



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
Toyon Middle School	05-61564-6105431	3/9/2023	

Purpose and Description

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

Schoolwide Program

Comprehensive Support and Improvement

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

The school site and district take input from all stakeholders, needs assessments, surveys, CAASPP scores, the California Dashboard, and more. From this information, needs are summarized, goals created and plans developed. School plans are written to be in alignment with the Local Control Accountability Plan (LCAP) and federal addendum.

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).

Returns of the California Healthy Kids Survey, Staff Survey and anecdotal information are provided to students, staff, and families throughout the year. Results showed an overall satisfaction with our instructional program and a genuine connection between students and staff. The results also showed that parents and community members desire to feel more a part of the school. For the past few years, CUSD partnered with Educators Thriving to complete a comprehensive school culture and climate survey. Data for the district and the school was presented and reviewed by TMS staff. During a CORE professional development training, TMS staff reviewed the data and made plans for school culture and climate improvements. Teacher Survey results from the MTSS FIA last school year showed an improvement in school systems. Toyon continues progress with PBIS implementation and training with ICLE for Rigor, Relevance, and Engagement for lesson planning.

Classroom Observations

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

Classroom observations were completed in the following ways:

- 1) Admin observations- TMS administrators complete informal drop-in observations each week. All classrooms have been observed multiple times throughout the year. Feedback is provided to teachers either by conversation or email. For teachers within their first two years, formal observations are completed 2-3 times per year. The observations include a pre-conference and post conference meeting reviewing the six standards for the teaching profession.
- 2) Instructional Rounds- This year TMS completed instructional rounds once per quarter, using a staff created Engagement form. Teachers worked in pairs and visited other TMS teachers within and outside of their department. They provided feedback on student engagement.
- 3) District Observations- CUSD Superintendent and/or CUSD Board Members performed walk-throughs of all classrooms each semester with the site administrator. Feedback was directly provided to the site administrator.

Teachers and students continued to use Google Platforms to support the in-person instruction. The teaching staff continues to use CORE development days and co-planning time to reflect on scope, sequence, and methodologies in relation to instruction and student learning. Implementation for Tier 1 and 2 Positive Behavior Intervention and Supports (PBIS) and Rigor, Relevance, and Engagement rubrics to develop and implement more effective lesson plans and instruction to improve student learning.

New desks and cabinets for classrooms were purchased this school year. Two additional portables were added to TMS this year. The school district continues to work with the school site regarding student technology (Chromebooks) to ensure 1:1 for students.

For the 2022-23 school year, Toyon continued with an in-person learning model with a six period per day schedule. In 2022-23 Toyon offered Band, Guitar, Visual Arts/Culinary, Tech Squad, Robotics, Leadership, Independent Learning Lab, Homeroom, Teacher Assistant, and Office Aide as elective options. The Independent Learning Lab sections were expanded to address learning loss from the COVID-19 pandemic.

For 2023-24, TMS will offer a Career Exploration elective for 8th grade students. The class models the Paxton Patterson program currently offered by the high school in which TMS directly feeds, Calaveras High.

For 2022-23 professional development continued to focus on district and site goals: Rigor, Relevance and Engagement framework, as well as implementation of Tier 1 and development of Tier 2 PBIS. The entire district is focusing on three Signature Instructional Strategies: Formative Assessment, Writing and Academic Discussion. These instructional strategies are aligned with our work in the Rigor, Relevance and Engagement framework. The school has 22 minimum day Friday's for Staff Co-Plan. The time is spent working collaboratively as a staff during Co-Plan time from 1:30-3PM. At the end of each quarter, the staff planned for how to use co-plan time for the next quarter. The staff reviewed the site and district goals and the TMS Leadership teams created a co-plan schedule. Topics included: SEL, PBIS, School Safety and Procedures, Testing and Data, Culture and Climate, and specific department agendas.

Friday Night Live and Mentoring continued for the 2022-23 school year. The first Family Night was offered in the fourth quarter as an elective showcase. Our Student Leadership has continued to promote our school expectations- We are

Safe, Respectful, and Engaged Warriors. The ASB officers run the Student Store where students can trade in Warrior Bucks for a variety of items. This is a school-wide incentive program for our students. They receive Warrior Bucks from staff (including transportation, food service, and office staff) for meeting the school-wide expectations. We will continue to work with UC Cooperative Extension Central Sierra to bring in FoodCorps to incorporate school, district, and community stakeholders to provide opportunities for Toyon students to build College and Career Ready skills.

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)

Local Assessments: A variety of ongoing assessments as well as quarterly performance assessments in ELA (Reading/Writing/Listening and Speaking) and Math are used to determine student cohort performance as well as individual student performance. i-Ready is used to determine Lexile scores. i-Ready Math was adopted as the school curriculum and includes assessment data for growth. Assessments are used to identify student barriers to learning and addressing those barriers through Multi Tiered System of Support(MTSS). Use of the SWIFT-Fidelity Integrity Assessment helps us to identify and strategically implement processes within MTSS.

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

ELA, Math, and Science Departments continue to implement performance task assessments that align with the CCSS and the Next Generation Science Standards. This will continue to be a work in progress so that all teachers within a department or similar grade level course are working together to analyze student work for the benefits of improving both instruction and learning.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

We work closely with our Human Resources department to provide highly effective staff. All Toyon Middle School faculty are considered highly qualified.

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

TMS has currently met the requirements of sufficiency of credentialed teachers. Teachers continue to receive professional development. We are in our third year of professional development focused on instructional planning and delivery for rigor, relevance, and student engagement as well as positive behavior intervention and supports (PBIS).

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

Staff development is aligned to common core standards, assessed student performance, and professional needs. Due to the Hybrid schedule and revised calendar, Co-Planning days were removed for the 2020-2021 school year. Co-Planning days returned in 2021-22 and continued in 2022-23. Co-plan is used to align staff development either by department or whole staff. The plan for 2023-24 is to have 22 Co-Plan days. The staff gives input on themes for scope and sequence of those meetings. The TMS teacher leadership group aligns the days to the upcoming calendar to include opportunities for 6-12 articulation meetings with the high school staff. The 22-23 focus in staff development will be on implementing PBIS and the Rigor, Relevance, and Student Engagement rubrics.

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

All departments continue to grow through the use of department collaboration time on co-planning days as well as full PD days (Core Days). Teachers use the opportunities to share best practices and develop curriculum and assessment together. The Math department has been trained to use i-Ready Math as the adopted curriculum for 6-8. The ELA department has incorporated the NewsELA program to further enhance reading skills. They are able to use the NewsELA data to adjust curriculum to meet individual student needs and provide achievement data to parents and student support teams. ELA teachers are also trained to use i-Ready assessments to determine Lexile levels. In 2019-2020, CUSD adopted new ELA curriculum, Study Sync and English Learner Development adoption, English 3-D. Teachers continue to implement the adopted curriculum with refresher trainings.

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

TMS teachers have 22 co-planning days for 2022-23 year, with approximately 1 and 3/4 hours of time per session. All of these days will be used for staff and teacher collaboration. CUSD calendar includes 3 CORE Development Days focused on CCSS, PBIS and Rigor, Relevance, and Engagement Rubrics. The same collaboration time will be built in the calendar for 2023-2024.

Teaching and Learning

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

A bulk of the teacher collaboration time is dedicated to the alignment of curriculum, instruction, and materials to the Common Core State Standards. State frameworks, CCSS curriculum, SBAC interim assessments, SBAC summative assessments, and district signature instructional practices are used to align curriculum and instruction. During 2022-23, the elective teachers included curriculum from Second Step to align with the SEL framework. Proposed for the 2023-24 school year, is to have an additional Intervention class using Florida Virtual. The teacher of this class will need additional training to support the curriculum.

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

Recommended instructional minutes in the area of English Language Arts in Grades 6, 7, 8 is at least one hour and up to two hours for students at grade level. During the 2022-23 school year, all students had a period of Core ELA/History class equaling about 100 minutes per day.

