School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
McCaffrey Middle School	34 67348 0100040	5/22/24	June 18, 2024

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

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

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

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

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

> Schoolwide Program
> Additional Targeted Support and Improvement
> The purpose of this plan is to provide Additional Targeted Support and Improvement to the student group "Students with Disabilities" in the areas of: Suspension, Chronic Absenteeism, ELA Performance, Math Performance to meet ATSI planning requirements.

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

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Plan Description

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

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

› Schoolwide Program

› Additional Targeted Support and Improvement

The purpose of this plan is to provide Additional Targeted Support and Improvement to the student group "Students with Disabilities" in the areas of: Suspension, Chronic Absenteeism, ELA Performance, Math Performance to meet ATSI planning requirements.

The school will work with staff and the School Site Council in an effort to address the learning and social emotional needs of all students by providing engaging instruction that meets or exceeds the state standards. The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the School Plan.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

In the planning of the School Plan for Student Achievement, several educational partners were involved. These included the staff of the school, the School Site Council, and the English Language Advisory Committee (ELAC). School Site Council and ELAC meet throughout the year to review school goals, action plans, student data on academic performance, and budget. The goal was to develop a plan that would address the academic and social-emotional needs of students. Through collaboration and input from all stakeholders, the plan aims to provide personalized support and resources for all students to reach their full potential.

Resource Inequities

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

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

McCaffrey Middle School recognizes the importance of addressing the needs of Students with Disabilities (SWD) in key areas identified by the California Dashboard. Specifically, these areas include Chronic Absenteeism, Suspension Rate, English proficiency, and Mathematics achievement. To address the unique challenges faced by SWD, a comprehensive plan has been developed:
1. Chronic Absenteeism:
  • Implementing targeted interventions and support systems to reduce absenteeism among SWD.
  • Providing additional resources and assistance to families of SWD to address barriers to attendance.
  • Establishing a monitoring system to track the attendance of SWD and identify trends for intervention.
  • Conducting parent outreach through phone calls and home visits.
  • Providing resources and support to parents during home visits, including translation services for Spanish-speaking families.
  • Data collection to track progress and identify trends.

2. Suspension Rate:
  • Conducting professional development for staff on strategies for supporting SWD behaviorally.
  • Implementing Positive Behavior Interventions and Supports (PBIS) tailored to the needs of SWD.
  • Utilizing restorative practices as an alternative to suspension, focusing on conflict resolution and skill-building.
  • Offering parent training sessions to foster understanding and collaboration.
  • Creating opportunities for parents to actively engage with the school community.

3.English and Mathematics:
- Providing differentiated instruction and accommodations to address the diverse learning needs of SWD in English and Mathematics.
- Offering targeted interventions such as small group instruction, peer tutoring, and assistive technology.
- Collaborating with special education teachers and support staff to ensure that Individualized Education Program (IEP) goals align with academic standards and are effectively implemented.
- Provide time for special education teachers to collaborate with core teachers

4. Data Monitoring and Analysis:
- Collecting and analyzing data on the academic performance, attendance, and disciplinary outcomes of SWD to inform decision-making and intervention strategies.
- Utilizing data-driven practices to identify areas of improvement and measure the effectiveness of interventions for SWD.
- Hosting math nights for parents to enhance their involvement and support at home.
- Exploring online resources that students can access from home to reinforce learning.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

The current data from the California Dashboard highlights areas of concern for McCaffrey Middle School. Chronic Absenteeism, English Learners Progress, and Math proficiency are all rated in the Orange, indicating areas requiring attention and improvement.

Additionally, the Suspension Rate is rated in the Red, signaling a critical need for intervention and support in disciplinary practices. Addressing these challenges is essential to ensuring the academic success and well-being of all students at McCaffrey Middle School.

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

According to the California Dashboard, the indicator for which the performance of the Students with Disabilities (SWD) group is two or more performance levels below the "All Student" performance is in English Language Arts (ELA). Specifically, the data suggests that SWD are not achieving at the same level as the overall student population in ELA proficiency. This indicates a significant achievement gap that requires targeted interventions and support to address the needs of SWD and ensure equitable outcomes for all students.

Other Needs

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

Based on the local assessment MAP conducted by the Galt Joint Union Elementary School District, it's evident that certain student groups face challenges in academic performance. Specifically:
Reading Performance:
Students with Disabilities and English Learners (ELs) exhibited lower performance compared to their peers in reading comprehension.

Math Performance:
Students with disabilities, ELs, and Hispanic students demonstrated the lowest proficiency levels in mathematics.

The information below presents the California Healthy Kids Survey results for two different academic years. The figures in parentheses reflect the data from the 2022-2023 school year,these will be compared with the 2023-2024 results.

After reviewing the California Healthy Kids Survey results, it is evident that McCaffrey Middle School needs to make a concerted effort to enhance students' sense of connection to the school. The data indicates areas where students feel less engaged and connected, which can significantly impact their overall well-being and academic performance. Addressing these concerns should be a priority to foster a more inclusive and supportive school environment.

7th Grade California Healthy Kids Survey: Goal is 80%
Students feel connected to school 43(51)
Students are academically motivated 55(61)
Caring adults in school 56(53)
High expectations from adults 65(65)
Facilities upkeep 42(45)
School perceived as very safe or safe 48(44)

8th Grade California Healthy Kids Survey: Goal is 80%
Students feel connected to school 43(52)
Students are academically motivated 58(62)
Caring adults in school 56(59)
High expectations from adults 62(69)
Facilities upkeep 41(43)
School perceived as very safe or safe 51(60)

Parent California Healthy Kids Survey: Goal is 50%
Parents feel welcome to participate 34(5)
Supportive student learning environment 31(13)
School is a safe place for my child 32(6)
School has adults who really care about students 28(11)
Communication with parents about school 41(22)
*Agree or Strongly Agree, Goal 80%
School treats all students with respect 44(19)
Facilities upkeep 42(14)
Teachers responsive to child's social/emotional needs 72(45)

Parental Engagement

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

McCaffrey Middle School provides two school counselors, health assistant, School Resource Officer, bilingual instructional assistants, instructional assistants, Galt Expanded Learning, AVID, math tutoring and extended teacher office hours for individual help as needed.

Board Policies reinforce that parents play vital roles in the education of the children of Galt. McCaffrey Middle School has elected a School Site Council (SSC) to develop this School Plan and budget in order to meet the needs of the school. The English Learner Advisory Committee (ELAC), made up of parents and facilitated by administration, advises the school on the program for English Learner students. The SSC is responsible for monitoring the parent involvement policies and practices and understands that in order for children to be successful in school, parents need to be actively involved in their children's education. That is formalized in our school compact. The parent portion of our school compact reads as follows:

As a parent, I understand that my participation in my student's education will help his /her achievement and attitude. Therefore, I will continue to carry out the following responsibilities to the best of my ability:

Make sure my child is on time and prepared every day for school
Monitor my child's homework and make sure study time is in a quiet place
Support the school's/district's homework, discipline and attendance policies
Know how my child is doing in school by communicating with teachers, especially if I have concerns
Celebrate my child's achievements, and help my child accept consequences for negative behavior
Ask my child about his/her school day daily and review all information sent home from school
Attend Back to School Night, Student Study Teams (SSTs) and other school events

Students not meeting standards will receive assistance in the classroom through differentiated instruction and support from support staff. Students in need of support outside of the regular classroom will have access to before and after

school programs.

