



Schoolwide Plan Program (SWP) School Plan for Student Achievement (SPSA)

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CDS Code	School Site Council (SSC) Approval Date	Local Governing Board Approval Date
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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 Toro Canyon Middle School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) 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) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

Coachella Valley Unified School District covers more than 1,200 square miles of mostly rural desert terrain, serving the communities of Coachella, Thermal, Mecca, Oasis, Indio, and the Salton Sea. The district currently operates fourteen elementary schools, three middle schools, three comprehensive high schools, one continuation high school, and one adult school.

Toro Canyon Middle School is a public school located in Coachella, California in a large suburban setting. During the 2023-2024 school year, a total of 938 students were enrolled, composed of 96.5% socioeconomically disadvantaged (SED) students, 41.7% English Language (EL) Learners, 5.7% Migrant students and 15.1% students with disabilities (SWD). We provide comprehensive instruction for students in grades 7-8 in the areas of Language Arts, Math, English Language Development, Science, Social Studies, and Social Emotional Learning. At TCMS, 21.0% of students met or exceeded the standard for ELA, and 8.5% met or exceeded the standard for Math on the 2023 CAASPP. We have implemented the Transformational Model with classroom lessons for social emotional learning, La Cultural Cura; restorative circles; Xinachtli, Joven Noble groups facilitated by trained certificated staff and PBIS school-wide expectation and social skills. Our parent liaison supports throughout the year with parent informational workshops on our transformational model.

We are growing our Dual Language Immersion program and offer the DL program in grades 7 and 8. Staff members have been trained in Transformational Learning and PBIS and work towards implementing our Transformational Model to ensure all children feel welcomed, valued, and appreciated. We provide daily social-emotional learning for all students, and implement community building circles, including our wellness center and students mentors to support at promise students. We also offer CTE, VAPA, AVID, morning and after school program for students, and student leadership classes to engage students. We facilitate parent information workshops and trainings throughout the school year. At Toro Canyon Middle School, we commit to academic and social growth for every member of our community.

This School Plan is aligned with the District's Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment; developing goals, measurable outcomes, and strategies, actions and services that are aligned with those of the district; providing supplemental services that support improved performance for high-needs students including our English Learner (EL) students and students with disabilities (SWD) who are currently scoring significantly below grade level; and developing a system for monitoring and evaluating the efficacy of the plan in achieving its goals, including monitoring systems like iReady and district benchmarks to progress monitor the academic levels of all students.

Educational Partner Involvement

How, when, and with whom did your Toro Canyon 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

Multiple community partner involvement opportunities were provided during the planning process for the SPSA annual review and update. Community partner opportunities included focused group discussions with Instructional Leadership Teams, School Site Council, and ELAC meetings. SPSA was reviewed with all staff members. Feedback provided was reviewed by the school's Instructional Leadership Team, School Site Council, and ELAC.

Community Partners provided the following suggestions and feedback:

- Teachers requested additional funding for professional development citing the need of our students, EL population, and Students with Disabilities (SWD).
- Parents requested additional activities and support to increase a positive school climate.
- Parents requested an increase of teacher involvement outside of the classroom.
- Parents and teachers requested additional funding for college and university visits.

Throughout the year, frequent reflection of the SPSA, budgets and actions items are progress-monitored at each School Site Council Meeting (SSC). Members of SSC provided direct input on the completion of the SPSA. Additionally, members of the English Learners Advisory Committee (ELAC) WERE also afforded an opportunity to provide input on the development of the SPSA. Further input was solicited from the Toro Canyon Instructional Leadership Team. Discussions were anchored around the effectiveness of the action items as they relate to student achievement.

Moreover, the LCAP survey to staff and parents/community provided feedback relevant to the development of the SPSA.

Resource Inequities

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

Below are the CAASPP Scores over time to guide us with data informed decision making:

CAASPP ELA Spring 2019 / 2021 / 2022 / 2023 Percentage of students meeting or exceeding standards:

7th Grade:	2019	/	2021	/	2022	/	2023
All Students	13.5%	/	29.4%	/	25.7%	/	24.8%
SED	13.0%	/	29.3%	/	25.0%	/	24.0%
English Learners	0%	/	6.0%	/	5.8%	/	7.2%
SWD	0%	/	0%	/	3.5%	/	7.7%

8th Grade:	2019	/	2021	/	2022	/	2023
All Students	17.7%	/	25.8%	/	21.3%	/	17.5%
SED	16.7%	/	25.3%	/	20.8%	/	16.9%
EL	1.0%	/	4.9%	/	2.2%	/	2.9%
SWD	0%	/	0%	/	4.7%	/	1.5%

CAASPP Math Spring 2019 / 2021 / 2022 / 2023 Percentage of students meeting or exceeding standards:

7th Grade:	2019	/	2021	/	2022	/	2023
All Students	11.0%	/	12.4%	/	10.0%	/	7.9%
SED	10.9%	/	12.5%	/	9.8%	/	7.9%
English Learners	1.0%	/	1.0%	/	0.8%	/	1.6%
SWD	0%	/	0%	/	0%	/	1.5%

8th Grade:	2019	/	2021	/	2022	/	2023
All Students	16.9%	/	8.1%	/	8.6%	/	9.1%
SED	16.1%	/	8.0%	/	8.0%	/	8.9%
EL	1.3%	/	0%	/	0%	/	0.5%
SWD	1.4%	/	2.9%	/	1.6%	/	0.0%

Through our needs assessment of the above data, the following resource inequities were revealed:

Data indicates that English Learner (EL) students, and students with disabilities (SWD) are scoring significantly lower in Math and ELA in comparison to the All student group. These student groups are in need of additional instructional support. Additional support will be provided to these two student groups in the areas of language arts and math during and after school.

Resource inequities have taken shape in diverse ways at TCMS, such as insufficient funding, inadequate professional growth opportunities for educators supporting for English language students, students with disabilities, and students economically disadvantaged, and limited culturally appropriate teaching materials. Accelerating learning demands a comprehensive strategy emphasizing fair distribution of resources, culturally sensitive teaching methods, tailored interventions, and continuous professional growth to adequately aid our most at-risk students. Through investments in resources and programs that emphasize the distinct requirements of students, we can accelerate learning in our assessment results and cultivate an inclusive learning atmosphere where every student can flourish academically.

Resource inequities also identified as a result of the required needs assessment and stakeholder feedback include:

1. Increasing our Community Building in the classroom.
2. Literacy development for all students.
3. Math Support offered to all students.
4. Increased access to College and Career options.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

On the 2023 CA School Dashboard, there are two Indicators in Red: English Language Arts, Math
On the 2023 CA School Dashboard, there is one Indicators in Orange: Suspension

Targeted action items have been created within the SPSA to address the needs of each specific student group listed below, including but not limited to: allocation of funds to support English Learner students, those students affected by low socioeconomic circumstances, and Students with Disabilities in the areas of Math and English Language Arts. The expenditures include professional development to enhance best tier 1 instruction, additional supports during the school day, tutoring, access to Literacy support, teacher professional development with Literacy and UCI Math strategies, clearly defined IEP goals, access to supplemental literature, access to college and career information, and additional training for teachers enhancing school-wide culture and climate. A targeted attendance team will look to support students with the greatest levels of need, and parent engagement events and workshops focusing on the importance of daily school attendance.