Recommended instructional minutes in the area of Mathematics is 50 to 60 minutes daily, not including homework. During the 2022-2023 school year, all students were enrolled in the Math 6, Math 7, Math 8 or Math 8 Accelerated course. Each period meets 50 minutes, daily.

We provide appropriate instructional minutes for our students.

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

TMS teachers work in department groups to develop pacing schedules, based on identified anchored standards and common assessments. The master schedule is developed with college and career readiness goals in mind as well as an increased focus on RTI, and addressing learning loss through intervention courses. Teachers continue to be trained in the development and implementation of lessons based on identified Signature Instructional Strategies and Rigor, Relevance and Engagement rubrics.

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

Students have access and availability to standards-based instructional materials appropriate to all student groups. This requirement is examined and is certified by the CUSD School Board every year. It was again certified for the 2022-2023 school year.

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 core instructional materials are SBE-adopted and standards-aligned, including intervention materials. This requirement is examined and is certified by the CUSD School Board. CUSD adopted ELA/ELD material K-12 which began in the 2019-2020 school year. i-Ready Math was adopted in the 2021-22 year. A variety of supplemental instructional materials/web based academic programs have been incorporated.

Opportunity and Equal Educational Access

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

Starting in the 2020-21 school year the master calendar included an elective for general education students titled "Independent Learning Lab" to assist under performing students and unduplicated students. There is already a Special Education class to support resource students in general education classes. In 2021-22 more sections of ILL were offered to students to address learning loss. For the 2022-23 school year, Toyon offered an alternative education pathway called Independent Learning and Intervention. Aligned with MTSS and RTI, this intervention is a self-contained class for struggling students (behavior, attendance, academics). This class was proposed to have additional administrator support and counseling support with additional funding from CSI Grant. Due to staffing shortages and low student enrollment, the program folded temporarily. It is proposed to return for the 2023-24 year or when staffing allows. Starting in 2022-23, TMS offered an After School Program for students to meet with teachers and bring their grades up. Students also had opportunities for SEL lessons and team building activities. The program started in the second semester and was offered on Tuesday and Thursday from 2PM-3:45PM.

Evidence-based educational practices to raise student achievement

Several of the researched based, effective instructional strategies are implemented at TMS. These have all been observed during classroom observations, drop in visits, and more formal observations by TMS administration. TMS teachers continue to implement Common Core and best practice teaching strategies included but not limited to:

Academic Vocabulary: specific vocabulary is taught in the content areas which are specific to what the students are learning

Summarizing and note-taking: information translated into a synthesized, brief form. Two column notes and Cornell note taking are common practices.

Reinforcing and giving praise: constant reinforcement by teaching staff that added effort will pay off in terms of achievement. Specific praise for legitimate achievements is frequently observed.

Homework and practice: Homework is assigned in almost all content area classes. More work needs to be done to evaluate the quality, readiness, and frequency of feedback on homework.

Non-linguistic representation: Graphic organizers, pictures, and pictographs are used.

Cooperative learning: Observed across all content areas in order to implement rigor, relevant and engaging lessons.

Setting objectives and providing feedback: Objectives in some content areas are clear and directly communicated; others are more implied. Feedback is usually given in some form, but work toward more specificity is needed.

Generating and testing hypotheses: Involve both deductive thinking (making a predication about a future action or event) and inductive thinking (drawing conclusions based on information known or present). Used in some content areas more than others.

Cues, questions, and advanced organizers: Questions (help students to identify missing information) are used very frequently. Cues (straight-forward ways of activating prior knowledge) are also used to a great extent. Advanced organizers (organizational frameworks presented in advance of learning) are observed much less frequently.

Focus on Signature Instructional Practices: Formative Assessment, Writing and Academic Discussion.

Professional development for instructional planning and delivery for rigor, relevance and student engagement as well as positive behavior intervention and supports (PBIS).

English Language Development- English 3D curriculum for designated support for ELD class.

Parental Engagement

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

Student success team meetings.

Access to assessment for special education if deemed appropriate. If qualified, access to special education services.

Friday Night Live Mentoring for TMS student by high school students.

Calaveras High School Career Center has access for families to hire a high school tutor for minimal cost.

The Resource Connection can provide various services to families to access basic needs of food, clothing, shelter, health care that may be preventing students from achieving academic success.

Free and Reduced Lunch program

SARB, Failure to Thrive Hearings can work to develop rehabilitation plans for under-achieving students.

CUSD Alternative Education Programs, Sierra Hills Independent Study Programs

Calaveras COE Alternative Education Program, including Calaveras River Academy and Mtn. Oaks Charter Independent Study.

Calaveras County Mental Health Services

TMS After School on Tuesday and Thursday to support students missing school or assignments.

.8 fte mental health counselor support on site as well as an ERMHS provider (COE employee) to support higher level need.

Instructional Intervention includes Independent Learning Lab to support all students and Independent Learning and Intervention as an alternative education pathway.

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)

School Site Council/ELAC

Parent-Teacher Club

School Staff Meetings

TMS Leadership Team

CUSD Instructional Leadership Team

Family Nights-Focus on STEM and Elective program (Fine Arts, etc.)

LCAP Parent and Community Feedback Meetings

Funding

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

2022-23 to incorporate an Intervention Class- self-contained. Categorical and CSI Grant funds to cover curriculum, additional (1.0) teacher and (.5) administrator.

Fiscal support (EPC)

1. Use of standards-based SBE adopted or Common Core curriculum in ELA and mathematics instructional materials, including intensive interventions and ELD materials.
LEA provides an annual budget for TMS to purchase replacement materials, including any consumable materials that will be needed to sustain the program, through the Lottery 6300 monies.
2. Implementation of the instructional minutes for basic core Reading/Language Arts and mathematics programs.
3. Use of annual district instructional/assessment pacing guides for grades k-8 and high school.
TMS ELA and math departments are in the process of developing site based pacing guides that are distributed and monitored on a regular basis through collaboration time. The district provides 3 CORE Development Days per year and 37 co-planning opportunities (about 1.75 hours each) per year.
4. Instructional materials based professional development and ongoing targeted professional development and support for instructional leaders to ensure the full implementation of the district adopted program and the ECPs.
The school principal has been trained in common core instructional strategies, PBIS implementation, ICLE for Rigor and Relevance, and completed 80 hours of the prescribed course of study of the Curriculum and Instructional Leaders Academy sponsored by the Association of California School Administrators (ACSA).
5. Fully credentialed, highly qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA) and professional development on standards-aligned/SBE-adopted instructional materials.
The CUSD personnel department has certified that all TMS faculty are HQT. In addition, core groups of teaching staff have received professional development on standards-aligned/SBE adopted instructional materials in previous years.
6. Implementation of ongoing instructional assistance and support for ELA, ELD and mathematics teacher by providing PD for Illustrative Math and Study Sync.
Title 1 funding has provided all ELA and Math teachers training in Common Core State Standards. TMS has 1 ELA/history department lead, 1 science department lead, 1 math department lead, 1 elective department lead, and 1 special education department lead.
7. For all grade levels, implementation of a student achievement monitoring system that provides timely data from common formative and curriculum-embedded and summative assessments for teachers and school leaders to use to monitor ongoing student progress, identify student needs, inform instruction, and determine effectiveness of instructional practices and implementation of the adopted programs.
8. Implementation of Fiscal Support aligned to full implementation of EPCs
Funding received (lottery 1100, lottery 6300 and Title 1) funds are coordinated and prioritized to support the single plan for student achievement. Budgets are reviewed regularly at site council meetings and any carryover funds are used toward the support of the goals established in the site plan. Use of funding for our specific site goals has been carefully planned.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

School Site Council nominations for representatives were posted on the school website and announced in August. Elections for representatives were determined at the first Site Council meeting. Meetings and agendas were posted 72 hours prior to meetings. Information from SSC was shared with Toyon's staff leadership team and Parent's Club, monthly. Information from SSC will be shared with parents and community during Family Nights.

