School Year: **2026-27**

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	May 18, 2026	June 17,2026

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

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

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

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

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

- Schoolwide Program

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.

Table of Contents

SPSA Title Page 1
Table of Contents....2
Plan Description....3
Educational Partner Involvement....3
Resource Inequities....3
Comprehensive Needs Assessment Components....3
    California School Dashboard (Dashboard) Indicators....3
    Other Needs....4
School and Student Performance Data....6
    Student Enrollment....6
    CAASPP Results....8
    ELPAC Results....12
    Student Population....14
    Overall Performance....16
    Academic Performance....17
    Academic Engagement....25
    Conditions & Climate....28
Goals, Strategies, & Proposed Expenditures....30
    Goal 1....30
    Goal 2....39
Budget Summary....48
    Budget Summary....48
    Other Federal, State, and Local Funds....48
Budgeted Funds and Expenditures in this Plan....49
    Funds Budgeted to the School by Funding Source....49
    Expenditures by Funding Source....49
    Expenditures by Budget Reference....49
    Expenditures by Budget Reference and Funding Source....49
    Expenditures by Goal....50
School Site Council Membership....51
Recommendations and Assurances....52
Instructions....53
Appendix A: Plan Requirements....60
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements....63
Appendix C: Select State and Federal Programs....66

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

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 Single 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 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.

NA

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.

McCaffrey Middle School has shown great growth on the California Dashboard with no indicators listed Red or Orange.

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.

There are student groups that are showing significant performance gaps:

- Students with Disabilities are red in both Suspension and Chronic Absenteeism which is significantly lower than than the school levels of Green (suspension) Yellow (Chronic Absenteeism)

- Long Term English Learners are red in both English Language Arts and Mathematics achievement compared to the school levels of Yellow in both.

Other Needs

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

7th and 8th grade students completed the CalSCHLS Survey in the spring of 2026. Additionally, parents and staff completed surveys. Below are the school climate indicators for the last 3 years.

	2024	2025	2026
School Connectedness	43%	56%	54%
Academic Motivation	55%	63%	62%
Two or Fewer Absences/Month	84%	86%	87%
Caring Adult Relationships	56%	60%	58%
High Expectations	65%	72%	75%
Meaningful Participation	24%	25%	23%
Low Violence Victimization	70%	77%	70%
No Harassment	60%	69%	59%
No Mean Rumors	68%	70%	60%
No Fear of Getting Beaten Up	75%	83%	79%
Perceived School Safety	48%	63%	61%
Promotion of Parental Involvement	47%	50%	52%
No Substance Use at School	99%	99%	96%
Facilities Upkeep	42%	43%	49%

Parental Engagement

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

Key stakeholders work collaboratively to provide the following resources for families:

- breakfast, lunch, after school snacks and summer meals at no costs
- scholarships for field trips
- support with health services
- counseling and mental health clinicians
- family events
- support with technology and internet service.

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)

Board Policies reinforce that parents play vital roles in the education of the children of Galt. The District Advisory Committee (DAC) meets on a monthly basis to provide input on LEA programs, policies, and operations. The school elects a School Site Council to develop this Single 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 ELs. The School Site Council (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. This is formalized in our school compact. The parent portion of our school compact reads as follows:

As a parent, I understand that 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

In addition to participation in a variety of district and school site committees, parents and students may also participate in Open House, Back to School Night, Parent Lunch day and other student 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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.52%	0.51%	0.25%	4	4	2
African American	1.69%	2.05%	1.01%	13	16	8
Asian	2.98%	3.59%	3.04%	23	28	24
Filipino	1.30%	1.67%	2.15%	10	13	17
Hispanic/Latino	58.75%	59.69%	61.27%	453	465	484
Pacific Islander	0.91%	0.77%	0.76%	7	6	6
White	30.74%	29.27%	28.23%	237	228	223
Multiple/No Response	2.72%	2.44%	3.29%	21	19	26
			Total Enrollment	771	779	790

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 7	369	401	386
Grade 8	402	378	404
Total Enrollment	771	779	790

Conclusions based on this data:

1. Students enrollment up by a small margin
2. Our Hispanic/Latino student group is consistently around 60% in regards to the percent of the total population and continues to represent the largest demographic group of learners on our campus.
3. Our White population is consistently around 30% in regards to the percent of the total population and represents the second largest demographic group of learners on our campus.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	100	44	55	16.4%	13.0%	7.0%
Fluent English Proficient (FEP)	183	229	229	2.7%	23.7%	29.0%
Reclassified Fluent English Proficient (RFEP)		15		19.8%		

Conclusions based on this data:

1. Reclassification rate increased significantly (approx 14%)
2. Fluent English Proficient (FEP) has increased significantly.
3. The total number of English Learners has decreased significantly.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	390	368	391	383	359	387	383	359	386	98.2	97.6	99
Grade 8	350	399	378	344	391	372	344	390	372	98.3	98	98.4
All Grades	740	767	769	727	750	759	727	749	758	98.2	97.8	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	2545.	2562.	2551.	15.40	15.60	15.28	34.99	45.96	37.56	25.07	22.56	25.39	24.54	15.88	21.76
Grade 8	2567.	2563.	2576.	16.57	14.36	16.13	36.92	35.64	42.47	24.71	28.97	25.00	21.80	21.03	16.40
All Grades	N/A	N/A	N/A	15.96	14.95	15.70	35.90	40.59	39.97	24.90	25.90	25.20	23.25	18.56	19.13

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	19.84	21.73	23.06	61.36	62.12	59.59	18.80	16.16	17.36
Grade 8	19.19	19.49	21.77	59.30	56.92	61.29	21.51	23.59	16.94
All Grades	19.53	20.56	22.43	60.39	59.41	60.42	20.08	20.03	17.15

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	19.84	20.06	19.17	55.09	61.84	57.51	25.07	18.11	23.32
Grade 8	18.02	12.85	17.20	58.43	61.18	59.95	23.55	25.96	22.85
All Grades	18.98	16.31	18.21	56.67	61.50	58.71	24.35	22.19	23.09

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	10.18	12.81	11.14	75.98	75.21	75.91	13.84	11.98	12.95
Grade 8	15.12	13.33	16.67	71.80	74.10	72.85	13.08	12.56	10.48
All Grades	12.52	13.08	13.85	74.00	74.63	74.41	13.48	12.28	11.74

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	20.63	23.40	18.91	62.40	64.90	68.91	16.97	11.70	12.18
Grade 8	22.09	21.79	24.73	65.41	65.38	63.71	12.50	12.82	11.56
All Grades	21.32	22.56	21.77	63.82	65.15	66.36	14.86	12.28	11.87

Conclusions based on this data:

1. 58.6% of 8th grade students met or exceeded standards overall which is a growth of over 5%.
2. Writing is the weakest area at 23.09% below standard indicating the need for a continued site wide focus on writing routines.
3. Research/Inquire are the strongest areas with approx 22% of students above 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.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	390	369	392	383	361	388	383	361	388	98.2	97.8	99
Grade 8	350	400	378	343	394	372	343	394	372	98.0	98.5	98.4
All Grades	740	769	770	726	755	760	726	755	760	98.1	98.2	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	2516.	2524.	2523.	12.79	13.85	13.66	19.84	22.71	21.13	30.55	30.19	30.41	36.81	33.24	34.79
Grade 8	2535.	2519.	2528.	17.78	14.21	13.44	15.45	12.94	16.13	27.99	26.14	27.42	38.78	46.70	43.01
Grade 11															
All Grades	N/A	N/A	N/A	15.15	14.04	13.55	17.77	17.62	18.68	29.34	28.08	28.95	37.74	40.26	38.82

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	13.32	16.07	13.40	49.35	47.92	49.74	37.34	36.01	36.86
Grade 8	16.03	12.21	11.56	49.27	41.48	51.34	34.69	46.31	37.10
Grade 11									
All Grades	14.60	14.06	12.50	49.31	44.56	50.53	36.09	41.38	36.97

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	12.53	16.90	14.43	55.87	56.79	58.76	31.59	26.32	26.80
Grade 8	14.87	12.18	12.37	55.69	57.61	58.87	29.45	30.20	28.76
All Grades	13.64	14.44	13.42	55.79	57.22	58.82	30.58	28.34	27.76

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	12.53	8.31	8.25	63.19	72.02	65.21	24.28	19.67	26.55
Grade 8	14.87	12.69	9.14	60.35	60.91	62.10	24.78	26.40	28.76
All Grades	13.64	10.60	8.68	61.85	66.23	63.68	24.52	23.18	27.63

Conclusions based on this data:

1. Only 32.23% of students meet or exceed standards overall which is incredibly concerning.
2. Applying mathematical concepts and procedures is the weakest domain with 36.97% of students below standard.
3. 7th graders outperformed 8th graders by over 5%.