In the area of academic performance, our student groups performed as follows:

2023 CAASPP Data - % of students who met or exceeded grade level standard:

ELA:

All Students: 21.0%

English Learners: 5.0%

Socioeconomically Disadvantaged: 20.4%

Students with disabilities: 4.2%

MATH - % of students who met or exceeded grade level standard:

All Students: 8.5%

English Learners: 1.0%

Socioeconomically Disadvantaged: 8.4%

Students with disabilities: 1.7%

Academic support for these student groups have been delineated within the goals and action items in the SPSA, including but not limited to; best Tier 1 instruction, additional supports during the school day, after school tutoring for foundational ELA and math skills which will reflect positively on our iReady benchmarks given 3 times a year, administrator led data review and action planning to support our students with the highest levels of academic need, and professional development opportunities to help implement a Multi-Tiered System of Support (MTSS).

Successes:

Our iReady Diagnostic Results are showing growth in both Literacy Skills and Math Skills.

Fall iReady Scores:

Reading On Grade Level or Above:

All Students: 12%

English Learners: 1%

Socioeconomically Disadvantaged: not reported

Students with Disabilities: not reported

Winter iReady Scores

Reading On Grade Level or Above:

All Students: 18% (+6%)

English Learners: 2% (+1%)

Socioeconomically Disadvantaged: 0%

Students with disabilities: not reported

Fall iReady Scores
Math On Grade Level or Above:
All Students: 5%
English Learners: 0%
Socioeconomically Disadvantaged: not reported
Students with disabilities: not reported

Winter iReady Scores
Math On Grade Level or Above:
All Students: 10% (+5%)
English Learners: 2% (+2%)
Socioeconomically Disadvantaged: not reported
Students with disabilities: not reported

Challenges:

All of the student academic scores are very low. Academically, we are focusing on data informed instruction that uses AVID strategies but is centered on best first instruction. Behaviorally, we have established a behavior system at the Tier 1 level focused on positive reinforcement, intervention and support. Social / emotional, mental health support, and restorative justice practices continue to be in place. Chronic Absenteeism increased in the 2021-22 school year and has remained about the same for the 2023-24 school year. This attendance record can be significantly attributed to lower academic successes. Toro Canyon Middle School is committed to accelerating learning through focusing on creating a strong multi-tier system of support in order to improve academic results. Toro Canyon Middle School believes in supporting the whole child, academically and socio-emotionally. We believe that student's entire wellbeing is directly tied to students' academic success and therefore all staff is focused on supporting all students.

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

Referring to the California School Dashboard (Dashboard), Toro Canyon Middle School did not have any state indicators for which the performance for any student group was two or more performance levels below the "all student" performance.

Other Needs

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

While our iReady Diagnostic Results are showing growth in both Literacy Skills and Math Skills, there is still room for improvement in both areas, for all student groups.

Fall iReady Scores
Reading On Grade Level or Above:
All Students: 12%
English Learners: 1%
Socioeconomically Disadvantaged: 0%
Students with disabilities: not reported

Winter iReady Scores
Reading On Grade Level or Above:
All Students: 18% (+6%)
English Learners: 2% (+1%)
Socioeconomically Disadvantaged: 0%
Students with disabilities: not reported

Fall iReady Scores
Math On Grade Level or Above:
All Students: 5%
English Learners: 0%
Socioeconomically Disadvantaged: 0%
Students with disabilities: not reported

Winter iReady Scores

Math On Grade Level or Above:

All Students: 10% (+5%)

English Learners: 2% (+2%)

Socioeconomically Disadvantaged: 6%

Students with disabilities: not reported

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.

Students to be College and Career Ready will reach proficiency levels on the ELA and Math CAASPP.

The Metrics below will be desegregated for the following student groups:

- All Students (938 Students)
- English Learners = 41.7% (391 Students)
- Foster Youth = < 1.0% (4 Students)
- Homeless Youth = < 1.0% (2 Students)
- Native American Students = 1.1% (11 Students)
- Socioeconomically Disadvantaged = 96.5% (905 Students)
- Students with Disabilities = 15.1% (142 Students)

CAASPP ELA Average Distance From Standard for All Students will decrease the baseline of - 88.3 (Red) from 2023 by a total of 6.1 or more (to reach yellow color on 5 x 5 grid), with a stretch goal of 27.8 or more (to reach green color on 5 x 5 grid) to end at -70.0 or higher by the end of the 2026-2027 school year.

CAASPP Math Average Distance From Standard for All Students will decrease the baseline of - 145.5 (Red) from 2023 by a total of 16.8 or more (to reach yellow color on 5 x 5 grid), with a stretch goal of 40.1 or more (to reach green color on 5 x 5 grid) to end at -95.1 or higher by the end of the 2026-2027 school year.

CAASPP ELA Average Distance From Standard for English Learners will decrease the baseline of -116.1 (Red) from 2023 by a total of 15.3 or more (to reach yellow color on 5 x 5 grid), with a stretch goal 37.1 or more (to reach green color on 5 x 5 grid) to end at -70.0 or higher by the end of the 2026-2027 school year.

CAASPP Math Average Distance From Standard for English Learners will decrease the baseline of - 171.5 (Red) from 2023 by a total of 25.5 or more (to reach yellow color on 5 x 5 grid), with a stretch goal of 48.8 or more (to reach green color on 5 x 5 grid) to end at -95.1 or higher by the end of the 2026-2027 school year

CAASPP ELA Average Distance From Standard for Socio-economically Disadvantaged Students will decrease the baseline of - 88.3 (Red) from 2023 by a total of 6.1 or more (to reach yellow color on 5 x 5 grid), with a stretch goal of 27.8 or more (to reach green color on 5 x 5 grid) to end at -70.0 or higher by the end of the 2026-2027 school year.

CAASPP Math Average Distance From Standard for Socio-economically Disadvantaged Students will decrease the baseline of - 145.5 (Red) from 2023 by a total of 16.8 or more (to reach yellow color on 5 x 5 grid), with a stretch goal of 40.1 or more (to reach green color on 5 x 5 grid) to end at -95.1 or higher by the end of the 2026-2027 school year.

CAASPP ELA Average Distance From Standard for Students with Disabilities will decrease the baseline of - 140.2 (orange) from 2023 by a total of 23.4 or more (to reach yellow color on 5 x 5 grid), with a stretch goal of 45.1 or more (to reach green color on 5 x 5 grid) to end at -70.0 or higher by the end of the 2026-2027 school year.

CAASPP Math Average Distance From Standard for Students with Disabilities will decrease the baseline of -197.4 (Red) from 2023 by a total of 34.1 or more (to reach yellow color on 5 x 5 grid), with a stretch goal of 57.5 or more (to reach green color on 5 x 5 grid) to end at -95.1 or higher by the end of the 2026-2027 school year.