Student Study Team (SST) referral meetings will provide additional tracking and support of students needing more than one year's growth to meet identified benchmarks. This team, along with the counselor and administration, will develop an intervention action plan to support student progress and learning. Additionally, the Student Study Team will monitor and follow-up on student progress. The process is coordinated by our school counselors.

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)

McCaffrey Middle School has SSC and ELAC committees whose membership includes staff, student(s) and parents. At the site level, there are department chairpersons as well as individual grade level teams (math, science, social studies, language arts and special education) that meet on a regular basis to process ideas and issues that directly impact student achievement. The McCaffrey Advisory Committee (MAC) meets on a monthly basis, or more often if needed, to discuss school issues and ideas. Each of the homeroom classes send a representative to the meeting who then goes back to their homeroom class and reports back to their homeroom class. Parents are invited to attend Back to School, Open House, Student Activities, and other school activities.

Funding

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

Schoolwide Program funds will be utilized to provide support for all students. This will happen by providing supplemental support in an effort to improve the overall educational programs. Students not meeting academic standards, including students from the English Learner student group, Socio-economically Disadvantaged student group, Students with Disabilities, Migrant Education students and Foster Youth will benefit from the resources provided by state and federal funds including Supplemental and Concentration, Title I and Title III.

Fiscal support (EPC)

See funding attached to Goals and Actions.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
American Indian	0.3%	0.41%	0.13%	2	3	1
African American	1.5%	1.24%	1.34%	11	9	10
Asian	2.5%	3.45%	2.82%	19	25	21
Filipino	1.6%	1.10%	0.67%	12	8	5
Hispanic/Latino	60.7%	61.93%	63.27%	461	449	472
Pacific Islander	1.1%	0.28%	0.54%	8	2	4
White	30.7%	29.52%	28.82%	233	214	215
Multiple/No Response	1.7%	2.07%	2.41%	13	15	18
			Total Enrollment	760	725	746

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	20-21	**21-22**	**22-23**
Grade 7	364	353	396
Grade 8	396	372	350
Total Enrollment	760	725	746

Conclusions based on this data:

1. Students enrollment up by a small margin

2. Our Hispanic/Latino student group seems to have stabilized around 62% in regards to the percent of the total population. Our White population seems to have stabilized around 30% in regards to the percent of the total population.

3. The percentage of Hispanic/Latino student group at McCaffrey Middle School has continued to represent the largest demographic group of learners on our campus. White students comprise the next largest student group on our campus per demographic reports.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners (EL)	113	116	122	14.90%	16.0%	16.4%
Fluent English Proficient (FEP)	18	24	20	2.4%	3.3%	2.7%
Reclassified Fluent English Proficient (RFEP)	174	153	148	22.9%	21.1%	19.8%

Conclusions based on this data:

1. ELs slightly increased in numbers and percent even though we are in declining enrollment.

2. FEP percent of total has decreased slightly in the last 3 years.

3. Percent of students classified as R-FEP has declined slightly

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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 7	355	354	390	0	346	383	0	346	383	0.0	97.7	98.2
Grade 8	392	371	350	0	362	344	0	362	344	0.0	97.6	98.3
All Grades	747	725	740	0	708	727	0	708	727	0.0	97.7	98.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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 7		2549.	2545.		14.16	15.40		34.97	34.99		31.21	25.07		19.65	24.54
Grade 8		2566.	2567.		13.54	16.57		40.06	36.92		28.45	24.71		17.96	21.80
All Grades	N/A	N/A	N/A		13.84	15.96		37.57	35.90		29.80	24.90		18.79	23.25

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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 7		17.05	19.84		66.18	61.36		16.76	18.80
Grade 8		19.89	19.19		60.50	59.30		19.61	21.51
All Grades		18.50	19.53		63.28	60.39		18.22	20.08

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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 7		18.21	19.84		61.56	55.09		20.23	25.07
Grade 8		15.75	18.02		56.91	58.43		27.35	23.55
All Grades		16.95	18.98		59.18	56.67		23.87	24.35

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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 7		12.43	10.18		75.72	75.98		11.85	13.84
Grade 8		13.81	15.12		77.07	71.80		9.12	13.08
All Grades		13.14	12.52		76.41	74.00		10.45	13.48

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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 7		17.63	20.63		67.92	62.40		14.45	16.97
Grade 8		21.82	22.09		65.19	65.41		12.98	12.50
All Grades		19.77	21.32		66.53	63.82		13.70	14.86

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Conclusions based on this data:

1. As of 2021/2022, Research/Inquiry was the area of English Language Arts/Literacy in which McCaffrey Middle School students achieved the best results (% of students Above and At or Near Standard).

2. 22-23 CAASPP the over results indicate that 52% of student either met or exceed in English Language Arts

3. 22-23 CAASPP results indicated that only 20% of students were above standards and that 60% are near standard.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

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

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 7	355	354	390	0	346	383	0	346	383	0.0	97.7	98.2
Grade 8	392	371	350	0	364	343	0	362	343	0.0	98.1	98.0
All Grades	747	725	740	0	710	726	0	708	726	0.0	97.9	98.1

Overall Participation for All Students

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

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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 7		2518.	2516.		11.56	12.79		19.08	19.84		34.68	30.55		34.68	36.81
Grade 8		2533.	2535.		14.09	17.78		19.06	15.45		28.45	27.99		38.40	38.78
All Grades	N/A	N/A	N/A		12.85	15.15		19.07	17.77		31.50	29.34		36.58	37.74

Overall Achievement for All Students

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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 7		12.72	13.32		50.58	49.35		36.71	37.34
Grade 8		11.88	16.03		52.21	49.27		35.91	34.69
All Grades		12.29	14.60		51.41	49.31		36.30	36.09

Concepts & Procedures
Applying mathematical concepts and procedures

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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 7		13.58	12.53		61.27	55.87		25.14	31.59
Grade 8		15.19	14.87		56.35	55.69		28.45	29.45
All Grades		14.41	13.64		58.76	55.79		26.84	30.58

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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 7		10.98	12.53		65.61	63.19		23.41	24.28
Grade 8		12.43	14.87		63.54	60.35		24.03	24.78
All Grades		11.72	13.64		64.55	61.85		23.73	24.52

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Without any CAASSP data for 20-21, we will continue with our previous conclusions. The trend over 3 years shows that we are increasing in the "Standards Not Met" category meaning learners need to participate in structured learning experiences that provide the opportunity for them to demonstrate their understanding of mathematical concepts and procedures. This will be addressed by teachers participating in on-going training addressing the implementation and strategies of the College Preparatory Math Program (CPM). Teachers will attend Professional Development by Sacramento County Of Education (SCOE) to address the academic needs of students who are not meeting standards. 22-23 CAASPP overall results indicate that 33% of students were either at or above grade level, but 38% of students are not meeting standards. The data also indicates that 29% are nearly at standard.