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

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

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	1549.8	1548.8	1570.6	1554.5	1550.0	1592.9	1544.6	1547.1	1547.8	77	25	33
8	1561.9	1588.1	1586.2	1575.0	1610.9	1604.9	1548.3	1564.7	1566.9	38	51	20
All Grades										115	76	53

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

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	31.17	40.00	48.48	33.77	28.00	27.27	24.68	16.00	21.21	10.39	16.00	3.03	77	25	33
8	31.58	49.02	60.00	44.74	29.41	15.00	15.79	7.84	15.00	7.89	13.73	10.00	38	51	20
All Grades	31.30	46.05	52.83	37.39	28.95	22.64	21.74	10.53	18.87	9.57	14.47	5.66	115	76	53

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

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	46.75	44.00	66.67	38.96	32.00	24.24	5.19	8.00	3.03	9.09	16.00	6.06	77	25	33
8	47.37	64.71	70.00	34.21	21.57	15.00	13.16	0.00	5.00	5.26	13.73	10.00	38	51	20
All Grades	46.96	57.89	67.92	37.39	25.00	20.75	7.83	2.63	3.77	7.83	14.47	7.55	115	76	53

Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	10.39	16.00	9.09	32.47	32.00	39.39	40.26	28.00	33.33	16.88	24.00	18.18	77	25	33
8	10.53	21.57	25.00	31.58	37.25	40.00	34.21	23.53	20.00	23.68	17.65	15.00	38	51	20
All Grades	10.43	19.74	15.09	32.17	35.53	39.62	38.26	25.00	28.30	19.13	19.74	16.98	115	76	53

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	14.29	16.00	30.30	67.53	68.00	60.61	18.18	16.00	9.09	77	25	33
8	23.68	39.22	50.00	68.42	47.06	30.00	7.89	13.73	20.00	38	51	20
All Grades	17.39	31.58	37.74	67.83	53.95	49.06	14.78	14.47	13.21	115	76	53

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	75.32	68.00	84.85	16.88	16.00	9.09	7.79	16.00	6.06	77	25	33
8	65.79	80.39	80.00	28.95	5.88	15.00	5.26	13.73	5.00	38	51	20
All Grades	72.17	76.32	83.02	20.87	9.21	11.32	6.96	14.47	5.66	115	76	53

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	12.99	16.00	24.24	42.86	44.00	30.30	44.16	40.00	45.45	77	25	33
8	21.05	29.41	50.00	42.11	45.10	15.00	36.84	25.49	35.00	38	51	20
All Grades	15.65	25.00	33.96	42.61	44.74	24.53	41.74	30.26	41.51	115	76	53

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	23.38	28.00	9.09	64.94	64.00	90.91	11.69	8.00	0.00	77	25	33
8	10.53	13.73	0.00	76.32	74.51	95.00	13.16	11.76	5.00	38	51	20
All Grades	19.13	18.42	5.66	68.70	71.05	92.45	12.17	10.53	1.89	115	76	53

Conclusions based on this data:

1. 8% growth of students achieving a 4 overall.
2. 9% decrease of students achieving a 1 overall.
3. Reading had the largest percentage of students in the beginning level indicating this is the area of greatest need.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
779	**55.7%**	**7.3%**	**0.1%**
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.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	57	7.3%
Foster Youth	1	0.1%
Homeless	24	3.1%
Socioeconomically Disadvantaged	434	55.7%
Students with Disabilities	106	13.6%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	16	2.1%
American Indian	4	0.5%
Asian	28	3.6%
Filipino	13	1.7%
Hispanic	465	59.7%
Two or More Races	19	2.4%
Pacific Islander	6	0.8%
White	228	29.3%

Conclusions based on this data:

1. Our hispanic population is our largest student group by race/ethnicity.

2. Our socioeconomic students are our second largest student group.
3. Our students with disabilities comprise over 13% of our student population.