CAASPP ELA

All Students

2023 Baseline: -88.3	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	6.1	-82.2	Orange

2023 Baseline: -88.3	Annual Growth Target	Dashboard Target	Dashboard Color
3 Year Growth	18.3	-70.0	Yellow

English Learner

2023 Baseline: -116.1	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	15.3	-100.8	Orange
3 Year Growth	45.9	-70.0	Yellow

Long Term English Learners

2023 Baseline: n/a	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth			
3 Year Growth			

Homeless Students

2023 Baseline: n/a	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth			
3 Year Growth			

Foster Students

2023 Baseline: n/a	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth			
3 Year Growth			

Socioeconomically Disadvantaged Students

2023 Baseline: -88.3	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	6.1	-82.2	Orange
3 Year Growth	18.3	-70.0	Yellow

Students with Disabilities

2023 Baseline: -140.2	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	23.4	-116.8	Orange
3 Year Growth	70.2	-70.0	Yellow

CAASPP Math

All Students

2023 Baseline: -145.5	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	16.8	-128.7	Orange
3 Year Growth	50.4	-95.1	Yellow

English Learner

2023 Baseline: -171.5	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	25.5	-146.0	Orange
3 Year Growth	76.5	-95.1	Yellow

Long Term English Learners

2023 Baseline: n/a	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth			
3 Year Growth			

Homeless Students

2023 Baseline: n/a	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth			
3 Year Growth			

Foster Students

2023 Baseline: n/a	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth			
3 Year Growth			

Socioeconomically Disadvantaged Students

2023 Baseline: -145.5	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	16.8	-128.7	Orange
3 Year Growth	50.4	-95.1	Yellow

Students with Disabilities

2023 Baseline: -197.4	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	34.1	-163.3	Orange
3 Year Growth	102.3	-95.1	Yellow

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: Create equitable access to educational opportunities that will lead to academic success

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.

All students required additional support in Literacy, Reading, Writing, Math, and Language Development. Student groups including Students with Disabilities, English Learners, and socio-economically disadvantaged students are in need of additional support and interventions in literacy, reading, writing, and math. English Learners require additional support in language development, reading, writing, listening, and speaking to pass the CAASPP, ELPAC, and meet reclassification requirements. The number of English Learners who reclassify will increase by 3% each year as measured by the reclassification process. The number of students scoring at proficient and above will increase by 3% in Language Arts and Math as measured by the Spring CAASPP Assessment.

Targeted action items have been created within the SPSA to address the needs of each specific student group, including but not limited to: allocation of funds to support English Learner students, those students affected by low socioeconomic circumstances, and Students with Disabilities in the areas of math and English Language Arts. The expenditures include professional development to enhance best tier 1 instruction, additional supports during the school day, tutoring, access to Literacy support, teacher professional development with UCI math strategies, clearly defined IEP goals, access to supplemental literature, access to college and career information, and additional training for teachers enhancing school-wide culture and climate. A targeted attendance team will look to support students with the greatest levels of need, and parent engagement events and workshops focusing on the importance of daily school attendance.

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
CAASPP ELA (Priority 4) CA Dashboard % of students that met or exceeded the standard	CAASPP ELA – 2023 CA School Dashboard: % of students that met or exceeded the standard All: 21.0% EL: 5.0% SED: 20.4% SWD: 4.2%	CAASPP ELA – 2026 CA School Dashboard: % of students that met or exceeded the standard All: 30.0% EL: 14.0% SED: 29.4% SWD: 13.2%
CAASPP Math (Priority 4) CA Dashboard % of students that met or exceeded the standard	CAASPP Math – 2023 CA School Dashboard: % of students that met or exceeded the standard All: 8.5% EL: 1.0% SED: 8.4% SWD: 1.7%	CAASPP Math – 2026 CA School Dashboard: % of students that met or exceeded the standard All: 17.5% EL: 10.0% SED: 17.4% SWD: 10.7%
English Learner Progress Indicator (ELPI) (Priority 4) CA Dashboard	ELPI 2023 CA School Dashboard: 50.2% making progress on ELPAC	ELPI 2026 CA School Dashboard: 59.2% making progress on ELPAC
ELPAC (Priority 4)	2023 ELPAC: Level 4 – Well Developed: 17.5% Level 3: Moderately Developed: 35.2% Level 2: Somewhat Developed: 30.5% Level 1: Beginning to Develop: 16.8%	2026 ELPAC: Level 4 – Well Developed: 26.5% Level 3: Moderately Developed: 44.2% Level 2: Somewhat Developed: 21.5% Level 1: Beginning to Develop: 7.8%
EL Reclassification Rate – DataQuest – when Available (Priority 4)	2022-23 Percent of Students Reclassified: 30%	2025-26 Percent of Students Reclassified: 39%
EL Reclassification Rate – local data (Priority 4)	EL Reclassification Rate – local data = 119 students reclassified	EL Reclassification Rate – local data = 120 students reclassified
iReady (local Data)	i Ready ELA: All Students: 18% English Learners: 2% Socioeconomically Disadvantaged: 0% Students with disabilities: not reported	i Ready ELA: Winter 2026 All Students: 27% English Learners: 11% Socioeconomically Disadvantaged: 9% Students with disabilities: not reported

iReady (local Data) Math	i Ready Math: All Students: 10% English Learners: 2% Socioeconomically Disadvantaged: 6% Students with disabilities: not reported	i Ready Math: Winter 2026 All Students: 19% English Learners: 11% Socioeconomically Disadvantaged: 15% Students with disabilities: not reported
SEL - School Climate Survey (grades 7-8)	SEL - School Climate Survey (Spring 2024) (grades 4-12): My school sets high expectations for my academic achievement. Strongly Agree/Agree: 82%	SEL - School Climate Survey (Spring 2026) My school sets high expectations for my academic achievement. Strongly Agree/Agree: 91%
SEL - School Climate Survey (grades 7-8)	SEL - School Climate Survey (Spring 2024)(grades 4-12) My teachers understand my learning needs and work to address them. Strongly Agree/Agree: 76%	SEL - School Climate Survey (Spring 2026) My teachers understand my learning needs and work to address them. Strongly Agree/Agree: 85%
SEL - School Climate Survey (grades 7-8)	SEL - School Climate Survey (Spring 2024)(grades 4-12) I regularly participate in hands-on learning activities or lessons that connect to the real-world. Strongly Agree/Agree: 65%	SEL - School Climate Survey (Spring 2026) I regularly participate in hands-on learning activities or lessons that connect to the real-world. Strongly Agree/Agree: 74%
SEL - School Climate Survey (grades 7-8)	SEL - School Climate Survey (Spring 2024)(grades 4-12) My teachers talk to me about my academic progress. Strongly Agree/Agree: 68%	SEL - School Climate Survey (Spring 2026) My teachers talk to me about my academic progress. Strongly Agree/Agree: 77%