2. Learners need to participate in structured learning experiences that provide the opportunity for them to demonstrate their understanding of the text in an effort to solve real world and mathematical problems. This will be addressed by teachers participating in on-going training addressing the implementation and strategies of the CPM program as well as support from the SCOE. Teachers will continue to align their pacing guides and assessments and use Wednesday meetings to analyze student assessments. The department will also use Wednesday department meetings to review lessons and pacing guides. The math department will also use some of the state interim assessments as their test. Extended learning opportunities by credential math teachers will be available after school for all students in need of extra help.

3. Teachers need to be clear and purposeful in their use of daily personalized learning targets in order to monitor learner progress. These learning targets will be clearly stated both visually (on the board) and verbally (through opening dialogue). The math department will have several release days throughout the school year to analyze student data, plan, create common pacing guides, develop common assessments, review math lessons, and share best practices. The release days will also include the RSP teachers so they are familiar with the material to be able to provide the additional support to their students with IEPs. SDC teachers will also participate in release days to plan their pacing guides that will be more aligned with grade level standards.

School and Student Performance Data

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

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

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
7	1538.3	1562.4	1549.8	1530.7	1570.9	1554.5	1545.6	1553.4	1544.6	50	55	77
8	1562.4	1567.2	1561.9	1563.3	1575.5	1575.0	1561.0	1558.5	1548.3	52	47	38
All Grades										102	102	115

ELPAC Summative Assessment Data — Number of Students and Mean Scale Scores for All Students

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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
7	20.83	43.64	31.17	50.00	25.45	33.77	16.67	27.27	24.68	12.50	3.64	10.39	48	55	77
8	28.00	36.17	31.58	42.00	38.30	44.74	24.00	14.89	15.79	6.00	10.64	7.89	50	47	38
All Grades	24.49	40.20	31.30	45.92	31.37	37.39	20.41	21.57	21.74	9.18	6.86	9.57	98	102	115

Overall Language — Percentage of Students at Each Performance Level for All Students

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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
7	37.50	50.91	46.75	41.67	43.64	38.96	10.42	5.45	5.19	10.42	0.00	9.09	48	55	77
8	40.00	51.06	47.37	42.00	36.17	34.21	14.00	2.13	13.16	4.00	10.64	5.26	50	47	38
All Grades	38.78	50.98	46.96	41.84	40.20	37.39	12.24	3.92	7.83	7.14	4.90	7.83	98	102	115

Oral Language — Percentage of Students at Each Performance Level for All Students

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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
7	12.50	27.27	10.39	27.08	10.91	32.47	41.67	38.18	40.26	18.75	23.64	16.88	48	55	77
8	14.00	17.02	10.53	32.00	23.40	31.58	46.00	44.68	34.21	8.00	14.89	23.68	50	47	38
All Grades	13.27	22.55	10.43	29.59	16.67	32.17	43.88	41.18	38.26	13.27	19.61	19.13	98	102	115

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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
7	16.67	9.09	14.29	68.75	76.36	67.53	14.58	14.55	18.18	48	55	77
8	20.00	17.02	23.68	72.00	63.83	68.42	8.00	19.15	7.89	50	47	38
All Grades	18.37	12.75	17.39	70.41	70.59	67.83	11.22	16.67	14.78	98	102	115

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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
7	68.09	85.45	75.32	21.28	14.55	16.88	10.64	0.00	7.79	47	55	77
8	71.11	70.21	65.79	24.44	19.15	28.95	4.44	10.64	5.26	45	47	38
All Grades	69.57	78.43	72.17	22.83	16.67	20.87	7.61	4.90	6.96	92	102	115

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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
7	18.75	23.64	12.99	39.58	38.18	42.86	41.67	38.18	44.16	48	55	77
8	26.00	27.66	21.05	36.00	29.79	42.11	38.00	42.55	36.84	50	47	38
All Grades	22.45	25.49	15.65	37.76	34.31	42.61	39.80	40.20	41.74	98	102	115

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Grade Level	Writing Domain Percentage of Students by Domain Performance Level for All Students											
	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
7	14.58	20.00	23.38	75.00	70.91	64.94	10.42	9.09	11.69	48	55	77
8	10.00	6.38	10.53	86.00	87.23	76.32	4.00	6.38	13.16	50	47	38
All Grades	12.24	13.73	19.13	80.61	78.43	68.70	7.14	7.84	12.17	98	102	115

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. There was a decline from 21-22 to 22-23 in the number of students scoring in the 4 range, but there was increase of students in the level 3 range.

2. McCaffrey Middle School has concentrated on its literacy plan to improve the writing portion of the ELPAC. As a result, there has been an increase in the number of students advancing to the Well Developed stage.

3. The speaking domain is still the area that students score at the highest level.

School and Student Performance Data

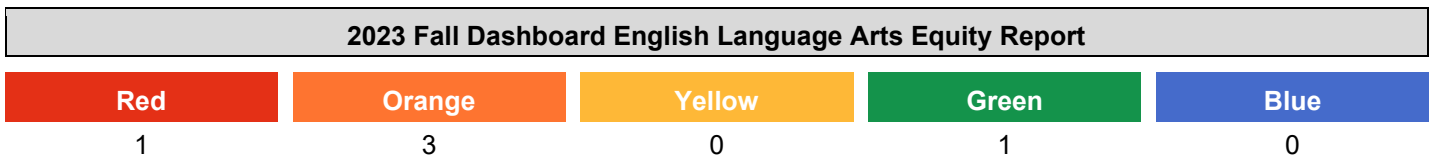## California School Dashboard
Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
746	**58**	**16.4**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in McCaffrey 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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	122	16.4
Foster Youth		
Homeless	14	1.9
Socioeconomically Disadvantaged	433	58
Students with Disabilities	104	13.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	10	1.3
American Indian	1	0.1
Asian	21	2.8
Filipino	5	0.7
Hispanic	472	63.3
Two or More Races	18	2.4
Pacific Islander	4	0.5
White	215	28.8

Conclusions based on this data:

1. 58% of the student population fell in the socioeconomically disadvantaged category.

2. Nearly 16.4% of our student population are English learners.

3. 13.9% are identified as Students with Disabilities.

School and Student Performance Data

Overall Performance

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. This dashboard illustrates the overall trend of our school needs to focus on attendance to help support in other areas on the dashboard. This year the school focus on reducing the suspension rate by looking at other means to improve student behavior

2. English Language Arts is the medium range. In addition, English Learners progress is still in the low range which efforts will need to be made to work cross curriculum to improve the progress of English Learners

3. The data from the dashboard, it's evident that McCaffrey Middle School faces significant challenges in several key areas. The suspension rate being in the Red, along with Chronic Absenteeism, Math, and English Learner Progress in the Orange, indicates a pressing need for targeted interventions and strategies to address these issues effectively.

