expended.

Goal 3 Action 2: RCOE Leadership/System Coaching and support to address increasing SUS rates: RCOE leadership training for 1 administrator \$9000 was allocated and expended. Although 6/10 sessions were conducted the RCOE coach increased observation days to collect data on system discipline practices.

Goal 3 Action 3: 6 release days for school improvement team to conduct data analysis, progress monitor goals/actions and ten copies of New Classrooms that Works (\$333.98) (sub costs for the days covered by district LCAP/ 1 day of sub coverage covered \$1,709.68 and the RCOE contract of \$10,500). A total of \$12,815 was allocated for this action and \$12,481 was expended. The text was not purchased due to decreased interest.

Goal 3 Action 4: CLE Annual conference (2 teachers/2 administrators):\$6513.10 was allocated and \$0 was expended due to missing required conference deadlines. Funds transferred to Goal 3 Action 5.

Goal 3 Action 5: Outside consultant to provide transformational change and leadership training for Leadership Team: \$9550 was allocated and expended. This action was implemented as intended.

Goal 3 Action 6: Establishing Schoolwide Norms and Proven Practices to Support ELs & LTELs Conference 9 teachers, 1 counselor and 1 administrator/ subs: \$9550.81 was allocated and \$9550.81 was expended. This action was implemented as intended.

Goal 3 Action 7: National Forum Membership (\$275) 3 yr subscription: \$275 was allocated and expended. This action is being implemented as intended.

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.

CHANGES

Goal 3 Action 1: Schools to Watch Summer Institute for two administrators and two STW members: This action will be abandoned and targeted staff will attend the CA League of Educators annual conference.

Goal 2 Action 2: RCOE Leadership/System Coaching and support to address increasing SUS rates: This action will be abandoned due to personnel changing.

Goal 3 Action 3: 6 release days for school improvement team to conduct data analysis, progress monitor goals/actions and ten copies of New Classrooms that Works (\$333.98) (sub costs for the days covered by district LCAP/ 1 day of sub coverage covered \$1,709.68 and the RCOE contract of \$10,500: This action will be changed for the 26/27 school year from 6 to 5 days due to the improved proficiency of the SIT to conduct/analyze data.

Goal 3 Action 4: CLE Annual conference (2 teachers/2 administrators): This action will continue however it will prioritize 2 teachers, 1 counselor and an administrator.

Goal 3 Action 5: Outside consultant to provide transformational change and leadership training for Leadership Team: This action will be continued as it supports the schools development of Collective Teacher Efficacy and fostering Professional Learning Communities.

Goal 3 Action 6: Establishing Schoolwide Norms and Proven Practices to Support ELs & LTELs Conference 9 teachers, 1 counselor and 1 administrator/ subs: TCMS will continue to have access to the RCOE EL/LTEL CoP. There is no need for the team to attend this session again as they have been trained and can participate in on-site coaching to support implementation.

Goal 3 Action 7: National Forum Membership (\$275) 3 yr subscription: This action will not be present in the School Plan until 2029-30 (membership expires) if TCMS continues to find benefit by participating in the Schools to Watch network.

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	\$90,094.93
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$90,094.93
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 (\$)
Title I	\$86,323.21
Title I Part A: Parent Involvement	\$3,771.72
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$90,094.93

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 (\$)
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

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

Total of federal, state, and/or local funds for this school: \$90,094.93

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
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Expenditures by Funding Source

Funding Source	Amount
Title I	86,323.21
Title I Part A: Parent Involvement	3,771.72

Expenditures by Budget Reference

Budget Reference	Amount
1130: Certificated Sub	29,736.00
1140: Certificated Extra Duty	19,589.30
2X40: Classified Extra Duty	2,000.00
5000-5999: Services And Other Operating Expenditures	395.00
5200: Conferences	22,229.00
5800: Professional/Consulting Services And Operating Expenditures	16,145.63

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1130: Certificated Sub	Title I	27,089.18
1140: Certificated Extra Duty	Title I	18,464.40
2X40: Classified Extra Duty	Title I	2,000.00
5000-5999: Services And Other Operating Expenditures	Title I	395.00
5200: Conferences	Title I	22,229.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	16,145.63

1130: Certificated Sub	Title I Part A: Parent Involvement	2,646.82
1140: Certificated Extra Duty	Title I Part A: Parent Involvement	1,124.90

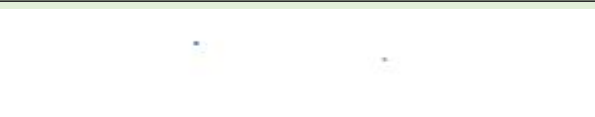
Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	17,440.46
Goal 2	20,861.37
Goal 3	51,793.10

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:

1. The SSC was correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Select from:	
State Compensatory Education Advisory Committee	
English Learner Advisory Committee	
Other: School Improvement Team/Leadership Team	
[Enter name of consulted group or committee]	[Signature of authorized person]
English Learner Advisory Committee	
School Improvement Team/Leadership Team	

1. 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.
2. 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.
3. This SPSA was adopted by the SSC at a public meeting on:5/5/2026.

Attested:

<u>Mrs. Erin Hill</u>	_____	_____
Typed name of school principal	Signature of school principal	Date
<u>Mr. Ron Norwood</u>	_____	_____
Typed name of SSC chairperson	Signature of SSC chairperson	Date

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/>

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