Strategies/Activities

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

Strat egy/ Activi ty #	Title	Description	Students to be Served	Metric(s)	Proposed Expenditures
1	Teacher Collaboration	Planning and Collaboration Time - Teacher/Counselors release time to plan, coach, and collaborate within department and grade level, Math, ELA, Science, Social Studies. Funds to pay for subs,	English Learners, Students with Disabilities, Students	CAASPP ELA and Math Scores will increase 3% per year.	6,310 Title I 3010 1000-1999: Certificated

		prep pay, extra services, stipends to provide release time.	Economically Disadvantage.	ELPI percentage to increase 3% per year.	Personnel Salaries 1.1a
2	Materials and Supplies	Literacy Support - Materials and other instructional items to improve Literacy of English Learners and RFEP students to include Scholastic, classroom libraries, periodicals, and online reading resources, apps.	English Learners, Students with Disabilities, Students Economically Disadvantage.	CAASPP ELA and Math Scores will increase 3% per year. ELPI percentage to increase 3% per year.	6,721 LCFF Supplemental/Concentration 0701 5000-5999: Services And Other Operating Expenditures 1.2b
3	Tutoring Services	Tutoring Services - School-based tutoring services for students who are underperforming in ELA, Math, and ELD to cover extra service pay, prep time, substitute pay.	English Learners, Students with Disabilities, Students Economically Disadvantage.	CAASPP ELA and Math Scores will increase 3% per year. ELPI percentage to increase 3% per year.	5,000 LCFF Supplemental/Concentration 0701 1000-1999: Certificated Personnel Salaries 1.3b
4	Field Trips	College and Career Field Trips - Facilitate College and Career Readiness for all students through visits to local universities. Expenditures to include transportation cost.	All Students	CAASPP ELA and Math Scores will increase 3% per year. ELPI percentage to increase 3% per year.	12,000 LCFF Supplemental/Concentration 0701 5000-5999: Services And Other Operating Expenditures 1.4b
5	STEM Development	STEM Development - Provide students with STEAM opportunities to include KidWind materials, substitute pay, purchase of teacher prep time, and extra services.	All Students	CAASPP ELA and Math Scores will increase 3% per year. ELPI percentage to increase 3% per year.	7,000 LCFF Supplemental/Concentration 0701 1000-1999: Certificated Personnel Salaries 1.5b
6	Classroom Technology	Classroom Technology - Purchase of classroom technology including projectors, screens, response systems, audio receiver, speakers, headphones.	All Students	CAASPP ELA and Math Scores will increase 3% per year. ELPI percentage to increase 3% per year.	5,000 LCFF Supplemental/Concentration 0701 4000-4999: Books And Supplies 1.6b

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

For 2022-23, Literacy Levels moved slightly lower, and the Math Levels moved slightly lower. ELPAC data indicates more supports are needed for our EL Students to increase achievement as our levels have shifted lower.

Data is used to determine the effectiveness of the actions that were modified and new actions included participation data, attendance, grades, and engagement data.

Based on current data, below are the percentage of students scoring at standard met and standard exceeded in ELA, Math and ELPAC Testing, including identified student group data:

UPDATED with 2023 CAASPP and ELPAC data

CAASPP ELA Spring 2019 / 2021 / 2022 / 2023 Percentage of students meeting or exceeding standards:

7th Grade:	2019 / 2021 / 2022 / 2023
All Students	13.5% / 29.4% / 25.7% / 24.8%
SED	13.0% / 29.3% / 25.0% / 24.0%
English Learners	0% / 6.0% / 5.8% / 7.2%
SWD	0% / 0% / 3.5% / 7.7%

8th Grade:	2019 / 2021 / 2022 / 2023
All Students	17.7% / 25.8% / 21.3% / 17.5%
SED	16.7% / 25.3% / 20.8% / 16.9%
EL	1.0% / 4.9% / 2.2% / 2.9%
SWD	0% / 0% / 4.7% / 1.5%

CAASPP Math Spring 2019 / 2021 / 2022 / 2023 Percentage of students meeting or exceeding standards:

7th Grade:	2019 / 2021 / 2022 / 2023
All Students	11.0% / 12.4% / 10.0% / 7.9%
SED	10.9% / 12.5% / 9.8% / 7.9%
English Learners	1.0% / 1.0% / .8% / 1.6%
SWD	0% / 0% / 0% / 1.5%

8th Grade:	2019 / 2021 / 2022 / 2023
All Students	16.9% / 8.1% / 8.6% / 9.1%
SED	16.1% / 8.0% / 8.0% / 8.9%
EL	1.3% / 0% / 0% / .5%
SWD	1.4% / 2.9% / 1.6% / 0.0%

Summative ELPAC

Scores for English Learner Progress:

Level 4 - Well Developed

Level 3 - Moderately Developed

Level 2 - Somewhat Developed

Level 1 - Beginning Stage

All Students 2019 / 2021 / 2022 / 2023

Level 1 - 18.5% / 17.7% / 27.6% / 16.8%

Level 2 - 32.7% / 40.6% / 36.6% / 30.5%

Level 3 - 38.7% / 30.6% / 30.0% / 35.2%

Level 4 - 12.1% / 11.2% / 5.7% / 17.5%

EL Reclassification Rates:

2019 / 2021 / 2022 / 2023

All Students 24.3% / 15.5% / 19.6% / 30.0%

For our analysis of the impact our actions have on our metrics is listed below:

Our iReady Diagnostic Results are showing growth in both Literacy Skills and Math Skills.

Fall iReady Scores

Reading On Grade Level or Above:

All Students: 12%

English Learners: 1%

Socioeconomically Disadvantaged: 0%

Students with disabilities: not reported

Winter iReady Scores

Reading On Grade Level or Above:

All Students: 18% (+6%)

English Learners: 2% (+1%)

Socioeconomically Disadvantaged: 0%

Students with disabilities: not reported

Fall iReady Scores

Math On Grade Level or Above:

All Students: 5%

English Learners: 0%

Socioeconomically Disadvantaged: 0%

Students with disabilities: not reported

Winter iReady Scores

Math On Grade Level or Above:

All Students: 10% (+5%)

English Learners: 2% (+2%)

Socioeconomically Disadvantaged: 6%

Students with disabilities: not reported

Action 1: Professional Development opportunities to support students in need of literacy and Math including AVID Summer Institute and Pathways registration fees, travel expenses, related expenditures, extra services, *Conference Registration Fees

*Travel Expenses, *Substitutes, Stipends, Extra Services.

Impact: TCMS was able to send 6 staff members to the summer AVID conference and 3 staff members to the math conference in October to support professional development. Our iReady scores show growth in both literacy and math prediction rates (see above data).

Action 2: Teacher/Counselors release time to plan, coach, and collaborate within department and grade level, Math, ELA, Science, Social Studies. Funds to pay for subs, prep pay, extra services, stipends to provide release time.

Impact: Instructional Leadership Teams, Literacy Focus Groups, and Math teachers were all provided with professional development throughout the year to increase student achievement in both literacy and math. Our iReady scores show growth in both literacy and math prediction rates (see above data).

Action 3: Facilitate College and Career Readiness for all students through visits to local universities. Expenditures to include transportation cost.

Impact: TCMS was able to send students to various colleges, hear from multiple career experts, and attend seminars from a variety of experts. Our iReady scores show growth in both literacy and math prediction rates (see above data).

Action 4: Materials and other instructional items to improve Literacy of English Learners and RFEP students to include Scholastic, classroom libraries, periodicals, and online reading resources, apps.