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. We have seen a dramatic increase in our English Learner progress.
2. Our suspension rate has improved (Yellow to Green)
3. Mathematics has improved (Orange to Yellow)

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	2	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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Yellow	Yellow	Red
6.9 points above standard	21.2 points below standard	74.7 points below standard
Maintained 2.5 points	Increased 18.8 points	Maintained -2.3 points
749 Students	220 Students	49 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	43.3 points below standard	10.1 points below standard
1 Student	Increased 13 points	Maintained 2.8 points
	22 Students	460 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
80.5 points below standard	14.9 points below standard	Fewer than 11 students - No Data for Privacy
Increased 16.2 points	Declined 23.6 points	4 Students
104 Students	15 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
79.9 points above standard	50.3 points above standard	5.8 points below standard
Increased 52.9 points	12 Students	Increased 6.4 points
27 Students		449 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Green
20.8 points above standard	Fewer than 11 students - No Data for Privacy	19.2 points above standard
Declined 32.6 points	5 Students	Declined 3.4 points
18 Students		220 Students

Conclusions based on this data:

1. Our students with disabilities are our lowest performing group at 80.5 points below standard despite increasing by 16.2 points.
2. Our Long-Term English Learners are our second lowest performing group at 74.7 points below standard..
3. Our white students are our highest performing group at 19.2 points above standard.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	3	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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Yellow	Red
47 points below standard	82.3 points below standard	142.6 points below standard
Increased 5 points	Increased 15.8 points	Declined 8.3 points
750 Students	221 Students	49 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	100.9 points below standard	64.3 points below standard
1 Student	Declined 6 points	Increased 3.1 points
	22 Students	461 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
127.5 points below standard	76.2 points below standard	Fewer than 11 students - No Data for Privacy
Increased 9.4 points	Declined 21.7 points	4 Students
104 Students	15 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
27 points above standard	36.3 points above standard	62.8 points below standard
Increased 27.3 points	12 Students	Increased 10 points
27 Students		450 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Orange
33.8 points below standard	Fewer than 11 students - No Data for Privacy	29.5 points below standard
Increased 12.9 points	5 Students	Declined 3.4 points
18 Students		220 Students

Conclusions based on this data:

1. Our Long-Term English Learners are our lowest performing group at 142.6 points below standard.
2. All student groups are below standard.
3. Our Students with Disabilities are our second lowest performing group at 127.5 points below standard despite increasing by 9.4 points.

School and Student Performance Data

Academic Performance
Science

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report

Red	Orange	Yellow	Green	Blue
0	1	0	4	0

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

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	Green	No Performance Color
55.1 science points	46.9 science points	34.2 science points
Increased 2.1 points	Increased 5.5 points	Declined 5.3 points
367 Students	95 Students	18 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
Fewer than 11 students - No Data for Privacy	49.7 science points	52.3 science points
1 Student	Increased 9.8 points	Increased 2.6 points
	15 Students	222 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
36.3 science points	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 3.4 points	10 Students	4 Students
53 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Green
62.1 science points	Fewer than 11 students - No Data for Privacy	51.3 science points
13 Students	6 Students	Increased 2.8 points
		208 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Green
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	60.6 science points
9 Students	3 Students	Maintained 0.6 points
		114 Students

Conclusions based on this data:

1. Almost all student groups are in the green range.
2. Our students Long-Term English Learners are our lowest performing group at 34.2 points, followed closely by our Students with Disabilities at 36.3 points.
3. Our white students are our highest performing student group at 60.6 points.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Blue	Blue
69.8 making progress.	76.1 making progress.
Number Students: 53 Students	Number Students: 46 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
15.1%	15.1%	22.6%	47.2%

Conclusions based on this data:

1. Our English Learners are making significant progress.
2. We have fewer English Learners year over year.
3. Progress has increased for both English Learners and Long-Term English Learners.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Orange	Orange
17.2% Chronically Absent	22% Chronically Absent	25.5% Chronically Absent
Declined 3.2	Declined 3	Declined 1.1
798 Students	59 Students	51 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	30.8% Chronically Absent	21.1% Chronically Absent
1 Student	Increased 7.1	Declined 1.6
	26 Students	493 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
26.4% Chronically Absent	31.3% Chronically Absent	Fewer than 11 students - No Data for Privacy
Increased 1.2	Increased 9.8	4 Students
121 Students	16 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
17.2% Chronically Absent	0% Chronically Absent	16.5% Chronically Absent
Maintained -0.1	Declined 9.1	Declined 4.1
29 Students	13 Students	480 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Yellow
21.1% Chronically Absent	Fewer than 11 students - No Data for Privacy	17.8% Chronically Absent
Increased 3.7	7 Students	Declined 3.9
19 Students		230 Students