School and Student Performance Data

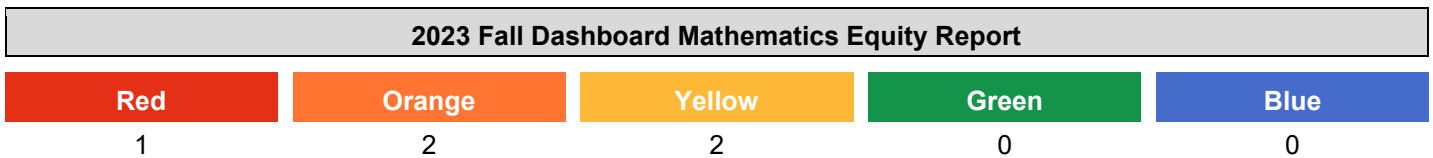## Academic Performance
English Language Arts

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

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
1	3	0	1	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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	No Performance Color
2.4 points below standard	57 points below standard	0 Students
Decreased -3.1 points	Decreased -5.4 points	
712 Students	193 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
32.4 points below standard	Orange	Red
13 Students	20.2 points below standard	97.9 points below standard
	Maintained +1.3 points	Maintained +2.4 points
	414 Students	101 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 10 Students	Less than 11 Students 1 Student	38.6 points above standard Increased +7.1 points 21 Students	Less than 11 Students 5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 18.6 points below standard Decreased -9.3 points 454 Students	46.8 points above standard Increased Significantly +26.6 points 17 Students	Less than 11 Students 4 Students	Green 20.9 points above standard Increased +6.1 points 200 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
95.7 points below standard Decreased Significantly -19.1 points 82 Students	28.3 points below standard Decreased -3.1 points 111 Students	9.6 points above standard Maintained -2.2 points 433 Students

Conclusions based on this data:

1. 111 of our RFEP students scored 28.3 point below standard.

2. Our EL students scored 95.7 points below standard.

3. Our Students with Disabilities are very low. They are 97.9 points below standard.

School and Student Performance Data

Academic Performance
Mathematics

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
1	2	2	0	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
48.7 points below standard	104 points below standard	0 Students
Maintained 0 points	Increased +4.5 points	
707 Students	191 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
67.8 points below standard	Yellow	Red
13 Students	66.2 points below standard	144.7 points below standard
	Increased +6.8 points	Maintained -0.4 points
	410 Students	100 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 10 Students	Less than 11 Students 1 Student	8.8 points below standard Decreased -6.1 points 21 Students	Less than 11 Students 5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 64.6 points below standard Maintained -1.9 points 450 Students	12.8 points below standard Increased Significantly +20.2 points 17 Students	Less than 11 Students 4 Students	Yellow 23.5 points below standard Maintained +1.6 points 200 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
136 points below standard Maintained +1.2 points 82 Students	80 points below standard Maintained -1.5 points 109 Students	36.2 points below standard Maintained -1.4 points 431 Students

Conclusions based on this data:

1. All subgroups are significantly below standard with special concerns regarding the EL, Students with Disabilities, and Socioeconomically Disadvantaged were among the lowest performing groups

2. The only group that maintained was the White student group, which was in the Green

3. Our EL, RFEP, and Students with Disabilities student groups need additional support in math.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Orange
55.5% making progress towards English language proficiency
Number of EL Students: 110 Students
Performance Level: 4
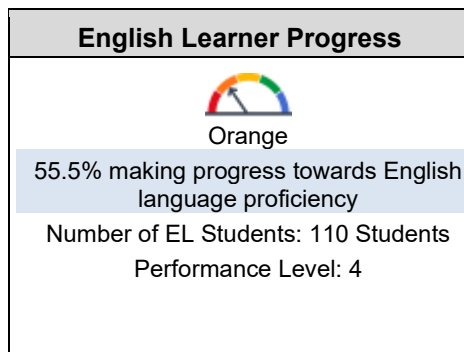
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20	28	11	50

Conclusions based on this data:

1. Overall 55.5% of our EL students are make progress towards English Proficiency.

2. Majority of our students who are scoring a 2 or lower are our newcomers.

3. 45.9% have progressed at least one ELPI level.

School and Student Performance Data
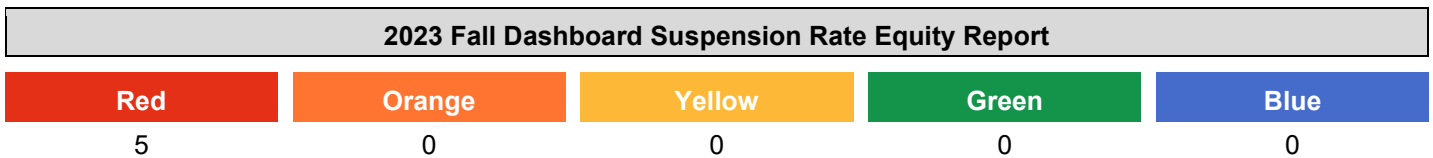
Academic Engagement
Chronic Absenteeism

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	Less than 11 Students
30.8% Chronically Absent	32.6% Chronically Absent	1 Student
Declined -2.8	Declined -2.6	
770 Students	138 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
35.7% Chronically Absent	Red	Red
0	35.3% Chronically Absent	42% Chronically Absent
14 Students	Maintained 0.1	Increased 0.5
	459 Students	112 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	Less than 11 Students	9.5% Chronically Absent	Less than 11 Students
		Declined -2	
10 Students	1 Student	21 Students	6 Students

Hispanic	Two or More Races	Pacific Islander	White
Orange	21.1% Chronically Absent	Less than 11 Students	Yellow
32.6% Chronically Absent	Declined -16.4		30.3% Chronically Absent
Declined -1.9		4 Students	Declined Significantly -4.2
488 Students	19 Students		221 Students

Conclusions based on this data:

1. As a school site there was a 2.8 decline with chronic absenteeism, but Socioeconomically Disadvantaged and Students with Disabilities were in the Red, followed by English Learners and Hispanic in the Orange. It is critical that interventions and strategies are put in place to the address the issues in these groups.

2. Our Socioeconomically Disadvantaged student population has a high rate of chronic absenteeism. And our White students have the lowest absenteeism.

3. 42% of our Students with Disabilities have a higher rate of chronic absenteeism.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Red	Red	Less than 11 Students
10.6% suspended at least one day	15.8% suspended at least one day	1 Student
Increased Significantly 6.5	Increased 11.8	
777 Students	139 Students	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
21.4% suspended at least one day	Red	Red
14 Students	13.4% suspended at least one day	17.4% suspended at least one day
	Increased Significantly 8.9	Increased 8.9
	464 Students	115 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students	Less than 11 Students	0% suspended at least one day	Less than 11 Students
10 Students	1 Student	Maintained 0	7 Students
		22 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	0% suspended at least one day	Less than 11 Students	Red
12.2% suspended at least one day	Declined -6.3	4 Students	9.5% suspended at least one day
Increased Significantly 7.1	19 Students		Increased Significantly 6.8
492 Students			222 Students

Conclusions based on this data:

1. As a school, our suspension has increased significantly during the 2022-2023 school year.

2. 17.4% of Students with Disabilities were suspended for at least one day.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

| **Engagement** |
| Engaging all learners with a focus on academic rigor using inclusive practices in a variety of learning environments |

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

| Engaging all learners with a focus on academic rigor using inclusive practices in a variety of learning environments |

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

McCaffrey Middle School strives to meet the diverse needs of every student through impactful teaching practices, high standards and equitable resources. Data driven decision-making drives the work.