Impact: TCMS purchases Scholastic Articles to provide high engagement reading resource for all students. Also the library inventory was increased to provide a high variety of resources for all students to access. Multiple motivational opportunities were provided for students to increase their skill level - First one to read 50 books, math camp, family night math wiz competition, and iReady growth rewards. Our iReady scores show growth in both literacy and math prediction rates (see above data).

Action 5: School-based tutoring services for students who are underperforming in ELA, Math, and ELD to cover extra service pay, prep time, substitute pay.

Impact: TCMS provide several in school intervention and tutoring opportunities to support student achievement. On Wednesdays, students were moved to leveled support classes to reteach, or enrich based on student needs. Also, SBAC like exposure was provided to students to ensure students were confident going into the state ELPAC, CAASPP, and CAST testing environments. Also, students nearly meeting the math proficiency standards were provide a math support class to push them over the proficiency threshold. Our iReady scores show growth in both literacy and math prediction rates (see above data).

Action 6: Provide students with STEAM opportunities to include KidWind materials, substitute pay, purchase of teacher prep time, and extra services.

Impact: TCMS provides all students with access to STEAM opportunities. Student choose their electives for their 6th and 7th class during the day. Students take 7 classes each day - English, Math, Science, Social Studies, PE, and two electives. All EL students not reclassified are placed in an ELD class for one period a day to support their language development. Our iReady scores show growth in both literacy and math prediction rates (see above data).

Action 7: Purchase of classroom technology including projectors, screens, response systems, audio receiver, speakers, headphones.

Impact: TCMS was able to expand their technology in the classroom through the purchase of a variety of technology needs. Our iReady scores show growth in both literacy and math prediction rates (see above data).

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

TCMS was slightly limited in the plan to release teachers to hold extended collaboration time to improve student learning opportunities. School year 2023 continued to bring low number of substitutes to cover classes while teacher build capacity through meeting strategically throughout the year.

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

TCMS continues to make Goal 1 a priority and effectively implement all actions:

Professional Development - Professional Development opportunities to support students in need of Literacy and Math including AVID Summer Institute, literacy and math strategies professional development. Funding will include travel expenses, related expenditures, extra services, stipends, and subs for release of teachers.

Planning and Collaboration Time - Teacher/Counselors release time to plan, coach, and collaborate within department and grade level, Math, ELA, Science, Social Studies. Funds to pay for subs, prep pay, extra services, stipends to provide release time.

College and Career Field trips - Facilitate College and Career Readiness for all students through visits to local universities. Expenditures to include transportation cost.

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.

Toro Canyon Middle School will provide a safe, clean, and academically enriching environment.

Toro Canyon Middle School is committed to fostering a positive school climate and environment, where all students (EL, SED, SWD, FY, Migrant) feel welcome as part of the school community as measured by the data metrics listed below.

The Metrics below will be disaggregated for the following student groups:

- All Students (938 Students)
- English Learners (391 Students)
- Socioeconomically Disadvantaged (905 Students)
- Students with Disabilities (142 Students)

See Metrics Below:

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2: Provide equitable access to health and wellness to ensure social emotional and academic success.

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.

There is an ongoing need for community building in all classrooms to support students. Student groups, including English Learner and socio-economically disadvantage students, are suspended at a higher rate and have higher chronic absenteeism rates. Our at-risk students need additional support and interventions inside and outside the classroom. Suspension rate for all students has decrease by 2% as measured by the 2023 California Dashboard and as compared to the 2019 California Dashboard. The Transformational Team continues to support all students with positive behavior intervention systems.

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
Chronic Absenteeism Rate TK – 8 (Priority 5)	Chronic Absenteeism 2023 CA School Dashboard All: 37.6% EL: 42.1% SED: 38.1% SWD: 42.2% 2023-24 Chronic Absenteeism (local measure) August 24, 2023 – March 1, 2024: 37.70%	Chronic Absenteeism 2026 CA School Dashboard All: 28.6% EL: 33.1% SED: 28.1% SWD: 33.2% 2026-27 Chronic Absenteeism (local measure) August, 2026 – March 1, 2027: %
Middle School Dropout Rate (Priority 5)	2023 Middle School Dropout Rate: CALPADs All: < 1.0% EL: < 1.0% SED: < 1.0% SWD: < 1.0%	2026 Middle School Dropout Rate: CALPADs All: < 1.0% EL: < 1.0% SED: < 1.0% SWD: < 1.0%
Suspension Rate (Priority 6)	2023 Suspension Rate CA School Dashboard All: 7.0% EL: 8.3% SED: 7.2% SWD: 6.3%	2026 Suspension Rate CA School Dashboard All: 4.0% EL: 5.3% SED: 4.2% SWD: 4.3%
Expulsion Rate (Priority 6)	2023 Expulsion Rate: DataQuest All: < 1.0% EL: < 1.0% SED: < 1.0% SWD: < 1.0%	2026 Expulsion Rate: DataQuest All: < 1.0% EL: < 1.0% SED: < 1.0% SWD: < 1.0%
Attendance Rate (local measure) (Priority 5)	2023-24 Attendance Rate August 24, 2023 – March 1, 2024 A. Regular Program School Attendance rate: 88.70% B. Special Education Program School Attendance rate: 87.64% C. Overall Average Attendance Rate: 88.17%	2026-27 Attendance Rate 2026-27 Attendance Rate August, 2026 – March 1, 2027 A. Regular Program School Attendance rate: 94.70% B. Special Education Program School Attendance rate: 93.64% C. Overall Average Attendance Rate: 94.17%
SEL Survey (local measure) (Priority 6)	SEL - School Climate Survey (Spring 2024) I feel respected, accepted and welcomed at school. Strongly Agree/Agree: 74%	SEL - School Climate Survey (Spring 2026) I feel respected, accepted and welcomed at school. Strongly Agree/Agree: 83%

SEL Survey (local measure) (Priority 6)	SEL - School Climate Survey (Spring 2024) I feel I am valued at school. Strongly Agree/Agree: 66%	SEL - School Climate Survey (Spring 2026) I feel I am valued at school. Strongly Agree/Agree: 75%
SEL Survey (local measure) (Priority 6)	SEL - School Climate Survey (Spring 2024) I feel safe at school. Strongly Agree/Agree: 54%	SEL - School Climate Survey (Spring 2026) I feel safe at school. Strongly Agree/Agree: 63%
SEL Survey (local measure) (Priority 6)	SEL - School Climate Survey (Spring 2024) I have access to a safe place at school. Strongly Agree/Agree: 67%	SEL - School Climate Survey (Spring 2026) I have access to a safe place at school. Strongly Agree/Agree: 76%
Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT) report on Restrooms and Overall School Rating.		