Resource Inequities

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

Toyon is the only middle school in the district. In 2019-2020, Toyon brought in 6th graders from the two largest elementary sites. Three elementary sites are still operating K-6. Inequities include the lack of inclusion for students with disabilities across all subject areas. Toyon offers full-inclusion for Physical Education, electives courses, and inclusion for Science for students that would otherwise be in a Resource class. Resource and SDC classes are offered for core academic subjects. Our Performance Indicator Review team for our LEA consists of three representatives from Toyon: Principal, General Education Teacher and Special Education Teacher and will be looking at ways to improve program opportunities for inclusion.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	144	114	141
Grade 7	187	234	180
Grade 8	201	199	210
Total Enrollment	532	547	531

Conclusions based on this data:

1. Student enrollment is consistent. It ranges from 114-144 in sixth grade, from 187-234 in seventh grade, and 199-221 in eighth grade.
2. Percentages of subgroup enrollment remain consistent.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	25	19	18	4.70%	3.5%	3.4%
Fluent English Proficient (FEP)	21	27	30	3.90%	4.9%	5.6%
Reclassified Fluent English Proficient (RFEP)	2			8.0%		

Conclusions based on this data:

1. The percentage of EL students enrolled has decreased over the past three years.
2. The percentage of FEP has increased over the last year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	148	117		121	108		119	108		81.8	92.3	
Grade 7	190	221		150	212		148	212		78.9	95.9	
Grade 8	201	196		167	187		166	187		83.1	95.4	
All Grades	539	534		438	507		433	507		81.3	94.9	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	2487.	2491.		3.36	4.63		26.89	29.63		34.45	33.33		35.29	32.41	
Grade 7	2490.	2462.		3.38	2.83		27.70	16.98		23.65	26.42		45.27	53.77	
Grade 8	2494.	2450.		4.22	1.60		23.49	13.90		22.89	19.79		49.40	64.71	
All Grades	N/A	N/A	N/A	3.70	2.76		25.87	18.54		26.33	25.44		44.11	53.25	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	7.56	8.33		63.87	64.81		28.57	26.85	
Grade 7	10.27	5.19		56.85	57.08		32.88	37.74	
Grade 8	10.24	5.88		54.22	44.39		35.54	49.73	
All Grades	9.51	6.11		57.77	54.04		32.71	39.84	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	5.08	3.70		50.85	51.85		44.07	44.44	
Grade 7	7.64	4.72		52.08	38.21		40.28	57.08	
Grade 8	7.23	3.21		37.95	26.74		54.82	70.05	
All Grades	6.78	3.94		46.26	36.88		46.96	59.17	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	13.45	14.81		68.91	75.00		17.65	10.19	
Grade 7	6.80	5.66		70.75	65.57		22.45	28.77	
Grade 8	7.83	9.09		66.87	56.15		25.30	34.76	
All Grades	9.03	8.88		68.75	64.10		22.22	27.02	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	7.56	10.19		73.11	70.37		19.33	19.44	
Grade 7	9.46	3.30		63.51	58.96		27.03	37.74	
Grade 8	6.63	4.28		65.66	56.15		27.71	39.57	
All Grades	7.85	5.13		66.97	60.36		25.17	34.52	

Conclusions based on this data:

1. In 2021-22, the overall achievement for all students decreased in all areas. This could be due to learning loss from COVID-19 and over a year of students completing distance learning and hybrid learning.
2. In 2021-22, the percentage of students above standard in all areas for ELA decreased. The largest decrease was in the Research/Inquiry category from 12.63% to 7.85%.
3. In 2021-22, the percentage of students below standard in writing is an area of concern at 59.17%. Writing continues to be a CUSD instructional practice and should remain a targeted focus area for improvement.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	148	117		121	108		121	108		81.8	92.3	
Grade 7	190	221		152	209		150	209		80.0	94.6	
Grade 8	201	196		163	184		162	184		81.1	93.9	
All Grades	539	534		436	501		433	501		80.9	93.8	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	2463.	2470.		1.65	2.78		10.74	12.96		41.32	37.04		46.28	47.22	
Grade 7	2470.	2485.		5.33	5.26		12.00	18.66		26.67	28.23		56.00	47.85	
Grade 8	2449.	2444.		2.47	1.63		9.26	5.98		19.14	25.00		69.14	67.39	
All Grades	N/A	N/A	N/A	3.23	3.39		10.62	12.77		27.94	28.94		58.20	54.89	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	2.48	1.85		47.11	46.30		50.41	51.85	
Grade 7	6.12	8.17		44.22	48.56		49.66	43.27	
Grade 8	3.73	2.72		34.16	36.96		62.11	60.33	
All Grades	4.20	4.80		41.26	43.80		54.55	51.40	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	0.83	0.93		55.37	60.19		43.80	38.89	
Grade 7	6.67	3.83		51.33	55.50		42.00	40.67	
Grade 8	2.47	3.26		41.98	45.11		55.56	51.63	
All Grades	3.46	2.99		48.96	52.69		47.58	44.31	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	6.61	3.70		57.85	63.89		35.54	32.41	
Grade 7	4.67	5.26		64.00	59.33		31.33	35.41	
Grade 8	2.47	1.09		55.56	54.35		41.98	44.57	
All Grades	4.39	3.39		59.12	58.48		36.49	38.12	

Conclusions based on this data:

1. In 2021-22, the percentage of enrolled students tested increased significantly from 80.9% to 93.8% from the previous year.
2. Overall, the percentage of standard exceeded, standard met, and standard nearly met in Math increased. Standard exceeded went from 3.23% to 3.39%; Standard Met from 10.62% to 12.77%; Standard Nearly Met from 27.94% to 28.94%.
3. Concepts and Procedures continued to be our largest area with students below standard at 51.4%. More targeted focus should be spent on this area by TMS.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*		*	*		*	*		8	4	
7	*	*		*	*		*	*		5	8	
8	*	*		*	*		*	*		9	5	
All Grades										22	17	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*		*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
All Grades	10.00	31.25		50.00	43.75		25.00	18.75		15.00	6.25		20	16	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*		*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
All Grades	30.00	75.00		50.00	18.75		10.00	6.25		10.00	0.00		20	16	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*		*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
All Grades	0.00	0.00		20.00	37.50		45.00	25.00		35.00	37.50		20	16	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
All Grades	10.00	6.25		70.00	81.25		20.00	12.50		20	16	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
All Grades	70.00	93.75		20.00	6.25		10.00	0.00		20	16	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
All Grades	0.00	6.25		40.00	43.75		60.00	50.00		20	16	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
All Grades	5.00	0.00		80.00	87.50		15.00	12.50		20	16	

Conclusions based on this data:

1. For 2021-22, the biggest increases were in Level 4 for Overall Language (from 10% to 31.25%) and Oral Language (from 30% to 75%).
2. Currently, small numbers prevent meaningful data.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
547	48.6	3.5	0.7
Total Number of Students enrolled in Toyon Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	19	3.5
Foster Youth	4	0.7
Homeless		
Socioeconomically Disadvantaged	266	48.6
Students with Disabilities	98	17.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	0.9
American Indian	10	1.8
Asian	2	0.4
Filipino		
Hispanic	126	23.0
Two or More Races	40	7.3
Pacific Islander	1	0.2
White	361	66.0

Conclusions based on this data:

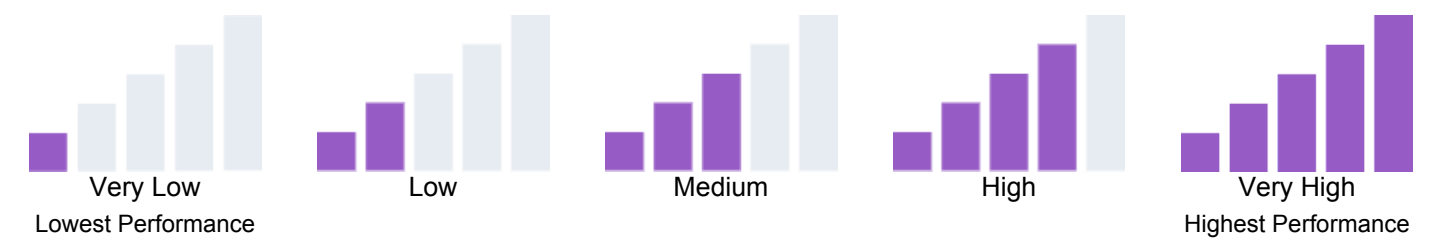
1. Nearly half of the student population is socioeconomically disadvantaged (48.6%).
2. Students with Disabilities comprise 17.9%, which is an increase from the previous year of 17.5%, and an increase from the year before that of 16.1%.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div>Very Low</div>	<div>Chronic Absenteeism</div> <div>Very High</div>	<div>Suspension Rate</div> <div>Very High</div>
<div>Mathematics</div> <div>Very Low</div>		
<div>English Learner Progress</div> <div>No Performance Level</div>		