The following metrics/indicators show student progress and need. Winter 2023 to Winter 2024 MAP data increased by 5%. While that met the AMO goal, a need has been identified as increasing student access to high quality and meaningful first instruction and subsequent intervention opportunities and the provision of increased teacher opportunities to participate in professional development.

Winter 2023 to Winter 2024 MAP data in the area of mathematics indicates there is a need to provide professional development to support the effective use of core curriculum, deeper understanding of the mathematical practices, current research on effective strategies, identification of support materials for students, teachers, families, and administration. Additional support is needed with the analysis of math data and the instructional implications that be drawn from data sets. Refreshers of math standards, math practices, and CPM pacing guides are needed at both grade levels

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The number of 1st-8th grade students in each student group meeting/exceeding the 60th percentile for math on winter MAP will increase at least 5% each year.	Baseline Spring 2022 All students that met or exceeded on the MAP assessment: 7th grade - 39.3% 8th grade - 32.5% All students - 35.8% Actual Outcomes Winter 2023 - 2024 (MATH) All students that met or exceeded the 60th percentile on the MAP Math assessment: 7th grade - 37% 8th grade - 36% All students - 43% Winter 2023 - 2024 (ELA)	All students will meet or exceed on the MAP Winter MATH assessment 2024 - 2025: 7th grade - 42% 8th grade - 41% All students - 42% All students will meet or exceed on the MAP Winter ELA assessment 2024-2025: 7th grade - 51% 8th grade - 50% All students - 49%

	All students that met or exceeded on the MAP ELA assessment: 7th grade - 46% 8th grade - 45% All students - 43%	
All student groups, on the CA School Dashboard, will demonstrate at least a 10 point increase in meeting distance from standard in Mathematics.	Baseline Fall 2022 CA Dashboard All students: declined 3.1 Points (2.4 below) White: Low 25.1 points below standard Hispanic: Low 62.8 points below standard Low SES: Low 73 points below standard Students with Disabilities: 144.3 points below standard All English Learners: Low 108.5 points below standard Actual Outcome: 2023 All students Orange 48.7 points below standard. White: Green 23.5 points below standard Hispanic: Orange 64.6 points below standard Socioeconomically Disadvantaged: Orange, 66.2 points below standard Students with Disabilities: Red 144.7 points below standard All English Learners: Orange, 104 points below standard	All students: Yellow all students increase by 5 White: Green 28.5 above Hispanic: Yellow 3.6 below Low SES: Yellow 5.2 below Students with Disabilities: Orange 82.9 below All English Learners: Orange 42 below
All student groups, on the CA School Dashboard, will demonstrate at least a 10 point increase in meeting distance from standard in English Language Arts.	Baseline Fall 2022 CA Dashboard All students: declined 3.1 Points (2.4 below) White: High Increased 6.1 (20.9 above) Hispanic: Low Increased 6.3 Points (9.2 below) Low SES: Low Increased 21.5 Points below) Students with Disabilities: 100.3 points below standard All English Learners: Low 51.5 points below standard Actual Outcome: 2023 All students Yellow 2.4 points below standard. White: Green 20.9 points above standard Hispanic: Orange 18.6 points below standard Socioeconomically Disadvantaged: Orange, 18.6 points below standard Students with Disabilities: Red 97.9 points below standard	All students: Yellow all students increase by 5 White: Green 28.8 above Hispanic: Orange 13.6 below SES: Yellow 13.6 below Students with Disabilities: ORANGE 92.9 below All English Learners: Yellow 57 below

	All English Learners: Orange, 57 points below standard	
All teachers will have access to professional development that focuses on literacy, well-being and equitable practices will be maintained at 100%.	2023-2024 Baseline 100%	2024-2025 100%
English Learners making Annual Progress in Learning English as measured by ELPAC will increase at least 5% on the CA State Dashboard each year	2023 Outcome: 55.5% Spring 2022 English Learner Progress = 65% (Performance level = HIGH) Actual Outcome: English Learner Progress: 55.5%	See an increase of 5% of students making progress
District English Learner reclassification rate will increase at least 3% each year	Actual Outcome 2022-2023 R-FEP rate = 16%	2024-25 R-FEP Rate= will increase each year by 1%
Students taught with CCSS aligned ELA, Math, ELD & NGSS curriculum and supplemental bridge resources will be maintained at 100%	Actual Outcome maintained 100%	2024-25 Maintained 100%
The number of 1st-8th grade students in each student group meeting/exceeding the 60th percentile for reading on winter MAP will increase at least 5% each year.	Baseline 2022-2023 7th grade 40% 8th grade 41% Actual 2023-2024 7th grade 41% 8th grade 44%	2024-2025 target goal 7th grade 46% 8th grade 49%
The number of 1st-8th grade students in each student group meeting/exceeding the 60th percentile for reading on winter MAP will increase at least 5% each year.	Baseline 2022-2023 7th grade 34% 8th grade 42% Actual 2023-2024 7th grade 38% 8th grade 33%	2024-2025 target goal 7th grade 43% 8th grade 38%
Parent CalSCHL survey will be completed by a minimum of 80 families with an increase of 10% each year	Actual Outcome 2021-2022 Parent Survey Responses = 76 2022-2023 Parent Survey Responses = 91 2023-2024 Parent Survey Responses = 46	2024-25 150 parent survey responses
Facilities Inspection Tool (FIT) rating provided by the CDE will be increased and maintained at "GOOD" for all sites	Baseline 2022-23 "FAIR" Actual Outcome 2023-24 "FAIR"	2024-25 "GOOD"

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Incentives and supports to increase attendance and decrease suspension rates include the following: Continued support of teaming (math, science, social studies, ELA) EAOP (Early Academic Outreach Program) will provide college preparation for underrepresented students Multi Tiered System of Supports (MTSS) focuses on the high needs learners Academic Conferences to discuss strategies for at risk student groups Academic Conferences to analyze students with disabilities data Collaboration/Release time for special education teachers to meet with general ed math and ELA teachers to discuss strategies to improve academic progress with students with disabilities English Language Development (ELD) meetings during and after the school day to discuss most effective instructional strategies The staff, with the guidance of the Leadership Class, will organize Parent Events in which parents will have an opportunity to participate with their child at MMS Renaissance program to academic achievement by all students Teacher release time to analyze student data and to create appropriate learning strategies to improve student achievement Provide parent trainings in the English Advisory Committee that focuses on study habits for their students Teacher release time to analyze student data and to create appropriate learning strategies to improve student achievement in at risk sub groups Create a PBIS and Student Engagement site coordinator	All Students and Students with Disabilities	31,086.15 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Office Assistant: Translation, both verbal and written, during school start-up, parent conferences, and ongoing needs. 2,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Team support through release time for collaboration 2,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Adjunct duty for teachers needed to participate in student services meetings (SSTs, 504s, etc) 1,000 LCFF - Supplemental 4000-4999: Books And Supplies Incentives and supplies for the Parent/student engagement events 1592 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Extra time 500 LCFF - Supplemental 4000-4999: Books And Supplies EAOP field trip to UC Davis Title I 2000-2999: Classified Personnel Salaries Bilingual Office Assistant: Translation, both verbal and written, during school start-up, parent conferences, and ongoing needs. Title I