Strategies/Activities

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

Strat egy/ Activi ty #	Title	Description	Students to be Served	Metric(s)	Proposed Expenditures
1	Certificated Staff to Support TM	Transformational Activities - Funding for teachers to provide daily activities in the areas of morning structured-activities, academic support, and STEM opportunities - Joven Noble, Xinachtli, Girasol, Restorative Practice Groups to improve school climate and engagement. Resources to include purchase of teacher prep time, extra service pay. *Certificated personnel salaries	English Learners, Students with Disabilities, Students Economically Disadvantage.	Increase Attendance rate 3% per year. Decrease Chronic Absenteeism 3% per year. Decrease Suspension Rate 1% per year. Increase SEL Survey 3% per year.	11,279 LCFF Supplemental/Concentration 0701 1000-1999: Certificated Personnel Salaries 2.1b
2	Classified Staff to Support TM	Transformational Activities - Funding for classified employees to support daily activities in the areas of morning structured-activities, academic support,	English Learners, Students with Disabilities,	Increase Attendance rate 3% per year.	5,000 LCFF Supplemental/Concentration 0701

		and STEM opportunities - Joven Noble, Xinachtli, Girasol, Restorative Practice Groups to improve school climate and engagement. Resources to include purchase of teacher prep time, extra service pay. *Classified personnel salaries	Students Economically Disadvantage.	Decrease Chronic Absenteeism 3% per year. Decrease Suspension Rate 1% per year. Increase SEL Survey 3% per year.	2000-2999: Classified Personnel Salaries 2.2b
3	Materials and Supplies Support TM	Transformational Materials and Supplies - Funding for materials and supplies to provide daily activities in the areas of morning structured-activities, academic support, and STEM opportunities - Joven Noble, Xinachtli, Restorative Practice Groups to improve school climate and engagement. Resources to include purchase of Materials.	English Learners, Students with Disabilities, Students Economically Disadvantage.	Increase Attendance rate 3% per year. Decrease Chronic Absenteeism 3% per year. Decrease Suspension Rate 1% per year. Increase SEL Survey 3% per year.	6,000 LCFF Supplemental/Concentration 0701 4000-4999: Books And Supplies 2.3b
4	Cert Staff to Support Community Building	Community Building Presentation - Provide students with bullying prevention presentations and curriculum, activities, etc. Expenditures include cost of presenters, materials for students, extra services, purchase of prep time, and substitute pay. *Certificated Personnel Salaries	English Learners, Students with Disabilities, Students Economically Disadvantage.	Increase Attendance rate 3% per year. Decrease Chronic Absenteeism 3% per year. Decrease Suspension Rate 1% per year. Increase SEL Survey 3% per year.	3,000 LCFF Supplemental/Concentration 0701 1000-1999: Certificated Personnel Salaries 2.4b
5	Community Building Presentation	Community Building Presentation - Hire outside consultant to provide students with bullying prevention presentations and curriculum, activities, etc. Expenditures include cost of presenters and possible materials for students.	English Learners, Students with Disabilities, Students Economically Disadvantage.	Increase Attendance rate 3% per year. Decrease Chronic Absenteeism 3% per year.	4,000 LCFF Supplemental/Concentration 0701 5800: Professional/Consulting Services And Operating Expenditures 2.5b

				Decrease Suspension Rate 1% per year. Increase SEL Survey 3% per year.	
6	PBIS Activities and Supplies	PBIS Activities and Supplies - Fund school wide activities for the promotion of a positive school climate, rewards to promote engagement, participation, and social emotional learning to include the purchase of PBIS store items, funding for promotional speakers, purchase orders for items needed including food items.	English Learners, Students with Disabilities, Students Economically Disadvantage.	Increase Attendance rate 3% per year. Decrease Chronic Absenteeism 3% per year. Decrease Suspension Rate 1% per year. Increase SEL Survey 3% per year.	5,800 LCFF Supplemental/Concentration 0701 4000-4999: Books And Supplies 2.6b

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Based on the metrics below:

(1) Attendance Rate;

Pre-Pandemic Attendance Rate for TCMS 2018-19 = 94.26%

2021-22 Attendance Rate = 91.17%;

2022-23 Attendance Rate = 89.72%

Aug - March 28, 2024 = 88.58%

***Overall Attendance Rate has decreased post pandemic

(2) Chronic Absenteeism

Pre-Pandemic Chronic Absenteeism Rate for TCMS 2018-19 = 13.6%

2021-22 Chronic Absenteeism = 48.4%

2022-23 Chronic Absenteeism = 37.6%

***Chronic Absenteeism has significantly decreased in 2022-23

(3) Pupil suspension rate:

Pre-Pandemic Suspension Rate for TCMS 2018-19 = 7.8%

2021-22 Suspension Rate = 5.7%

2022-23 Suspension Rate = 7.0%

***Suspension Rate has increased in the 2022-23 school year

Number of expulsions: 1

The overall implementation and effectiveness of the strategies/activities to achieve Goal 2 has mixed results. Toro Canyon looks to improve school climate and engagement by continuing to support the Transformational Team through multiple activities. They will develop and design very clear positive student expectations and consequences to help maximize student academic achievement in the classroom. The school's Wellness Team is an important part of the proactive and preventative approach to a positive learning environment. The team consists of a Wellness Teacher, two contracted Student Mentors, and a specialized behavior tech. TCMS will look to implement Community Building Presentations that will provide students with Community Building presentations and curriculum, activities, etc. TCMS will also use 4 to 5 professional development days to help staff with classroom restorative practices to build classroom community and deepen the use of restorative justice mindset throughout campus.

Action 1-6: Impact: Attendance rate continues to be close to 90%, with chronic absenteeism having a nice decline of 10% in the 2023 school year. Suspension rate looks to maintain around 7% and expulsions held very low. This spring TCMS obtained culture survey results; students feel respected, accepted and welcomed at school (Strongly Agree/Agree: 74%); Students feel valued at school (Strongly Agree/Agree: 66%); Students feel safe at school (Strongly Agree/Agree: 54%); Student know they have access to a safe place at school (Strongly Agree/Agree: 67%). TCMS is looking to build on survey results.

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

Several elements of the plan were not completed as planned:
Funding for teachers to provide daily activities in the areas of morning structured-development, academic support, and STEM opportunities was not fully implemented. Also the Joven Noble, Xinachtli, Restorative Practice Groups to improve school climate and engagement was also not fully implemented. Finally, Transformational Activities by Classified Personnel Salaries and activities were also not implemented.

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.

The survey was implemented in school year 2023-24, and scores are now the new baseline moving forward. The teams will begin to review growth data as a new Fall and Spring Survey is implemented.
Full Transformational Team will be organized in 2024-25 to implement a positive behavior intervention system. TCMS looks to add Girasol healing circle curriculum and add restorative practices campus wide.

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.

Toro Canyon Middle School will increase Parent and Community Engagement.

Toro Canyon Middle School will focus on increasing Parent Engagement through multiple lines of communication, grade reports, classroom awareness, school events, and through several survey feedback results. We will continue supporting our Parent Liaison to work with parents to provide information in a timely manner, answer questions, build relationships, and to use the Parent Center as a tool to bring parents to campus.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3: Strengthen parent and community partnerships through effective communication for student success.

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.

Based on the analysis of the LCAP Survey data, parent engagement is an identified area to build systems of support for all students. We are looking to increase our use of the Parent Liaison to hold workshops, send regular communication to parents, ensure the contact and aeries system is up to date, and other pieces to increase parent engagement.