Conclusions based on this data:

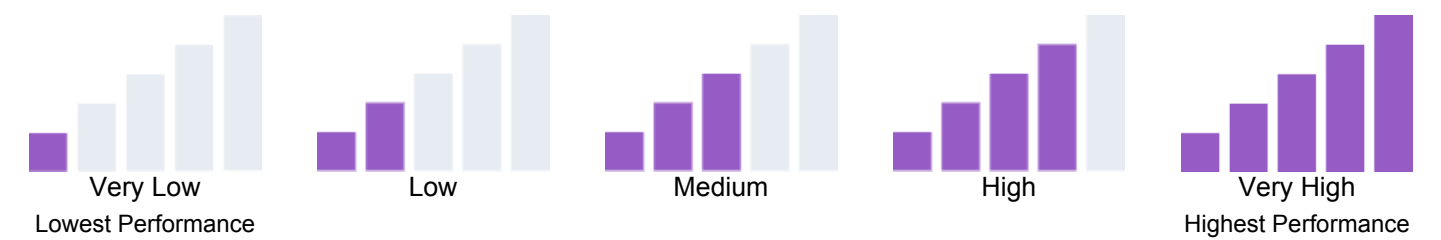
- The Academic Performance levels of Math and ELA were in the status level of Very Low. TMS should continue to target low performing students and offer training for teachers to increase student performance.
- Suspension Rates and Chronic Absenteeism were in the status of Very High. TMS should continue to implement PBIS strategies to increase student participation in school.

School and Student Performance Data

Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



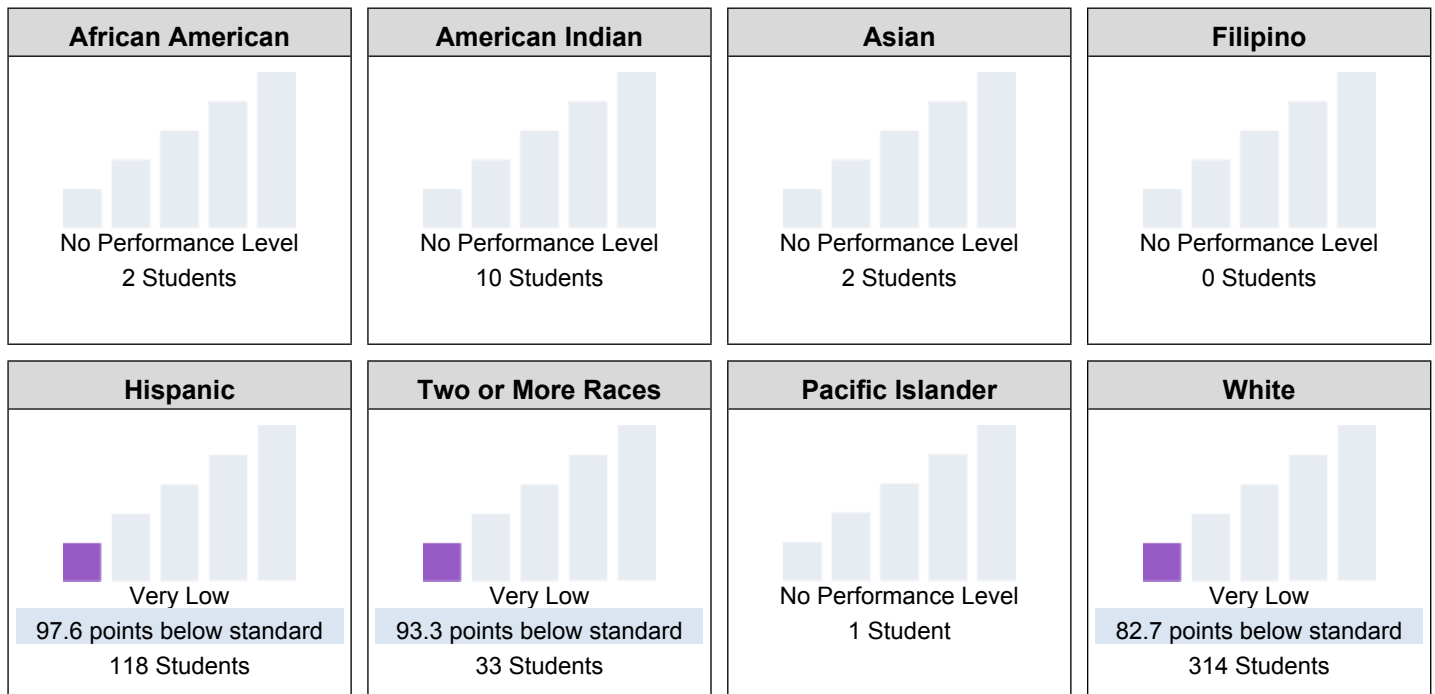
This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
5	0	0	0	0

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group				
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged
<div>Very Low</div> <div>87.5 points below standard</div> <div>480 Students</div>	<div>No Performance Level</div> <div>125.1 points below standard</div> <div>18 Students</div>	<div>No Performance Level</div> <div>5 Students</div>	<div>No Performance Level</div> <div>9 Students</div>	<div>Very Low</div> <div>93.3 points below standard</div> <div>250 Students</div>
				Students with Disabilities
				<div>Very Low</div> <div>153.0 points below standard</div> <div>85 Students</div>

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
129.6 points below standard 16 Students	3 Students	86.5 points below standard 438 Students

Conclusions based on this data:

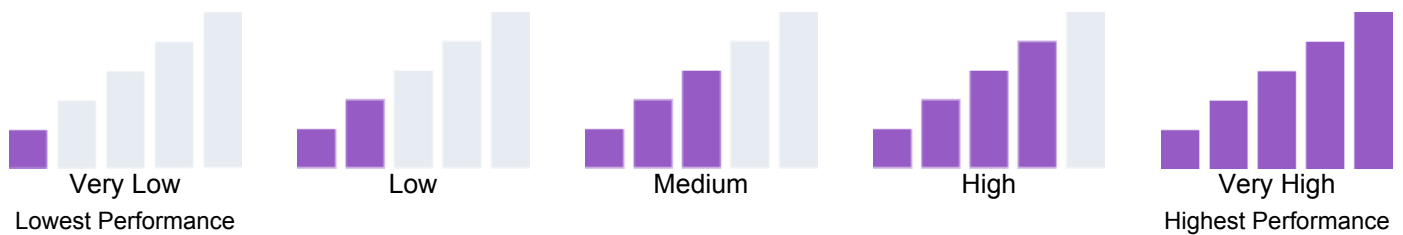
- 2022 Fall Dashboard English Language Arts Performance for All Students/Student Group fell in the Very Low area for All students, Socioeconomically Disadvantaged, and Students with Disabilities.
- 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity fell in the Very Low area for Hispanic students, Two or More Races, and White students.