				5000-5999: Services And Other Operating Expenditures Purchase any additional translation support and/or services to meet the needs of our diverse parent/student community
1.2	Ensure IEPs are properly implemented by all staff during MAP & CAASPP assessments. Follow the IEP testing accommodations attached to each student. Provide training for staff around the IEP process and accomodations. Provide additional support for small group instruction and assessment	All Students and Students with Disabilities	0	
1.3	Support the MAP assessments to ensure individual growth and validity. Provide supplemental materials and professional development for all content areas in an effort to increase academic achievement in all student groups and students with disabilities	All Students and Students with Disabilities	2,000 LCFF - Supplemental 4000-4999: Books And Supplies Purchase library books to update and maintain our collection 500 LCFF - Supplemental 4000-4999: Books And Supplies Supplies needed for each student in order to complete district/state required assessments 7,000 Title I 5000-5999: Services And Other Operating Expenditures Purchase educational tech (online/web based) supplemental programs	
1.4	Support student achievement on the CAASPP	All Students and students with disabilities	15,000 Title I 5000-5999: Services And Other Operating Expenditures Professional development in all core areas including conferences and workshops	
1.5	Improve the academic achievement of English Learners by providing necessary support throughout the school day including our designated ELD and AVID classes. Increase parent involvement in the English Learner Advisory Committee.. Create an English Learners Advisory Committee coordinator.	English Learners	32,000.19 Title I 2000-2999: Classified Personnel Salaries BIA salaries 11,814.22 Title III 2000-2999: Classified Personnel Salaries BIA salaries 11,700 LCFF - Supplemental	

				5000-5999: Services And Other Operating Expenditures All AVID trainings / expenses 2,000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures AVID / ELD field trips and AVID showcase 500 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries AVID subs for collaboration 1,000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures ELD professional development and/or release time 1,000 LCFF - Supplemental 2000-2999: Classified Personnel Salaries extra time for BIAs 2,629 LCFF - Supplemental 2000-2999: Classified Personnel Salaries BIA salaries
1.6	Additional certificated support for English Learners to maximize student achievement as supported by the district. 5 sections of ELD support. Professional Development for staff on strategies and planning to support English Learners	English Learners		500 LCFF - Supplemental 4000-4999: Books And Supplies Supplemental teaching materials Title I 5000-5999: Services And Other Operating Expenditures Purchase educational tech (online/web based) supplemental programs 750 LCFF - Supplemental 4000-4999: Books And Supplies Newcomers / ELD materials or program
1.7	Maximize resources to increase the reclassification rate of our English Learners Release time for teachers to analyze state and local assessments	English Learners		0 See Activity 6
1.8	Design and revision of units of study using currently adopted materials adapted for and supplemented with bridge materials through units jointly developed by grade level Professional	All Students		0 BIA - see Activity 5 7,000 LCFF - Supplemental

	Learning Communities (PLCs) and aligned with the CCSS and NGSS. Instructional/Bilingual Assistants will support the development of literacy and mathematics strategies that allow students to show growth towards being College and Career Ready. An independent reading program (Accelerated Reader through Renaissance Learning) will be used to support student literacy growth as outlined by the ELA/ELD framework. On-line resources for teachers and students to improve academic performance in core subject areas.		5800: Professional/Consulting Services And Operating Expenditures Renaissance Learning subscription (AR program and STAR assessment) purchase educational tec(online/web based) programs 0 Translations as needed (see Activity 1) 0 Department support through release time for collaboration (see Activity 1) 25,000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Online subscriptions and renewals for programs 5,000 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Renaissance Learning subscription (AR program and STAR assessment) ask district*************************** *******
1.9	Continue ELD Standards implementation with 100% of all English Learners taught with current ELD Standards-aligned district materials and supplemental bridge resources.	English Learners	0 Supplemental materials for ELD instruction (see Activity 6)
1.10	100% of middle school students are taught integrated life, earth, physical science and engineering units in order to continue our progress with NGSS. Provide supplemental materials. Participate in NGSS professional development.	All Students	1,000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Professional development to fully implement NGSS including release time for collaboration 4,000 LCFF - Supplemental 4000-4999: Books And Supplies Supplemental materials, supplies for science, and science field trips (including the Environmental Club)

1.11	100% of all students utilize technological and other resources as needed in order to support academic growth.	All Students	10,000 LCFF - Supplemental 4000-4999: Books And Supplies Hardware including projectors, printers, projector bulbs, mice, headsets, and other instructional material
1.12	100% of all students will continue to have access to courses and clubs in the Visual and Performing Arts (VAPA) including band, choir, drama (school play).	All Students	1,500 LCFF - Supplemental 4000-4999: Books And Supplies VAPA supplies 500 Title I 4000-4999: Books And Supplies VAPA supplies
1.13	100% of all grade 7 and 8 students will continue to have access to Maker Space opportunities and activities.	All Students	3,000 LCFF - Supplemental 4000-4999: Books And Supplies Supplies/materials to run Makers Space 500 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Release time to visit other Maker Space Classes
1.14	Participate and attend in Professional Developments, trainings, and conferences that address the need for ELL and Students with Disabilities	English Learners and students with disabilities	0
1.15	Maintain zero Williams Facilities complaints	All students	0

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

This past year, we successfully implemented several new programs aimed at addressing chronic absenteeism, improving instruction, and enhancing student academic performance. With the aid of additional funding, we hired a dedicated staff member to monitor and address absenteeism through parent phone calls, home visits, and coordinating SART calls, resulting in a notable reduction in absentee rates. Our instructional strategy focused on providing teachers with collaboration time to develop common pacing guides, implement a structured reading routine, and create common assessments. Additionally, time was allocated for teachers to review student data from local and state assessments, enabling them to tailor instructional strategies to meet the diverse needs of all learners. These combined efforts have proven effective in achieving our goals, as evidenced by improved attendance and academic performance.

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

We identified that certain activities, such as tracking chronic absenteeism and providing collaboration time for teachers, could have been supported by Title I funding rather than site funds. This misalignment resulted in the use of more site funds than initially anticipated. Moving forward, we need to outline specific activities that can be supported by Title I funding to ensure optimal use of resources and better alignment with our budgeted expenditures. This adjustment will help us maximize the impact of our initiatives while maintaining fiscal responsibility.

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

As a result of our analysis, several changes will be made to this goal, including adjustments to the annual outcomes, metrics, and strategies/activities. Given our ATSI status, this year's plan will prioritize additional support for students with disabilities and focus on reducing suspension rates, addressing chronic absenteeism, and improving academic performance in math and ELA. Specific changes can be found in the updated SPSA, including targeted interventions for students with disabilities, enhanced behavior management programs to reduce suspensions, and refined instructional strategies to boost math and ELA outcomes. Additionally, we will reallocate Title I funding to support these initiatives more effectively, ensuring resources are directed toward the most impactful activities.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

> **All Content Areas**
> Promoting PreK-8 whole learner development through social and emotional learning opportunities in a variety of safe and supportive environments.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> Promoting PreK-8 whole learner development through social and emotional learning opportunities in a variety of safe and supportive environments.