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
Attendance at Back to School Night	2023-24 Attendance at Back to School Night = 45	2026-27 Attendance at Back to School Night = 250
Attendance at Parent Liaison Workshops	2023-24 Attendance at Parent Liaison Workshops - avg = 150	2026-27 Attendance at Parent Liaison Workshops = 200
Attendance at Coffee with the Principal	2023-24 Attendance at Coffee with the Principal - avg = 0 (did not hold)	2026-27 Attendance at Coffee with the Principal = 25
Attendance at ELAC Meetings:	2023-24 Attendance at ELAC Meetings: avg = 5	2026-27 Attendance at ELAC Meetings: = 10
LCAP Family Survey	Spring 2024 LCAP Family Survey My student's teachers communicate their academic	Spring 2027 LCAP Family Survey

My student's teachers communicate their academic progress to their students and their families regularly.	progress to their students and their families regularly. Strongly Agree/Agree: 97%	My student's teachers communicate their academic progress to their students and their families regularly. Strongly Agree/Agree: 99%
LCAP Family Survey My culture, opinions, and input are valued at my student's school.	Spring 2024 LCAP Family Survey My culture, opinions, and input are valued at my student's school. Strongly Agree/Agree: 98%	Spring 2027 LCAP Family Survey My culture, opinions, and input are valued at my student's school. Strongly Agree/Agree: 99%
LCAP Family Survey I consistently receive information and updates from the school/district.	Spring 2024 LCAP Family Survey I consistently receive information and updates from the school/district. Strongly Agree/Agree: 98%	Spring 2027 LCAP Family Survey I consistently receive information and updates from the school/district. Strongly Agree/Agree: 99%
LCAP Family Survey The school/district provides opportunities for parent involvement and to provide input for decision-making.	Spring 2024 LCAP Family Survey The school/district provides opportunities for parent involvement and to provide input for decision-making. Strongly Agree/Agree: 98%	Spring 2027 LCAP Family Survey The school/district provides opportunities for parent involvement and to provide input for decision-making. Strongly Agree/Agree: 99%
LCAP Family Survey As a parent/guardian, I feel welcomed visiting my student's school.	Spring 2024 LCAP Family Survey As a parent/guardian, I feel welcomed visiting my student's school. Strongly Agree/Agree: 99%	Spring 2027 LCAP Family Survey As a parent/guardian, I feel welcomed visiting my student's school. Strongly Agree/Agree: 99%
LCAP Family Survey I understand my legal rights and can advocate for my student and all students.	Spring 2024 LCAP Family Survey I understand my legal rights and can advocate for my student and all students. Strongly Agree/Agree: 98%	Spring 2027 LCAP Family Survey I understand my legal rights and can advocate for my student and all students. Strongly Agree/Agree: 99%

Strategies/Activities

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

Strat egy/ Activi ty #	Title	Description	Students to be Served	Metric(s)	Proposed Expenditures

1	Translation Services	Translation Services - Translation services related to parent events at the school.	English Learners, Students with Disabilities, Students Economically Disadvantage.	Attendance at Parent Engagement nights increase 3% per year. Family Survey Results increase 1% per year.	698 Title I 3010 2000-2999: Classified Personnel Salaries 3.1a
2	Materials Supplies and for Parent Workshops	Parent Liaison - Materials and Supplies for parent liaison to improve communication and increase parent participation.	English Learners, Students with Disabilities, Students Economically Disadvantage.	Attendance at Parent Engagement nights increase 3% per year. Family Survey Results increase 1% per year.	3,000 Title I 3010 4000-4999: Books And Supplies 3.2a
3	School-Home Communication	School-home Communication - Materials to improve school-home communication including costs associated with the Copy Center, Newsletter, flyers, and agendas for students.	English Learners, Students with Disabilities, Students Economically Disadvantage.	Attendance at Parent Engagement nights increase 3% per year. Family Survey Results increase 1% per year.	2,000 Title I 3010 5000-5999: Services And Other Operating Expenditures 3.3a

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Toro Canyon MS saw a significant improvement in their family-school connections to support students social/emotional and academic learning survey:

Family Responses Favorably Focused on Engagement:

2022 / 2023

I feel welcome to participate at this school	33%	/	99%
School staff treats me with respect	75%	/	99%
School staff welcomes my suggestions	42%	/	98%
School staff responds to my needs in a timely manner.	50%	/	98%
School staff is helpful.	58%	/	98%

Other Questions newly added to 2023 survey:

My student's teachers communicate their academic progress to their students and their families regularly. 97%

I understand my legal rights and can advocate for my student and all students. 98%

Attendance Rates at the various Parent Events for 2023-24

Back To School Night = 45 parents

Parent Liaison Workshops = average 150 parents

Coffee with the Principal = Did not occur

ELAC Meetings = average 5 parents

Action 1: Translation Services - Translation services related to parent events at the school.

Impact: From the survey results and attendance at the Parent Liaison's Workshops, TCMS is receiving very positive feedback. Parents feel welcomed, school staff is helpful, and they feel heard. The parent workshops have had successful attendance. TCMS will look to hold monthly parent events to increase parent engagement in 2024-25.

Action 2: Parent Liaison - Materials and Supplies for parent liaison to improve communication and increase parent participation.

Impact: From the survey results and attendance at the Parent Liaison's Workshops, TCMS is receiving very positive feedback. Parents feel welcomed, school staff is helpful, and they feel heard. The parent workshops have had successful attendance. TCMS will look to hold monthly parent events to increase parent engagement in 2024-25.

Action 3: School-home Communication - Materials to improve school-home communication including costs associated with the Copy Center, Newsletter, flyers, and agendas for students.

Impact: From the survey results and attendance at the Parent Liaison's Workshops, TCMS is receiving very positive feedback. 97% Parents say "My student's teachers communicate their academic progress to their students and their families regularly." They also feel welcomed, school staff is helpful, and they feel heard.

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

The actions assigned to Goal 3 were partially implemented due to new administration and parent liaison building connections and relationships for in person back to school night, and coffee with the principal. TCMS is looking to increase parental supports in the following year to increase our parent engagement and communication between school and home.

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.

Based on the analysis of the data and California School Dashboard, parent engagement is an identified area to build systems of support for all students. We are looking to increase our use of the Parent Liaison- Additional funding was provided by the district office to increase hours for the Parent Liaison to work with parents. We are also improving ways to increase school communication to inform parents of events and increase attendance as seen in our focused action steps in Goal 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 4

Title and Description of School Goal

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

Toro Canyon Middle School will provide professional learning opportunities to build the capacity of all staff to enhance student learning.

There are approximately 18 professional development opportunities provided for Toro Canyon Middle School to build capacity in our team. A few of the days are focused on mandated reporter training, suicide prevention, ELPAC testing, and CAASPP testing, but the other 10-12 professional development times, 45 min sessions, are strategically planned to move our team forward to maximize student achievement.

Our focus areas for 2024-25 will be growing our students academic skills in literacy and in mathematics through the MTSS model. Administration and teachers will continue to build on the direct and interactive instructional model framework to deepen student achievement.