School and Student Performance Data

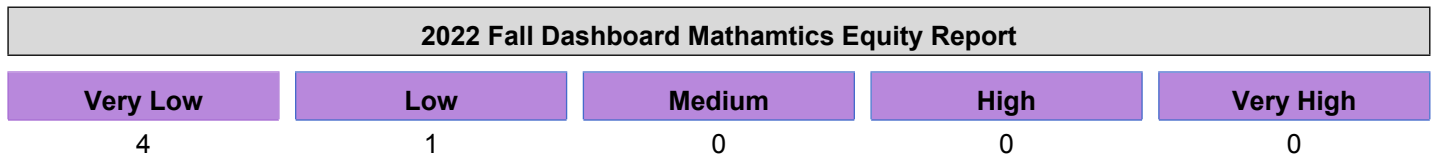
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

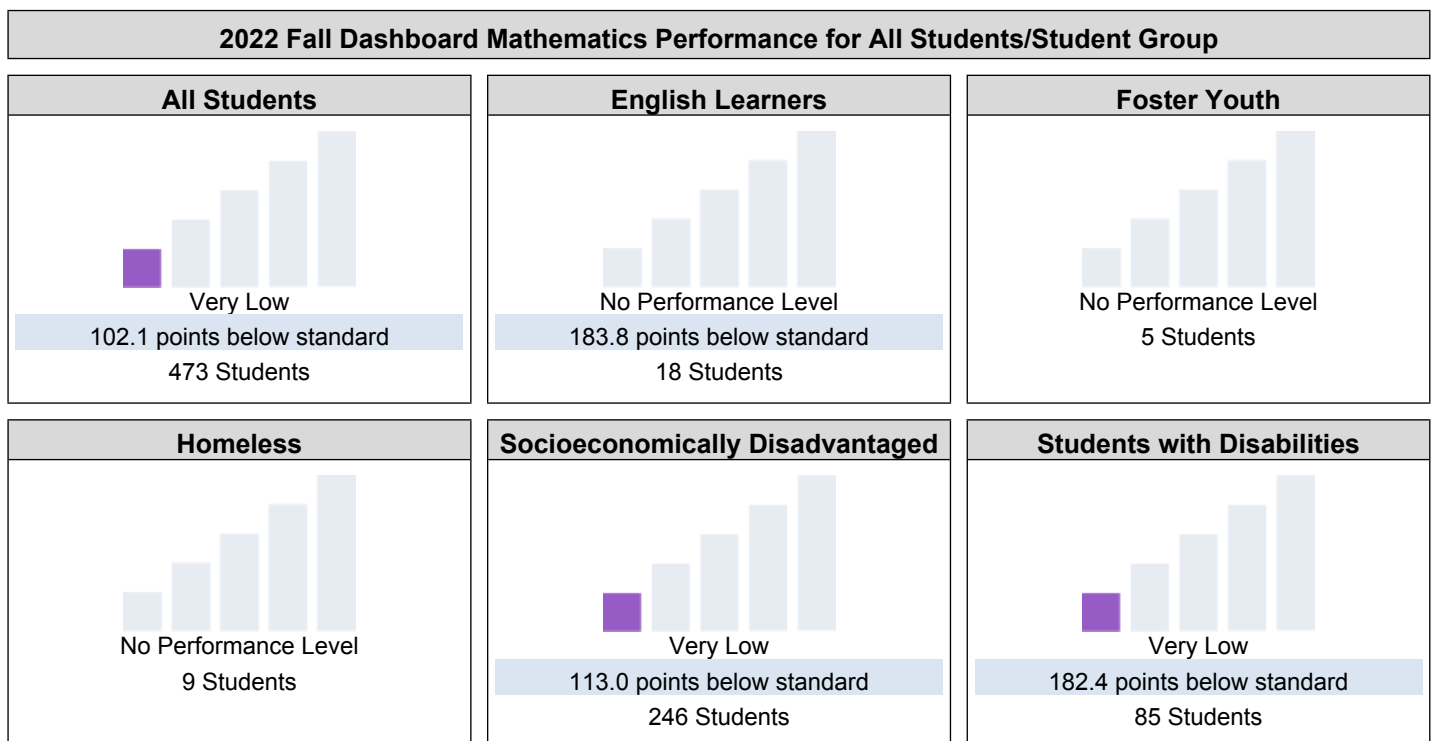
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



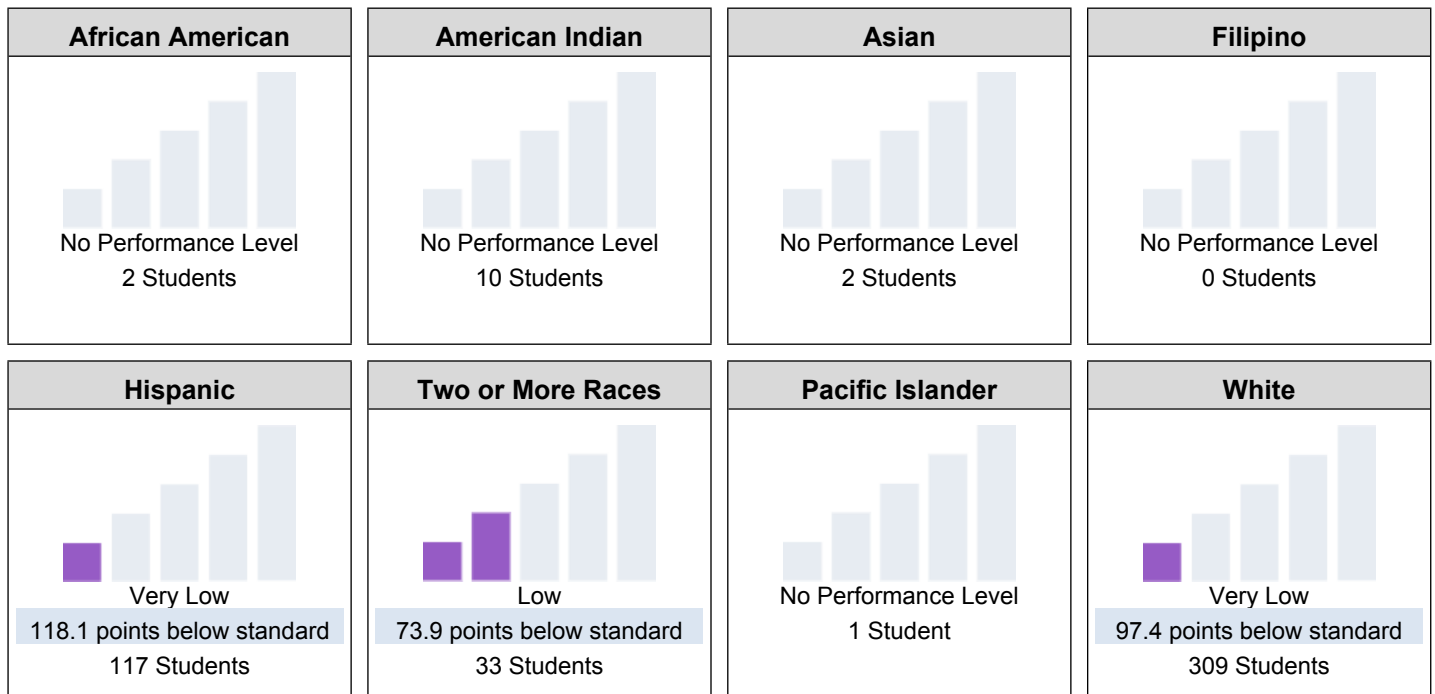
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
178.5 points below standard 16 Students	3 Students	99.1 points below standard 432 Students

Conclusions based on this data:

- 2022 Fall Dashboard Mathematics Performance for All Students/Student Group fell in the Very Low area for All Students, Socioeconomically Disadvantaged, and Students with Disabilities.
- 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity fell in the Very Low area for Hispanic and White Students and was in the Low area for Two or More Races.

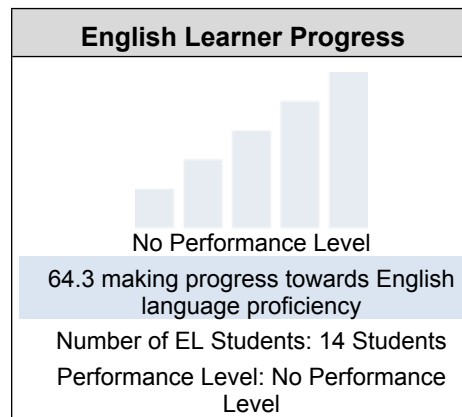
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 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.

