

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Twelve Bridges Middle School	31669510111385	September 17, 2020	November 3, 2020

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

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

## Classroom Observations

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

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

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

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

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

At the beginning of each school year, the prior spring's Smarter Balanced Assessment Consortium (SBAC) summative exams are analyzed by administration and faculty to determine areas of needed growth or improvement. Additionally, math and language arts data is utilized to determine the curriculum needs of students throughout the school year. Chapter and unit formative assessments provide further feedback to teachers to modify instruction and improve student achievement. We have been accessing SBAC data for several years now and are continually assessing student needs and developing appropriate strategies to ensure success for all students. Due to COVID-19, state assessments were not administered this past school year. This lack of current data has proven to be challenging with regard to advanced placement.

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

Teachers meet every Monday in content areas and/or grade levels for professional learning communities to analyze data and monitor student progress. Instruction is adjusted accordingly to reteach, review, or adjust instruction, as appropriate. This practice has been adjusted to meet the demands of our current schedule, which has been driven by COVID-19 protocols.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers meet the requirements and are highly qualified.

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

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

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

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

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

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

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

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

The district provides Early Release Days every Monday for teacher collaboration. Teachers use this time to monitor student performance, evaluate current practices, create common assessments, and determine improvements for programs. There are times when this time is utilized across sites to increase articulation as a department, grade level, or vertically with elementary or high school. Unfortunately at this time, our scheduled PLC Mondays are on hold. When Placer County health protocols allow us to resume a fully integrated bell schedule, will be able to hold our regularly scheduled Monday PLC meetings. In the meantime, teachers are meeting during the school day as the opportunity arises.

In addition, the master schedule is designed so that most content area and special education teachers have common preparation periods. This provides an additional opportunity for collaboration to continue the work from early release days, etc.

## Teaching and Learning

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

Curriculum and materials are currently aligned to the Common core standards in the areas of language arts, mathematics, social science, science, physical education, and art. We are currently in a Science transition to the Next Generation Science standards as well as a shift in the framework of the History standards.

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

Instructional minutes for reading/language arts typically is 55 minutes per day as is mathematics. Students also engage in reading and writing while in social science and science. There has been an adjustment to instructional minutes per the limitations of COVID-19. When we are able to resume a full schedule, we will be able to increase the instructional minutes in all four core subject areas.

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

Teachers in all content areas utilize a common pacing guide, which is reviewed from year to year. In addition, teachers create common assessments and revise annually, as appropriate. The intervention this year, due to the circumstances involving COVID-19, will be delivered as targeted intervention throughout the school year, and not through the elective program.

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

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

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

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

## **Opportunity and Equal Educational Access**

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

Students who struggle in work completion or need additional support in mathematics can be enrolled in the Titan Time support class during the school day. In addition, many teachers are available before and/or after school for individual support, as needed. Teachers also review/reteach as a standard practice. If there are more intense needs, a teacher may refer a student for a Student Success Team Meeting (SST) to develop a more comprehensive support plan.

Evidence-based educational practices to raise student achievement

Teachers participate in Professional Learning Communities, follow common pacing guides, and utilize common formative assessments. They have also attended training offered by the DuFours, Mattos, Response to Intervention, Effective Direct Instruction, GLAD strategies, AVID, differentiation, and GATE. We are shifting our focus toward student centered learning and adopting current trends and practices.

## Parental Engagement

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

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

The school district offers a Continuing Education program for parents, including GED Prep classes and English As a Second Language (ESL) classes. There is also a series of Love and Logic classes to assist parents at home with student behavior/interactions. These classes will resume once Placer County's COVID health protocols allow their return.

The Lighthouse Counseling Center in Lincoln offers services for family, parent, student counseling and guidance services. Any community member may make their own referral.

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

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

## Funding

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

Homework Club is offered after school to support students in all curricular areas. Homework help, assignment completion, along with computer availability, printers, and textbooks are provided to support identified students. This service is being provided in the library, after school, three days a week.