1. Grow the professional learning community cycle of inquiry.
2. Build capacity for increasing student academic discourse in all classes.
3. Thinking Maps help to improve student retention, recall and understanding of learning topics. Maps also help students build literacy skills with higher-order thinking skills, as well as accelerate learning for students of all backgrounds and abilities.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4: Provide professional learning to build the capacity of all staff to enhance learning.

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.

Through well designed site and district sponsored Professional Development, teachers will grow in their delivery of 1st best instructional practices and curriculum content to improve teaching practice and student success within the classroom. MTSS Coaches attending District-sponsored Professional Development for Cognitive Coaching in Literacy and Math delivery will support Toro Canyon Teachers to maximize student achievement. Gary Soto's work will begin by helping to create a success-oriented school system. This work is grounded by an Instructional Framework that meets the needs of the school district, school sites, and its students. His work will help us identify what Tier 1 instruction looks like, how to implement training and support with our instructional coaches, then provide the expectations to hold administrators accountable for student success.

Other opportunities and needs for Toro Canyon Middle School:

1. AVID Summer Institute is a 3-day, professional learning, interactive community experience featuring a rigorous curriculum that promotes student achievement at the highest levels and lays out a pathway to student success. By attending AVID training, administrators and teachers will focus on college and career readiness for our students and how to improve teaching practices for student success within the classroom.
2. Instructional Leadership Team meetings for site admin and teacher teams to participate in district-guided sessions focused on MTSS, data analysis, and best first instruction on identified focus areas.
3. The UC Irvine Math Project will partner with the district to provide pedagogical content based professional development and general support to support the preparation of CVUSD grades Pre-K-12 teachers and administrators to meet student needs in implementing common core math and the math framework. By attending District-sponsored UCI Math training, teachers will focus on improving teaching practices for hands-on, conceptual understanding of all math skills for all students and improve student success within the classroom.

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
Professional development sessions will focus on MTSS DII Framework to support Literacy and Math Skill Development.	2023-24 Currently, 90% of the staff attend PD sessions	2026-2027 The goal is to have 95% of staff attend professional development
All Day PD Days are planned and supported by site admin, district admin, and MTSS Coach.	2024-25 Oct 3, 2023 = 85% March 5, 2024 = 80%	2026-2027 Oct 4, 2025 = 95% March 6, 2026 = 90%
Conferences and professional growth opportunities will be provided to classified staff throughout the year.	2023-24 New goal, no current baseline	2026-2027 The goal is to have 95% of staff attend professional development
Attend AVID Training	14% Staff Trained are currently trained at the AVID Conference	50% of the staff will be AVID Trained through the Summer Institute
Continue Instructional Leadership Teams professional development team	Walkthrough Data - Literacy Baseline Mark The Text = 67% Close Reading = 24% CER = 44%	Walkthrough Data - Literacy Baseline Mark The Text = 75% Close Reading = 75% CER = 75%
UCI Professional Development	50% of the teachers have been trained in the UCI Strategies	100% of the math teachers trained by the end of 2026-27

Strategies/Activities

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

Strategy/Activity #	Title	Description	Students to be Served	Metric(s)	Proposed Expenditures
1	Conference Fees and Travel	Professional Development opportunities to support students in need of literacy and Math including Math, Science, Social Studies DBQ and Pathways registration fees, travel expenses, related expenditures: *Conference Registration Fees *Travel Expenses	English Learners, Students with Disabilities, Students Economically Disadvantage.	Increase number of teachers and staff members to grow professionally each year. Increase Staff Survey Results by 3% per year.	15,000 Title I 3010 5000-5999: Services And Other Operating Expenditures 4.1a
2	Substitutes, Stipends, Extra Services	Professional Development - Professional Development opportunities to support students in need of whole school AVID. Pay for Summer Institute and Pathways registration fees, travel expenses, related expenditures: *Substitutes, Stipends, Extra Services.	English Learners, Students with Disabilities, Students Economically Disadvantage.	Increase number of teachers and staff members to grow professionally each year. Increase Staff Survey Results by 3% per year.	9,721 Title I 3010 1000-1999: Certificated Personnel Salaries 4.2a
3	Pre and Post Survey	Looking to provide details of instructional strategies to be implemented within the classroom and school wide.	English Learners, Students with Disabilities, Students Economically Disadvantage.	Survey results will increase by 3% per year.	0 LCFF Supplemental/Concentration 0701 5000-5999: Services And Other Operating Expenditures 4.3b
4	Literacy Across Content Areas	Providing professional development for all teachers.	English Learners, Students with Disabilities, Students Economically Disadvantage.	Increase number of teachers and staff members to grow professionally each year. Increase Staff Survey Results by 3% per year.	0 LCFF Supplemental/Concentration 0701 5000-5999: Services And Other Operating Expenditures 4.4b
5	UCI Professional Development	Providing professional development for all math teachers.	English Learners, Students with Disabilities,	Increase number of teachers and staff members to	0 LCFF Supplemental/Concentration 0701

			Students Economically Disadvantage.	grow professionally each year. Increase Staff Survey Results by 3% per year.	5000-5999: Services And Other Operating Expenditures 4.5c
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

N/A - New Goal in 2024-25

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

N/A - New Goal in 2024-25

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.

N/A - New Goal in 20245

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	\$107,521.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$107,529.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

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

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

State or Local Programs	Allocation (\$)
LCFF Supplemental/Concentration 0701	\$70,800.00
Title I 3010	\$36,729.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$107,529.00

Total of federal, state, and/or local funds for this school: \$107,529.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental/Concentration 0701	70,800.00
Title I 3010	36,729.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	42,310.00
2000-2999: Classified Personnel Salaries	5,698.00
4000-4999: Books And Supplies	19,800.00
5000-5999: Services And Other Operating Expenditures	35,721.00
5800: Professional/Consulting Services And Operating Expenditures	4,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental/Concentration 0701	26,279.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental/Concentration 0701	5,000.00
4000-4999: Books And Supplies	LCFF Supplemental/Concentration 0701	16,800.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental/Concentration 0701	18,721.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental/Concentration 0701	4,000.00
1000-1999: Certificated Personnel Salaries	Title I 3010	16,031.00

2000-2999: Classified Personnel Salaries	Title I 3010	698.00
4000-4999: Books And Supplies	Title I 3010	3,000.00
5000-5999: Services And Other Operating Expenditures	Title I 3010	17,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	42,031.00
Goal 2	35,079.00
Goal 3	5,698.00
Goal 4	24,721.00

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
- 2 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Dr. Michael Williams	Principal
Tammy Ashworth	Classroom Teacher
Adrian Lopez-Garcia	Classroom Teacher
Emily Cox	Other School Staff
Irene Aceves	Other School Staff
Maria Avalos	Parent or Community Member
Yesenia Pozar-Gonzalez	Parent or Community Member
Jaqueline Torres	Parent or Community Member
Solangel Cruz	Parent or Community Member
Maria Pozar	Parent or Community Member

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


Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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 04/17/2024.

Attested:

	Principal, Dr. Michael Williams on 4/17/2024
	SSC Chairperson, Tammy Ashworth on 04/17/2024