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

> Social Emotional Learning: All stakeholder groups (DAC, DELAC, SPED PAC, Admin., etc.) identified the need to make Social and Emotional Learning (SEL) a priority and integrated throughout the school day.
>
> Based on the data below, a key component of student success requires an intentional focus on the Social Emotional Learning (SEL) of students. SEL creates a process through which students acquire and effectively apply knowledge, positive outlook and the skills needed for goal-setting, positive relationships and responsible decisions.
>
> Chronic Absenteeism 2022-23 Dashboard: McCaffrey Middle School has a high chronic absenteeism rate across every student group. It is vital that McCaffrey Middle School allocates funding to support a position that will closely monitor attendance and begin to identify students who are struggling to attend school daily. This position will conduct home visits, be a liaison between home and school, coordinate SART and SARB meeting that will be facilitated by school and district administration. Be able to communicate with the Spanish community on the importance of attending school daily.
>
> Suspensions 2022-23: The suspension rate was high for students with disabilities and medium in the to other student groups. It is important that we continue with Second Step that is being taught in every homeroom class on Wednesdays. McCaffrey MIddle school will also look at training students to be peer mediators to provide conflict mediation on low level conflicts. The focus as a site is to continue to promote Positive Bulldog Behaviors across the campus.
>
> On the most recent CalSCHLS grades 7-8 student Survey:
> Some students reported "Experienced chronic sadness/hopelessness" in the past 12 months and only some reported "meaningful participation" pretty much or very much true.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Overall daily attendance will be increased to 94% or greater	Baseline: 2022-April 2023 = 91.45% 2023-April 2024 = 93.48%	2024-25 McCaffrey: 94%
Chronic Absenteeism will decrease by 1% or greater for every student subgroup	2022 CA Dashboard: All students: Very High 33.6% White: Very High 34.5%	2024-2025 Decrease the absenteeism by 5% in each of the groups

	Hispanic: Very High 34.5% Maintained 0.1% Socioeconomically Disadvantaged: Very High 35.2% Students w/ Disabilities: Very High 41.5% English Learners: Very High 35.2% 2023 CA Dashboard: All students very high at 30.8% declined by 2.8% English Learners Orange at 32.6% declined by 2.6% Hispanic Orange at 32.6% declined by 1.9% Socioeconomically disadvantaged very high at 35.3% Students with Disabilities very high at 42% increase by .5% White Yellow at 30.3% declined by 4.2%	
The suspension rate will decrease by 1% or greater for every student subgroup	2022 CA Dashboard: All students: Medium 4.1% White: Medium 2.7% . Hispanic: Medium 5.1% Socioeconomically Disadvantaged: Medium 4.5% Students w/ Disabilities: High 8.5% English Learners: Medium 4% 2023 CA Dashboard: All students: Red 10.6% White: Red 9.5% . Hispanic: Red 12.2% Socioeconomically Disadvantaged: Red 13.4% Students w/ Disabilities: Red 17.4% English Learners: Red 15.8%	2024-2025 Decrease the suspension rate by 5%
The expulsion rate will decrease by 1% or greater for every subgroup	Actual Outcome 2022-23 All students: 3 White: 0 Hispanic: 3 Actual Outcome 2023-24 All students: 1 White: 0 Hispanic: 1	2024-2025 Decrease the number of suspension by 1%
The middle school dropout rate will be maintained at 0% for all student subgroups	All students: 0 Actual Outcome 2022-23 All students: 0	2024-25 Maintain at 0
Safety and School Connectedness: Percentage of parents responding Strongly	Baseline Outcome 2023-24 (46 parents)	2024-25

Agree on the annual CalSCHLS survey will increase at least 5% in areas that are below 50%.	Parent California Healthy Kids Survey Parents feel welcome to participate 34% Supportive student learning environment 31% School is a safe place for my child 32% School has adults who really care about students 28% Communication with parents about school 41% *Agree or Strongly Agree, Goal 80% School treats all students with respect 44% Facilities upkeep 42% Teachers responsive to child's social/emotional needs 72 % Need to delete	Increase parent participation in the CalSCHLs Survey and see a 5% increase in positive parent responses
Safety and School Connectedness: Percentage of students in grades 5-8 responding, "Yes, most or all of the time" on the annual CalSCHLS survey will increase at least 5% each year in areas that are below 80%.	Outcome 2023-24 School Connectedness: 7th= 43% 8th 43% Academic Motivation: 7th= 55% 8th 58% Caring Adult Relationships 7th= 56% 8th= 56% High expectations from adults: 7th= 65% 8th= 62% Facilities upkeep: 7th= 42% 8th = 41% School perceived as very safe or safe: 7th= 48% 8th= 51% Need to change add this years	2024-25 Increase School Connectedness by 5% in both grade levels Increase students' Academic Motivation: by 5% in both grade levels Increase students to feel that there is a Caring Adult: by 5% in both grade levels Facilities upkeep: by 5% in both grade levels School perceived as very safe or safe: 5% in both grade levels
Facilities Inspection Tool (FIT) ratings will be increased and maintained at "GOOD" for all sites	Baseline 2022-23 "FAIR" Actual Outcome 2023-24 "FAIR"	2024-25 "GOOD"
Williams Facilities Complaints will be maintained at ZERO (0).	Baseline zero	Maintain Williams Facilities Complaints at zero

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Incentives and supports to increase attendance and decrease suspension rates include the following: McCaffrey Advisory Committee (MAC) Assemblies/guest speakers to improve student academics Sobriety Brings A Change (SBAC) Program targets students that have issues with drugs and/or alcohol	All Students and students with disabilities	4,000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Assemblies/presentation expenses 495 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures PLUS program costs

	Too Good for Violence Program (free) Alcohol, Tobacco and Other Drugs (ATOD) peer-to-peer prevention program Peer Leaders Uniting Students (PLUS) Program targets the whole school in an effort to strengthen the school culture Club Live Program targets drug/substance abuse while promoting healthy lifestyle Develop a action and/or attendance coordinator that will: Monitor student attendance Provide resources to parents Coordinate SART meetings Develop an incentive programs for positive attendance Parent and Family events to increase parent involvement and obtain input to improve student attendance, behavior, and emotional support Create support groups for students who are dealing, but not limited to vaping, drug abuse, mental health, and other social emotional needs Outside speakers, presenters, and programs such as Breaking Down The Walls will assist in creating a campus that is accepting and safe for all students to improve student academic performance		0 Sobriety Brings A Change program 0 Too Good For Violence program 1,000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Club Live costs
2.2	Continue to serve students with SEL needs through the Wellness Center. Administer the CalSCHLS Survey.	All Students	1,000 LCFF - Supplemental 4000-4999: Books And Supplies Wellness Center development
2.3	Provide personnel and strategies / activities / incentives to decrease the truancy rate. Provide counseling services and administrative support for students who are excessively truant. Use School Resource Officer, as needed. Use the SART process and SARB referrals as needed. Develop a action and/or attendance coordinator that will: Monitor student attendance Provide resources to parents Coordinate SART meetings Develop an incentive programs for positive attendance Parent and Family events to increase parent involvement and obtain input to improve student attendance, behavior, and emotional support	All Students and students with disabilities	800 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Truancy Hunter program for attendance secretary 500 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Staff will attend training/workshops on drop-out prevention, truancy, absenteeism, attendance, etc. 74,850.69 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Alternative Center teacher to work closely with our high needs learners and students with behavior issues 32,565.22