Fiscal support (EPC)

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

# Stakeholder Involvement

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

## **Involvement Process for the SPSA and Annual Review and Update**

TBMS, in cooperation with the School Leadership team, students, and parents have reviewed, and approved, the School Site plan on September 17, 2020. The Leadership team at TBMS meets bimonthly to address ongoing concerns and systematic changes at TBMS. Upon reviewing the budget for this school year, all stakeholders were very pleased that the school has the funds to implement some very targeted interventions. In the light of all the complications due to the COVID-19 pandemic, the need for intervention is very strong. We are committed to mitigating regression due to the scheduling limitations associated with COVID 19. TBMS is also able to invest in our STEAM program by offering our first two Project Lead The Way electives.



# School and Student Performance Data

## Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
796	19.3	3.3	0.4
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	26	3.3
Foster Youth	3	0.4
Homeless	4	0.5
Socioeconomically Disadvantaged	154	19.3
Students with Disabilities	79	9.9





Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	21	2.6
American Indian	10	1.3
Asian	34	4.3
Filipino	31	3.9
Hispanic	138	17.3
Two or More Races	11	1.4
Pacific Islander	8	1.0
White	536	67.3

### Conclusions based on this data:

1. The students of Hispanic origin continue to be our largest group of students identified by race/ethnicity.
2. White students enrolled at TBMS are the largest group of students identified by race/ethnicity.

# School and Student Performance Data

## Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Green</div>	<div>Chronic Absenteeism</div> <div></div> <div>Blue</div>	<div>Suspension Rate</div> <div></div> <div>Yellow</div>
<div>Mathematics</div> <div></div> <div>Green</div>		

**Conclusions based on this data:**

1.

We continue to perform well above the state average in both ELA and Math.
2.

The suspension rate has gone down to an acceptable level.

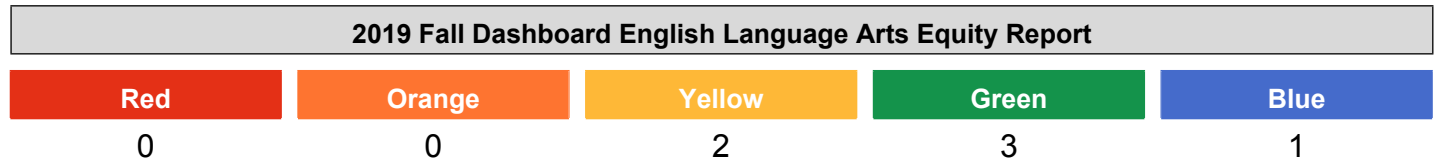
# School and Student Performance Data

## Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 Green		 Yellow		 No Performance Color	
36 points above standard		17.6 points below standard		Less than 11 Students - Data Not Displayed for Privacy	
Increased ++5.1 points		Increased ++3.7 points		4	
767		47			
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color		 Green		 Yellow	
Less than 11 Students - Data Not Displayed for Privacy		5.6 points above standard		69.4 points below standard	
5		Increased ++7.3 points		Increased ++7.7 points	
		156		100	

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  No Performance Color 26.8 points above standard Increased Significantly ++24.2 points 21	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<b>Asian</b>  Green 42.6 points above standard Declined -4.4 points 34	<b>Filipino</b>  No Performance Color 64.8 points above standard Increased ++12.4 points 28
<b>Hispanic</b>  Blue 22.1 points above standard Increased Significantly ++17.1 points 133	<b>Two or More Races</b>  No Performance Color 33.8 points above standard 11	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	<b>White</b>  Green 36.8 points above standard Maintained ++1.3 points 517

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

<b>Current English Learner</b> 63.4 points below standard Increased Significantly ++23.4 points 22	<b>Reclassified English Learners</b> 22.8 points above standard Maintained -1.9 points 25	<b>English Only</b> 38.6 points above standard Increased ++5 points 695
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#### Conclusions based on this data:

1. There are significant increases in for our Hispanic population and current English Language Learners.
2. There was a slight dip for Reclassified English Learners.
3. All student groups saw an increase.