2022 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
21.4%	14.3%	0.0%	64.3%

Conclusions based on this data:

1. Due to small population, No Performance Level is shown.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

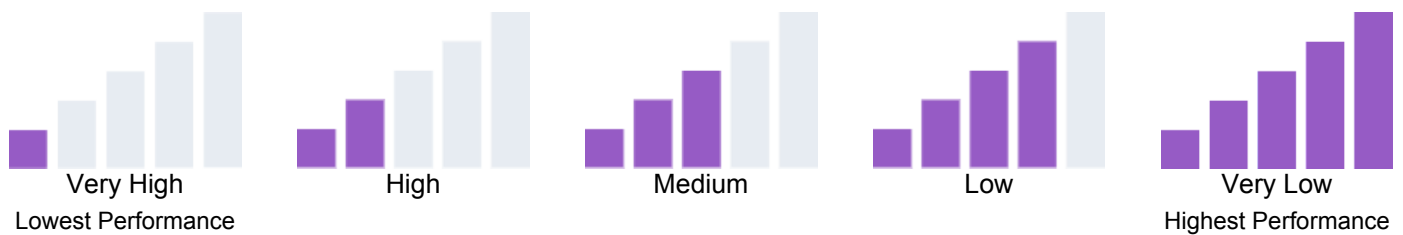
1. N/A- high school data.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



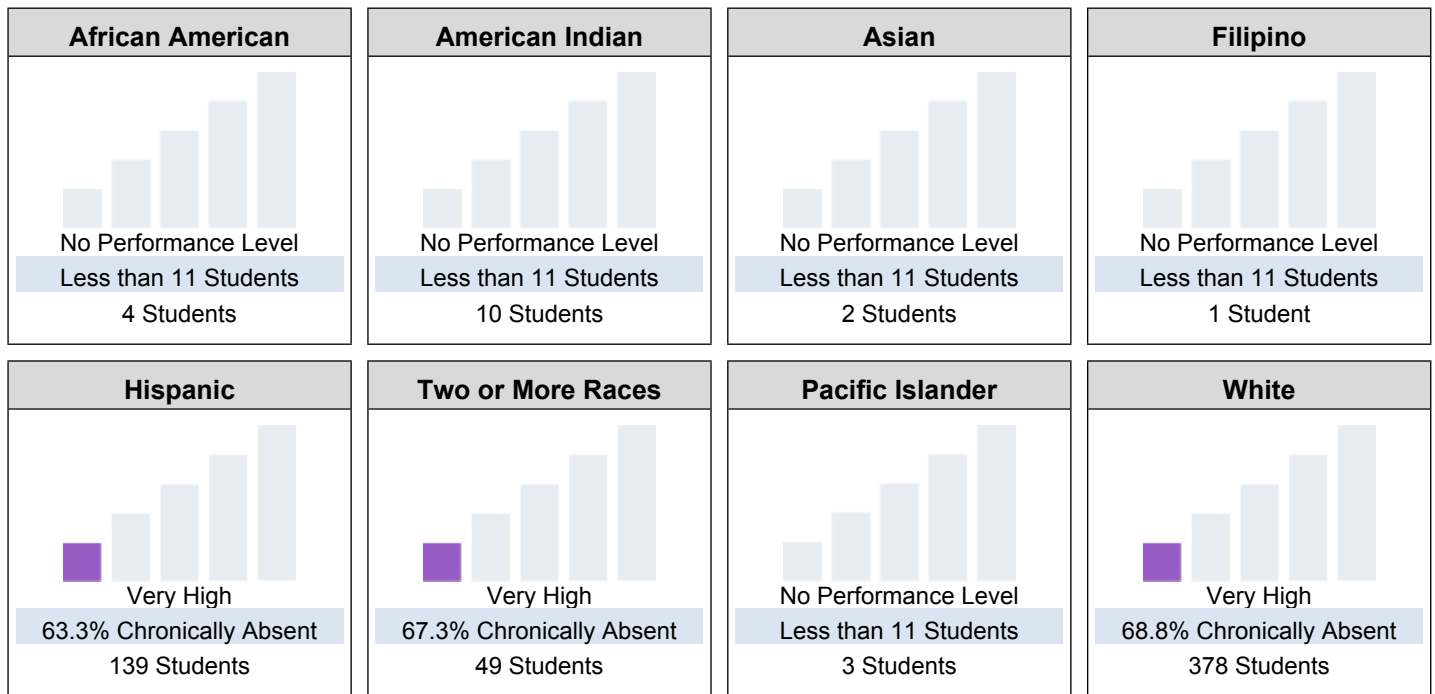
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
5	0	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students <p>Very High</p> <p>67.6% Chronically Absent</p> <p>586 Students</p>	English Learners <p>No Performance Level</p> <p>63.2% Chronically Absent</p> <p>19 Students</p>	Foster Youth <p>No Performance Level</p> <p>90.9% Chronically Absent</p> <p>11 Students</p>
Homeless <p>No Performance Level</p> <p>91.7% Chronically Absent</p> <p>12 Students</p>	Socioeconomically Disadvantaged <p>Very High</p> <p>74.2% Chronically Absent</p> <p>314 Students</p>	Students with Disabilities <p>Very High</p> <p>76.6% Chronically Absent</p> <p>107 Students</p>

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

- 2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group is in the Very High level for All Students, Socioeconomically Disadvantaged, and Students with Disabilities.
- 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity is in the Very High area for Hispanic, Two or More Races, and White students.

School and Student Performance Data

Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance
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This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low

Low

Medium

High

Very High

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

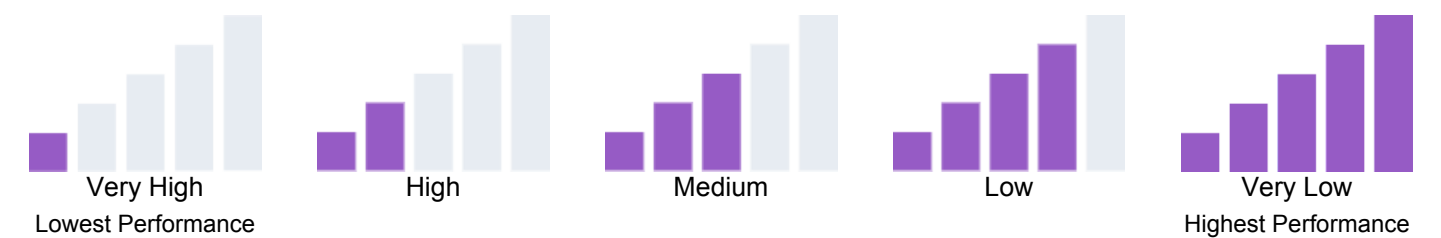
1. N/A- high school data.