	Create support groups for students who are dealing, but not limited to vaping, drug abuse, mental health, and other social emotional needs. PBIS/Student Engagement Site Coordinator Student recognition Implementation of Positive Behavioral Intervention and Support system Coordinate Student Senate develop an incentive program that recognizes students who demonstrated positive academics and behavior To help new students become familiar with the McCaffrey Middle school campus programs such as, but not limited to are Jump Start, Band Camp, Student Leadership retreat, and other programs will assist new students to become familiar with the campus and reduce anxiety/stress		Title I 1000-1999: Certificated Personnel Salaries Alternative Center teacher to work closely with our high needs learners and students with behavior issues
2.4	Provide incentives and support to decrease suspensions	All Students and students with disabilities	1,000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Professional development in the area of Positive Behavioral Interventions and Support (PBIS)
2.5	Develop a action and/or attendance coordinator that will: Monitor student attendance Provide resources to parents Coordinate SART meetings Develop an incentive programs for positive attendance Parent and Family events to increase parent involvement and obtain input to improve student attendance, behavior, and emotional support Create support groups for students who are dealing, but not limited to vaping, drug abuse, mental health, and other social emotional needs	All Students and students with disabilities	3,869 Title I 2000-2999: Classified Personnel Salaries Additional yard supervisor time as needed
2.6	Ask for parent to volunteer for school activities Parent and Family events to increase parent involvement and obtain input to improve student attendance, behavior, and emotional support	All Students	0
2.7	McCaffrey will maintain a rating of "Fair" as measured by the Facilities Inspection Tool (FIT) provided by the California Department of Education (CDE).	All Students	0
2.8	A 5 year routine facilities maintenance plan will be developed.	All Students	0

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

This past year, we successfully implemented several new programs aimed at addressing chronic absenteeism, improving instruction, and enhancing student academic performance. With the aid of additional funding, we hired a dedicated staff member to monitor and address absenteeism through parent phone calls, home visits, and coordinating SART calls, resulting in a notable reduction in absentee rates. We successfully implemented several strategies and activities to support students' emotional and mental health needs, achieving significant progress towards our goal. We established a Wellness Center that provided a dedicated space for students to access mental health resources and support. Additionally, we facilitated support groups that offered a place for students to share and address their concerns collectively. The Second Step program, taught in homeroom, to reinforced social-emotional learning, equipping students with essential skills for managing emotions and building positive relationships. Furthermore, we hosted guest speakers who focused on mental health topics, to assist our students' understanding and awareness of mental health issues.

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

We identified that certain activities, such as tracking chronic absenteeism and providing collaboration time for teachers, could have been supported by Title I funding rather than site funds. This misalignment resulted in the use of more site funds than initially anticipated. Moving forward, we need to outline specific activities that can be supported by Title I funding to ensure optimal use of resources and better alignment with our budgeted expenditures. This adjustment will help us maximize the impact of our initiatives while maintaining fiscal responsibility.

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

As a result of our analysis, we will make several changes to our goal, annual outcomes, metrics, and strategies/activities for the upcoming year. Our primary focus will be on improving the mental health of students and helping them feel more connected to the school community. To achieve this, we will implement a PBIS/Student Engagement Coordinator to lead efforts in promoting positive behavior and increasing student engagement. Additionally, we will place a stronger emphasis on supporting our students with disabilities through tailored programs and resources. These changes and the detailed implementation plan can be found in the updated SPSA, which outlines specific initiatives, revised metrics for measuring success, and targeted outcomes aimed at fostering a more inclusive and supportive school environment.

Goals, Strategies, & Proposed Expenditures

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$95,894.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$304,151.47
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I	$90,934.41
Title I Part A: Parent Involvement	$1,592.00
Title III	$11,814.22

Subtotal of additional federal funds included for this school: $104,340.63

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
LCFF - Supplemental	$199,810.84

Subtotal of state or local funds included for this school: $199,810.84

Total of federal, state, and/or local funds for this school: $304,151.47

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	199,810.84	0.00
Title I	90,934.41	0.00
Title I Part A: Parent Involvement	1,592	0.00
Title III	11,814.22	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF - Supplemental	199,810.84
Title I	90,934.41
Title I Part A: Parent Involvement	1,592.00
Title III	11,814.22

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	112,415.91
2000-2999: Classified Personnel Salaries	83,990.56
4000-4999: Books And Supplies	25,250.00
5000-5999: Services And Other Operating Expenditures	70,495.00
5800: Professional/Consulting Services And Operating Expenditures	12,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

		0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	79,850.69
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	34,715.15
4000-4999: Books And Supplies	LCFF - Supplemental	24,750.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	48,495.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	12,000.00
1000-1999: Certificated Personnel Salaries	Title I	32,565.22
2000-2999: Classified Personnel Salaries	Title I	35,869.19
4000-4999: Books And Supplies	Title I	500.00
5000-5999: Services And Other Operating Expenditures	Title I	22,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,592.00
2000-2999: Classified Personnel Salaries	Title III	11,814.22

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	184,071.56
Goal 2	120,079.91

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

Name of Members	Role
Carlos Castillo	Principal
Jim Vlcek	Classroom Teacher
Kelly Vlcek	Classroom Teacher
Joanna Nelson	Classroom Teacher
Jamie Silveira	Parent or Community Member
Charlene Wilson	Parent or Community Member
Kim Walton	Other School Staff
Jose Hernandez	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 15, 2024.

Attested:

Principal, Carlos Castillo on 5-15-2024
SSC Chairperson, Charlene Wilson on 5-15-2024

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

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

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

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

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

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

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

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

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

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

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

Comprehensive Needs Assessment

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

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

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

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

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

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

Goals, Strategies/Activities, and Expenditures

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

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

- **S**pecific,
- **M**easurable,
- **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.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

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

in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table
Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

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

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

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

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

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

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

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

Annual Review

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

Goal Analysis

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

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

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

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

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

Budget Summary

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

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

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

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

Additional ATSI Planning Requirements:
Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:
- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I.   The development of the SPSA shall include both of the following actions:

    A.   Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

        1.   The comprehensive needs assessment of the entire school shall:

            a.   Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).

            b.   Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:

                i.   Help the school understand the subjects and skills for which teaching and learning need to be improved.

                ii.   Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.

                iii.   Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                iv.   Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                v.   Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

    B.   Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II.   The SPSA shall include the following:

    A.   Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

    B.   Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (S*ections: 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 (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

- ATSI Planning Requirements (see Planning Requirements tab):
  https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar:
  https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

- ATSI Planning Summary for Charters and Single-school Districts:
  https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023