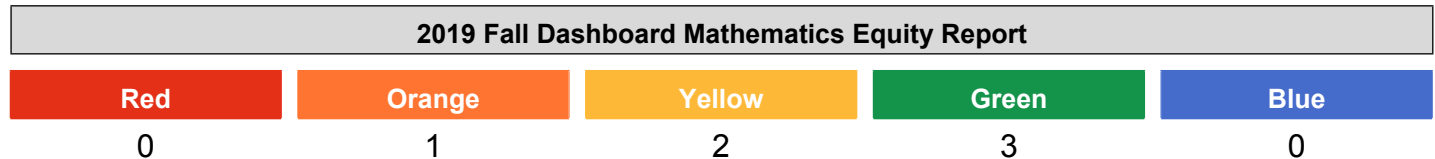
# School and Student Performance Data

## Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Green 13.7 points above standard Increased ++5.1 points 766	<b>English Learners</b>  Yellow 49 points below standard Increased ++5.5 points 46	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<b>Socioeconomically Disadvantaged</b>  Yellow 24.2 points below standard Maintained ++1.2 points 156	<b>Students with Disabilities</b>  Orange 110.2 points below standard Increased Significantly ++16.3 points 99

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color 6.8 points below standard Increased Significantly ++22.3 points 21	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<b>Asian</b>  Green 24.9 points above standard Declined Significantly -16.1 points 33	<b>Filipino</b>  No Performance Color 42.2 points above standard Increased Significantly ++17.1 points 29
<b>Hispanic</b>  Green 11.9 points below standard Increased Significantly ++17.8 points 133	<b>Two or More Races</b>  No Performance Color 1 points below standard 11	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	<b>White</b>  Green 18.5 points above standard Maintained ++2 points 516

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> 112 points below standard Declined -4.8 points 21	<b>Reclassified English Learners</b> 4 points above standard Increased Significantly ++21.5 points 25	<b>English Only</b> 17.5 points above standard Increased ++5.5 points 695
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#### Conclusions based on this data:

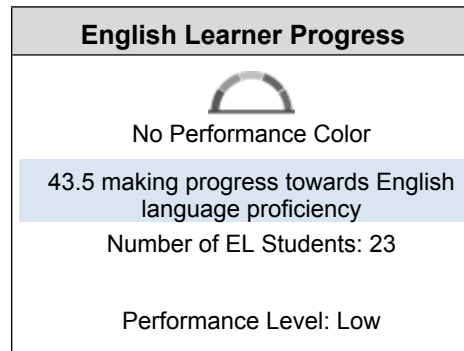
1. The overall achievement of student groups has increased across the board. Students with disabilities increased significantly.
2. Reclassified English Learners increased significantly.
3. Current English Learners had a slight dip in performance.

# School and Student Performance Data

## Academic Performance English Learner Progress

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 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
21.7	34.7	8.6	34.7

#### Conclusions based on this data:

1. There was a large percentage of students progressing a level.
2. Though the students who showed a decrease was significant, the overall progress was positive. 78.3 % of all students showed no regression, or progressed a level.

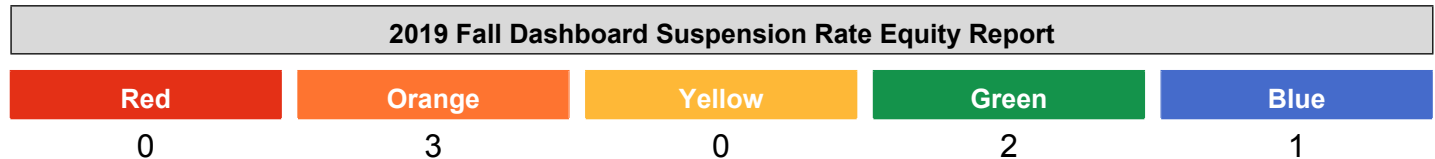
# School and Student Performance Data

## Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.











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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Yellow 2.9 Maintained -0.2 833	<b>English Learners</b>  No Performance Color 3.3 Declined -0.5 30	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not 4
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not 5	<b>Socioeconomically Disadvantaged</b>  Orange 5 Increased +1.4 179	<b>Students with Disabilities</b>  Green 5.1 Declined -1.8 117



### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  No Performance Color 12 Increased +5.3 25	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 10	<b>Asian</b>  Orange 2.8 Increased +2.8 36	<b>Filipino</b>  Blue 0 Declined -3.1 31
<b>Hispanic</b>  Orange 4.9 Increased +0.9 144	<b>Two or More Races</b>  No Performance Color 15 Increased +11.2 20	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data 8	<b>White</b>  Green 1.8 Declined -1 559

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.1	2.9

#### Conclusions based on this data:

- Though our overall suspension rate has declined, we still have work to do in that area. TBMS admin has begun to institute a more restorative approach to discipline with the intent of further lowering the suspension rate.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Student Achievement

## LEA/LCAP Goal

1 & 3

## Goal 1

Mathematics: Increase academic achievement as measured by end of quarter progress reports and semester letter grades on report cards. Teachers will be readdressing pacing guides and making necessary adjustments to curriculum being taught. This will be critical in light of Distance Learning. SBAC results (not applicable this school year), formative assessments, and other summative assessments show the need for curriculum adjustments which can be addressed through training in the framework. The Math department will focus on what is being taught and how it is being taught. Covid-19 Distance Learning will be a factor as teachers teach in-person and virtually.