School and Student Performance Data

Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



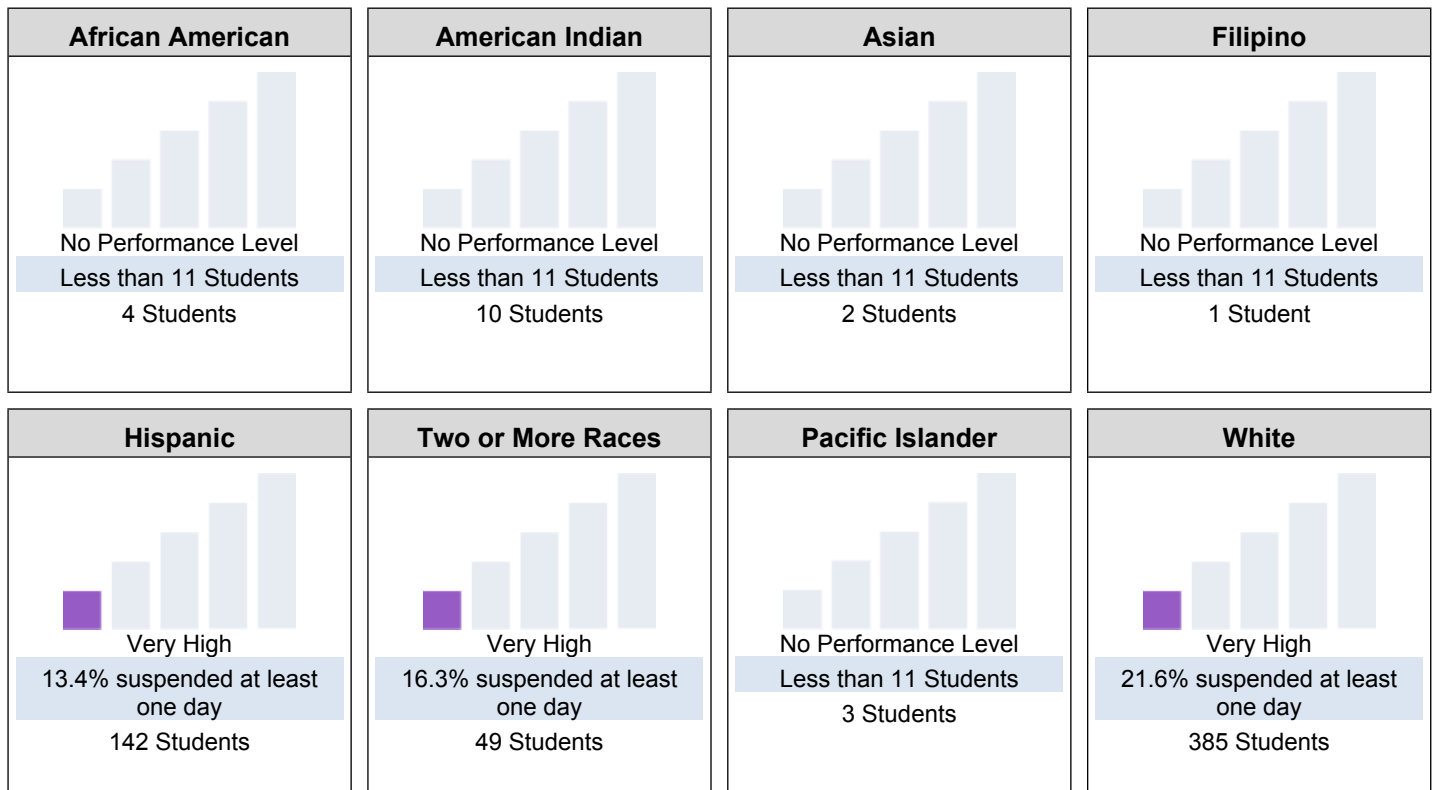
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
5	0	0	0	0

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div><p>Very High</p><p>19.1% suspended at least one day</p><p>596 Students</p></div>	<div>English Learners</div> <div><p>No Performance Level</p><p>21.1% suspended at least one day</p><p>19 Students</p></div>	<div>Foster Youth</div> <div><p>No Performance Level</p><p>25% suspended at least one day</p><p>12 Students</p></div>
<div>Homeless</div> <div><p>No Performance Level</p><p>33.3% suspended at least one day</p><p>12 Students</p></div>	<div>Socioeconomically Disadvantaged</div> <div><p>Very High</p><p>25.2% suspended at least one day</p><p>321 Students</p></div>	<div>Students with Disabilities</div> <div><p>Very High</p><p>22.9% suspended at least one day</p><p>109 Students</p></div>

2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

- 2022 Fall Dashboard Suspension Rate for All Students/Student Group data was very high for All Students, Socioeconomically Disadvantaged, and Students with Disabilities.
- 2022 Fall Dashboard Suspension Rate by Race/Ethnicity data was very high for Hispanic, Two or More Races, and White students.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

District LCAP Goal #1: Facilitating the transition to Common Core State Standards/Smarter Balanced Assessments.
District LCAP Goal #2: Improving student academic achievement as measured through standardized and local outcomes. Increasing equity of access to courses

Goal 1

Improve student achievement in ELA/Literacy and Mathematics by improving CA dashboard indicators for CAASPP (state average ELA= 6 points below standard, TMS= 45.9 points below standard, state average Math= 36.4 points below standard, TMS=45.9 points below standard) and decreasing D's and F's in ELA and Math by 3% annually.

Identified Need

CA dashboard indicators show a need for improvement, including improvements for students with disabilities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard ELA	2018 indicator for all students in ELA= Orange 2019 indicator for all students ELA = Orange 2020- Due to COVID, no testing to report 2021- Dashboard data suspended 2022- Dashboard Level "Very Low"	2023 Level= "Low"
CA Dashboard Math	2018 indicator for all students in Math= Yellow 2019 indicator for all students in Math= Orange 2020- Due to COVID, no testing to report 2021- Dashboard data suspended. 2022- Dashboard Level "Very Low"	2023 indicator= "Low"
D's and F's on grade reports	21.8% of students received a D or F for Spring Semester Grading (Quarter 3)	16.5% students to receive D or F for Fall Semester Grading (2023 Quarter 2).

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	19.5% of students received a D or F for Spring Semester Grading (Quarter 4 2022)	

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

Ongoing teacher collaboration with development of CC ELA/History, Math and NGSS Science units as well as performance tasks and informal assessments as TMS PLC/Dept. team. Provide Professional Development to Teachers as CSI, Title I, and lottery funding as 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)
10,500	Title I

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

Provide 1.0 fte to reduce class sizes and provide intervention support. Provide 1.0 fte and admin support for Intervention/Alt Ed program for students facing Failure to Thrive Hearings. Funded by CSI, Title I or Lottery (as 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)
47105.45	Title I
10000	Comprehensive Support and Improvement (CSI)

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

Purchase Office Supplies to support the educational program and implementation of core curriculum for ELA and Math. Funded by CSI, Title I or Lottery (as 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)

28591.63

5000

23473.81

Source(s)

Lottery: Instructional Materials

Comprehensive Support and Improvement (CSI)

Title I

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

Purchase Supplementary Curriculum Materials to enhance student learning and achievement. i-Ready to be used across grade levels 6, 7, 8. Purchase Study Sync and supplemental materials for ELA. Funded by CSI, Title I or Lottery (as 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)

455

25230

5000

Source(s)

Title I

Lottery: Instructional Materials

Comprehensive Support and Improvement (CSI)

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

Purchase Classroom Instructional Materials and Supplies as determined by TMS Leadership/Department Leads for Teacher Allocation to support core curriculum. Funded by CSI, Title I or Lottery (as 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)
	Lottery: Instructional Materials
	Comprehensive Support and Improvement (CSI)
2000	Title I

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

Purchase supplemental Math Materials to support the Core instruction for Math classes. Funded by CSI, Title I or Lottery (as 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)
5000	Lottery: Instructional Materials
10000	Comprehensive Support and Improvement (CSI)
20000	Title I

Annual Review

SPSA Year Reviewed: 2022-23

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.

Dashboard indicators changed from colors to levels post COVID-19. CUSD adopted Study Sync for ELA for secondary in 2019. Teachers and students will need time to fully implement and see

growth. CUSD adopted i-Ready Math curriculum for implementation for 2022-23. Teachers began training and using the program for 2022-23 and it will take time to fully implement and see growth. Due to COVID-19, state testing did not take place in 2020. Overall, D's and F's in math and ELA have decreased since a return to school from Distance Learning and Hybrid schedules. The target decrease in D/F grades was 3%. Toyon missed the mark by only 0.7% seeing a decrease from 21.8% to 19.5%.

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

There were not any unexpected changes in the implementation or budgeted expenditures needed to move forward with this goal. With new curriculum adoptions for ELA and Math, expenditures for additional PD for teachers might be needed to reach these goals.

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

No changes were made to this goal for this year. With the introduction of i-Ready diagnostics for ELA and Math, TMS may look to include assessment data from i-Ready with this goal.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

District LCAP Goal #3: Increasing parental engagement, increasing student engagement, improving school/district climate.

Goal 2

Increase the campus climate and decrease suspension rates (0.5%). Increase student engagement (SCI index 5 point increase) by promoting a safe and positive campus that celebrates and strives for civic responsibility, mutual respect, and increases involvement of parents and other community members in the education process.