Language Arts: Increase academic achievement as measured by end of quarter progress reports and semester letter grades on report cards. All Language Arts teachers will continue to make adjustments to the Amplify curriculum as well as supplement with other resources needed to effectively address the myriad of Language Arts standards. All teachers will be making adjustments in light of conditions dictated by in-person learning vs. distance learning.

Science: Begin to build teacher background knowledge regarding the Next Generation Science Standards. Emphasize reading informational materials with accuracy, use text evidence and specific examples when writing a response. Continue current units of study and common assessments while beginning the transition to the Next Generation Science Standards. This will be a textbook adoption year. The Science PLC's have been going through the process of choosing a middle school curriculum. Through that process, the curriculum choice should be made sometime during the first half of the 2020-2021 school year. All teachers will be making adjustments in light of conditions dictated by in-person learning vs. distance learning

History: The History department selected a new middle school curriculum (TCI) with the goal to not just to teach history, but to also teach literacy skills designed to develop the whole student. the 2020-2021 school year will be the first full school year with the newly adopted curriculum. All teachers will be making adjustments in light of conditions dictated by in-person learning vs. distance learning

## Identified Need

The focus for this school year is to align instruction/assessments with the State Board adopted framework. History has finished the piloting process for curriculum. Science is currently involved in the curriculum selection process.

## Annual Measurable Outcomes

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

Release days for analysis of framework; standards; curriculum mapping; determining essential standards; developing common assessments; evaluating curriculum for relevance by the Math department.

Release days for essay scoring in Language Arts classes.

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

1400.00

#### Source(s)

LCFF-Supplemental (Site Fund)  
1000-1999: Certificated Personnel Salaries  
Release days: 5 math teachers. \$140/day for subs to allow teachers time to collaborate regarding Framework analysis

1680.00

LCFF-Supplemental (Site Fund)  
1000-1999: Certificated Personnel Salaries  
Release days: 6 teachers. \$140/day for subs to allow teachers time to calibrate essay scoring.

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

The current direction of education is leaning heavily toward the use of technology. Our Mathematics curriculum, Digits, is completely accessible on line. The Language Arts and History curriculum is also web based. The TBMS STEAM program also needs technology support. TBMS will continue to support all curricular areas with current technology.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
8670.00	LCFF-Supplemental (Site Fund) 0001-0999: Unrestricted: Locally Defined Instructional Technology
5000.00	LCFF-Base (Site Fund) 0001-0999: Unrestricted: Locally Defined Instructional technology

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

Students who are struggling and in need of targeted academic support

#### Strategy/Activity

TBMS will identify students, through the use of a universal screening process, to participate in targeted intervention. Three times during the school year, for three weeks at a time, TBMS will use a diagnostic program to identify very specific academic deficits in the areas of Math and Language Arts. The success of the targeted intervention will be tracked throughout the school year via grades, scores on summative assessments, as well as end of the year SBAC data. We will have to make adjustments according to the limitations presented by teaching in-person and virtually.

A teacher will be appointed to be the contact person for our targeted intervention program. This person will monitor student progress, communicate with with parents so they can understand the interventions and provide the support at home.

Titan Tutoring: TBMS teachers will be given the opportunity to offer after school tutoring. Though some of the teachers will be available for homework help only, there will be core teachers offering a more personalized approach through subject specific academic support.

Lunch time Academic Support is an intervention set up during student lunch period. The intent is to prevent as many zeros as possible by having students make up missing work during lunch time. A room/teacher have been designated to facilitate the completion of missing assignments. The classroom is fully stocked with chromebooks to assist with online needs. This support will be on hold until students are back in school and participating in our normal lunch program.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
12,801.00	LCFF-Supplemental (Site Fund)

	1000-1999: Certificated Personnel Salaries Teacher prep time buyouts to provide targeted intervention during the academic school day, to include an intervention coordinator.
4,000.00	LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures Universal screening tool
10,300.00	LCFF-Supplemental (Site Fund) 0001-0999: Unrestricted: Locally Defined After School tutoring
2000.00	LCFF-Supplemental (Site Fund) 0001-0999: Unrestricted: Locally Defined Lunch time Academic support
	ELD support has no impact on LCFF funds. ELD support is an intervention class taught during the regular school day.

#### Strategy/Activity 4

##### Students to be Served by this Strategy/Activity

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

All students

##### Strategy/Activity

Training and workshops are readily available to increase knowledge base related to Common Core Standards, GATE/Differentiating Instruction, Effective First Instruction, Technology, and/or writing.

Curriculum Lead Teachers (English, Mathematics, Science and History) facilitate teacher departmental and grade level collaboration through Early Release time

##### Proposed Expenditures for this Strategy/Activity

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

##### Amount(s)

800.00	LCFF-Base (Site Fund) 5000-5999: Services And Other Operating Expenditures Registration fees and sub costs
700.00	LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures Registration fees and sub costs

7,956.00

LCFF-Supplemental (Site Fund)  
1000-1999: Certificated Personnel Salaries  
Curriculum Lead Stipends

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

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

All students

#### Strategy/Activity

AVID training for the AVID elective is a program that prepares students in the academic middle for admission to a four-year college or university. Students are taught the needed to be successful in advancing academically with the ultimate goal of attending college.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

LCFF-Supplemental (District Fund)  
None Specified  
Registration Fees and Sub costs have no impact on LCFF funds.

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

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

All students

#### Strategy/Activity

YDI training provides schools with a powerful and interactive learning and training experience as a way to launch organizational change with the goal of aligning practices with youth development principles.

The 40 Book Challenge: Literary approach to foster a love of reading and expand the reading experience of students.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Registration Fees and Sub costs have no impact on LCFF funds.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English Language Acquisition

## LEA/LCAP Goal

2

## Goal 2

All English Learners will progress one language level as measured by ELPAC.

## Identified Need

There is a definite need to monitor progress of our English learners on a more regular basis. Administration is meeting regularly to review data and make decisions with regard to academic improvement.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

English Learners

### Strategy/Activity

Additional EL support for Beginning and Intermediate English Language Learners who have tested, using the ELPAC test, and identified as beginning, Emerging, or Bridging. We have a period for targeted intervention. Though we are challenged with virtual instruction, due to Covid 19, the instructor is providing individual attention targeted to the needs of each student.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

LCFF-Base (District Fund)  
4000-4999: Books And Supplies



## Annual Review

### SPSA Year Reviewed: 2019-20

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

### ANALYSIS

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

Unfortunately we do not have 2019 SBAC data to measure the academic progress of our EL students through State testing. Academic improvement was shown via grades in core classes. TBMS focuses on having students master standards, which are then reflected in the grades.

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

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

As our EL enrollment has decreased, TBMS is able to focus heavily on one to one targeted intervention. Academic progress will be measured regularly, by the EL teacher as well as TBMS administration, through Schoology and PowerSchool.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

College & Career Readiness

## LEA/LCAP Goal

3

## Goal 3

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

## Identified Need

TBMS needs to strengthen the connection between the middle School and Lincoln High School through the continued use of our AVID program and through the elective process, which is now heavily based on STEAM electives. Tbms is now offering Project Lead the Way electives which align with the CTE pathways at Lincon High School.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

TBMS is in the sixth year of AVID implementation. Please see goal #1 for a description of the AVID elective. There are currently 4 sections of AVID offered.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

LCFF-Supplemental (District Fund)  
1000-1999: Certificated Personnel Salaries  
AVID Elective Class currently being taught by three teachers

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

AVID training for multiple teachers

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

#### Source(s)

LCFF-Supplemental (District Fund)  
5000-5999: Services And Other Operating  
Expenditures  
AVID training

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

Promoting college awareness and interest.

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

#### Source(s)

LCFF-Base (District Fund)  
4000-4999: Books And Supplies  
College banners will be displayed in all  
classrooms

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Culture & Climate

## LEA/LCAP Goal

4

## Goal 4

Increase the average daily attendance rate by .5%; decrease annual suspension/expulsion rate.