Identified Need

2022 CA Dashboard Level for Suspension Rate= Very High. Applies to all students, including students with disabilities. Dashboard color indicators were changed to levels post COVID-19.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Climate Index (Healthy Kids Survey) Perceived School Safety Percentage	2018= 57% 2019= 55% 2020= 61% 2021= 79% 2022= 51%	2023= 56%
CA Dashboard indicator for Suspension Rates	2017-2018 indicator= orange (10.3% suspended at least once) 2018-2019 indicator= red (14.8% suspended at least once) 2019-2020 indicator= N/A- no data available 2020-2021 indicator= N/A- no data available 2021-2022 Level= Very High	2022-2023 suspension rate= 14.3% suspended at least once

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

Appropriately place students in general education, special education and intervention programs.

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)

0.

Source(s)

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

Use of Media Specialist to maintain the library, increase the library collection, promote more independent reading, provide access to Reading Counts Quizzes & SRA Assessments, inventory textbooks, provide support to library computer lab, and assist with technology trouble shooting. Also maintain school web page for parent involvement/notification. Incorporate teacher and student input before ordering books and items for the library. Use of funding from Title I, CSI, and Lottery as 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)

10000

Source(s)

Title I

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

Promote Parent Involvement for School Incentive days, assemblies, workshops, Family Night, and other school sponsored events. Increase opportunities for parent involvement outside of the school day. Include opportunities for the PTC to address teacher requests. Purchase food items and related incentive materials to encourage more parent participation using funding from Title I and CSI as 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)
2,455	Title I Part A: Parent Involvement
	Comprehensive Support and Improvement (CSI)

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

Purchase incentives for PBIS program to improve the culture and climate for students/staff/school. Purchase items, games, and activities for an incentive room or space and the PBIS student store. Purchase incentive equipment for students to use during break/lunch. Funding from Title I and CSI as 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)
15000	Title I
5000	Comprehensive Support and Improvement (CSI)

Annual Review

SPSA Year Reviewed: 2022-23

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.

Toyon started to implement Tier 3 of PBIS in the 2022-2023 school year. Toyon continued to implement Tier 1 and Tier 2 of PBIS. With school wide expectations and incentives in full implementation, SCI should continue to improve.

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

A major bump in school safety for 2020 and 2021 was due to school being either Distance Learning or Hybrid with 1/3 less students on campus each day. A decrease in 2022 could be attributed to the return to a full student population on campus amidst a global pandemic.

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.

There will be no changes to the goal as outlined because TMS is still implementing PBIS. If trends in SCI continue to decline, the school should revisit ways to improve school culture. CA Dashboard data now reflects "levels" instead of color indicators.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

District LCAP Goal #3: Increasing parental engagement, Increasing student engagement, improving school/district climate.

Goal 3

Increase student engagement by offering opportunities for career technical education, physical education, nutrition and health education as measured by an increase in Average Daily Attendance (0.3% ADA increase).

Identified Need

School attendance rates were low for students in the year after Distance Learning and Hybrid Learning. Rates continue to be low as students and staff are following guidelines for symptoms of illness and whether or not they can attend school during COVID-19. School bus routes are canceled frequently, causing students to miss school on days they otherwise would have attended.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Average Daily Attendance	ADA 2017-2018= 94.12% ADA 2018-2019= 94.13% ADA 2019-2020= 93.93% ADA 2020-2021= N/A Due to COVID-19 ADA was not calculated ADA 2021-2022= 86.42%	ADA 2021-2022= 93.96% ADA 2022-2023= 86.72%

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

Implement Positive Behavior Intervention and Supports school-wide, including assemblies, field trips, recognition, incentives, and professional development. Funding from Title I, CSI, and Lottery as 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)
4300	Lottery: Instructional Materials
2000	Comprehensive Support and Improvement (CSI)
3000	Title I

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

Purchase classroom curriculum, instructional materials, and supplies for elective programs including culinary and career technical education. Funding from CSI, Title I, and Lottery as 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)
15500	Lottery: Instructional Materials
1000	Comprehensive Support and Improvement (CSI)
20000	Title I

Annual Review

SPSA Year Reviewed: 2022-23

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.

This is the fourth year of implementing this goal. Programs for CTE and course offerings are projected for 2023-2024. In 2022-2023 more offerings were available using online curriculum through Florida Virtual. Few changes were made to course offerings during 2021-2022 as school staff, students, and programs operated short-staffed and during a return to school from COVID-19.

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

Due to COVID-19, ADA was not provided for 2020 and 2021. Due to staffing shortages across the state, more CTE and electives are offered in online platforms for teachers.

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

No changes to the goal at this time. In 2023-2024 Toyon will offer a full scope of CTE electives for 8th grade students for 3 or 4 periods with a 0.5FTE CTE teacher.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

District LCAP Goal #2: Improving student academic achievement as measured through standardized and local outcomes.
Improve ELPAC scores and re-designation rates.

Goal 4

Strategically develop intervention opportunities and courses for all students, including EL and students with disabilities, in order to increase academic achievement and enhance the learning objectives associated with literacy and CCSS.

Identified Need

CA Dashboard indicators were very low for all students, including students with disabilities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of course offerings for intervention	2018-2019= 7 classes for Special Education-Independent Learning Center 2019-2020= 9 classes for Special Education-Independent Learning Center and 2 classes for General Education students (Independent Learning Lab). One ELD class. 2020-2021= Student Schedules restructured for Hybrid and Distance Learning due to COVID-19. 2021-2022= 9 classes for Special Education-Independent Learning Center and 8 classes for General Education students (Independent Learning Lab). One ELD class. 2022-2023= 6 classes for Special Education -Independent Learning Center and 3 classes for General Education students (Independent Learning Lab). One ELD class. 1 Semester of Intervention Alt Ed program.	2023-2024= 8 classes of Special Education (ILC), 6 classes for General Education (ILL), 1 ELD class. Intervention Alt Ed program.

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

Provide Staff Professional Development. Funding by Title I, CSI, and Lottery as 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)
20000	Title I
5000	Comprehensive Support and Improvement (CSI)

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

Purchase materials for Intervention and Literacy, including Literature/Novels/Library Materials in home languages to support EL. Funding by Title I, CSI, and Lottery as 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)
2000	Lottery: Instructional Materials
2000	Comprehensive Support and Improvement (CSI)

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

Purchase curriculum materials and technology to implement intervention programs. Funding by Title I, CSI, and Lottery as 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)
15000	Title I
5000	Comprehensive Support and Improvement (CSI)

Annual Review

SPSA Year Reviewed: 2022-23

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.

To address Learning Loss, Toyon hired 1fte for Intervention support for Gen Ed students. Toyon has been unable to hire and retain 1fte for a second Intervention teacher. This resulted in folding the Alt Ed program to meet the demand of the master schedule and to reduce class sizes overall.

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

Temporary funding is being used for 2fte for Intervention. Changes will be needed when funding is no longer available. Temporary funding will be used for 2023-24 to support 1fte for Intervention Alt Ed.

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

No changes to the goal. As implemented, it supports the school and our SPED, EL, and Alt Ed populations.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

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)

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.

Amount(s)	Source(s)
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Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$33,849.28
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$319,610.89

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Comprehensive Support and Improvement (CSI)	\$50,000.00
Title I	\$186,534.26
Title I Part A: Parent Involvement	\$2,455.00

Subtotal of additional federal funds included for this school: \$238,989.26

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 (\$)
	\$0.00
Lottery: Instructional Materials	\$80,621.63

Subtotal of state or local funds included for this school: \$80,621.63

Total of federal, state, and/or local funds for this school: \$319,610.89

School Site Council Membership

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

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

Name of Members	Role
Matt Medellin	Principal
Karina Flores	Parent or Community Member
Lynette Herman	Parent or Community Member
Daniel De La Cruz, Chair	Classroom Teacher
Rhonda Merrill	Classroom Teacher
Tysha Auld	Other School Staff
Eva Powers	Secondary Student
Alexis Mestas	Secondary Student
Audrey Biehle	Classroom Teacher
Allisa Clifton	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
	Departmental Advisory Committee
	Other: TMS Parent Club TMS Faculty and Staff TMS Leadership Team

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 March 3, 2022.

Attested:

	Principal, Matt Medellin on March 3, 2022
	SSC Chairperson, Daniel De La Cruz on March 3, 2022

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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