## Identified Need

The absenteeism rate continues to improve. TBMS needs to continue to stay in contact with parents, send out scheduled attendance letters, and conference with parents with regard to chronic absenteeism.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

TBMS will continue to provide a safe learning environment by monitoring a surveillance camera system.

## Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,000.00

Source(s)

LCFF-Base (Site Fund)  
6000-6999: Capital Outlay  
Cameras will be maintained as well as new cameras installed/added as needed.

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

Strategy/Activity

Perfect attendance awards

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

250.00

Source(s)

LCFF-Base (Site Fund)  
4000-4999: Books And Supplies  
Incentives and rewards

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

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

Strategy/Activity

Honor Student Recognition

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1200.00

Source(s)

LCFF-Base (Site Fund)  
0001-0999: Unrestricted: Locally Defined  
Celebrations

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Learning Environment

## LEA/LCAP Goal

5

## Goal 5

All students will receive instruction in up-to-date and well-maintained environments.

## Identified Need

TBMS will continue to purchase, and replace, Chromebooks as our budget, and fundraising efforts, allows. The Covid 19 pandemic has led to the need for 1 to 1 student to chromebook ratios. We are currently in the process of getting chromebooks for all of our students needing a device.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

All classrooms will meet the district standard for technology in the classroom.

Computer labs will be updated and maintained.

Chromebook labs will be purchased as funds are available

## Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

LCFF-Supplemental (District Fund)

	None Specified All classrooms will be equipped with LCD projectors, teacher computers, and Document Cameras
	LCFF-Supplemental (District Fund) None Specified All lab computers will be replaced when necessary and/or kept current and functioning adequately by the technology department
	LCFF-Supplemental (District Fund) 6000-6999: Capital Outlay Mobile Chromebook Labs for AVID, ELD, and Intervention classes

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Parent Involvement

## LEA/LCAP Goal

1, 2 & 5

## Goal 6

## Identified Need

Maintaining communication with parents is vital. We will continue to inform parents through our website, Schoology, and School Messenger.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

Strategy/Activity

## Proposed Expenditures for this Strategy/Activity

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



# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF-Supplemental (Site Fund)	49,507.00	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF-Base (Site Fund)	12,250.00
LCFF-Supplemental (Site Fund)	49,507.00

## Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	27,170.00
1000-1999: Certificated Personnel Salaries	23,837.00
4000-4999: Books And Supplies	250.00
5000-5999: Services And Other Operating Expenditures	5,500.00
6000-6999: Capital Outlay	5,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0001-0999: Unrestricted: Locally Defined	LCFF-Base (Site Fund)	6,200.00
4000-4999: Books And Supplies	LCFF-Base (Site Fund)	250.00
5000-5999: Services And Other Operating Expenditures	LCFF-Base (Site Fund)	800.00
6000-6999: Capital Outlay	LCFF-Base (Site Fund)	5,000.00
0001-0999: Unrestricted: Locally Defined	LCFF-Supplemental (Site Fund)	20,970.00
1000-1999: Certificated Personnel Salaries	LCFF-Supplemental (Site Fund)	23,837.00

5000-5999: Services And Other  
Operating Expenditures

LCFF-Supplemental (Site Fund)

4,700.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	55,307.00
Goal 4	6,450.00

# School Site Council Membership

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

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

Name of Members	Role
Heather Pierce	Other School Staff
Evangil Garcia	Parent or Community Member
Nathan Brown	Classroom Teacher
Geni Atkinson	Classroom Teacher
Marcie Petersen	Other School Staff
Randy Woods	Principal
Krystal Arnold	Classroom Teacher
Traci Jensen	Classroom Teacher
Cat Pfitzer	Classroom Teacher
Janice Giorgi	Other School Staff
Wendy Hollis	Other School Staff
Danielle O'Malley	Classroom Teacher
Ann Kight	Classroom Teacher
Savannah Smiley	Secondary Student

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

# Recommendations and Assurances

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

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

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

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

## Signature

## Committee or Advisory Group Name

Other: Leadership Team  
Professional Learning Communities: Math, Language Arts, Science, and History

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

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

This SPSA was adopted by the SSC at a public meeting on September 17, 2020.

Attested:

Randy Woods

Principal, Randy Woods on 9-27-2020

Evangel Garcia

SSC Chairperson, Evangel Garcia on 9-27-2020