Conclusions based on this data:

1. Chronic Absenteeism has declined in all subgroups.
2. Our students with disabilities are our highest group of chronically absent students at 26.4%, followed closely by Long-term English Learners at 25.5%.
3. Our hispanic students are the least chronically absent at 16.5% which is a 4.1 point decline.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	0	0	5	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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Green	Green	Green
6.8% suspended at least one day	6.7% suspended at least one day	7.7% suspended at least one day
Declined 1.7%	Declined 5.9%	Declined 7%
803 Students	60 Students	52 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Green
Fewer than 11 students - No Data for Privacy	15.4% suspended at least one day	7.8% suspended at least one day
2 Students	Increased 7.9%	Declined 2.1%
	26 Students	497 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
14% suspended at least one day	6.3% suspended at least one day	Fewer than 11 students - No Data for Privacy
Increased 6.8%	Declined 8%	4 Students
121 Students	16 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Green
0% suspended at least one day	7.7% suspended at least one day	7.7% suspended at least one day
Maintained 0%	Declined 1.4%	Declined 1.9%
29 Students	13 Students	482 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Green
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	6% suspended at least one day
Declined 8.7%	7 Students	Declined 1.2%
19 Students		233 Students

Conclusions based on this data:

1. Our suspension rate has declined in all subgroups except students with disabilities.
2. Student with disabilities suspension rate is our largest subgroup suspended at 14% and has increased by 6.8%
3. White students are the least suspended at 6% followed closely by English Learners at 6.7%.

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.

We currently do not have a system for tier 2 intervention and reteaching when students are not successful the first time. Additionally, we do not have a sitewide system for addressing gaps in the knowledge of students. A tier 2 flexible intervention program will be developed to address these concerns. We will also continue to provide robust Career and College Readiness experiences and rich Academic Instruction driven by data with a renewed focus on the PLC process to improve teaching and learning sitewide.

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
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 Actual Outcome: 2024 All students Orange 52 points below standard. White: Orange 26.1 points below standard Hispanic: Orange 72.8 points below standard Socioeconomically Disadvantaged: Orange, 67.4 points below standard Students with Disabilities: Orange 98.1 points below standard All English Learners: Orange, 98.1 points below standard Actual Outcome: 2025 All students- Yellow- 47 points below standard. English Learners- Yellow- 82.3 points below standard Hispanic- Yellow- 62.8 points below standard Socioeconomically Disadvantaged- Yellow- 64.3 points below standard Students with Disabilities- Orange- 127.6 points below standard White- Orange- 29.5 points below standard Long-Term English Learners- Red- 142.6 points below standard	All students- 37 points below standard. English Learners- 72.3 points below standard Hispanic- 52.8 points below standard Socioeconomically Disadvantaged- 54.3 points below standard Students with Disabilities- 117.6 points below standard White- 19.5 points below standard Long-Term English Learners- 132.6 points below standard

The number of 7th-8th grade students in each student group meeting/exceeding the 60th percentile for math on winter iReady will increase at least 5% each year.	Baseline: 7th Grade: 34% 8th Grade: 38%	7th Grade: 39% 8th Grade: 43%
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 22.6 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 English Learners: Orange, 57 points below standard Actual Outcome: 2024 All students Green 4.3 points above standard. White: Green 20.9 points above standard Hispanic: Yellow 12.2 points below standard Socioeconomically Disadvantaged: Yellow, 13 points below standard Students with Disabilities: Red 96.7 points below standard All English Learners: Yellow, 39.9 points below standard Actual Outcome: 2025 All students- Yellow- 6.9 points below standard. English Learners- Yellow- 21.2 points below standard Hispanic- Yellow- 5.8 points below standard Socioeconomically Disadvantaged- Orange- 10.1 points below standard Students with Disabilities- Orange- 80.5 points below standard	All students- 3.1 points above standard. English Learners- 11.2 points below standard Hispanic- 4.2 points above standard Socioeconomically Disadvantaged- 01 points below standard Students with Disabilities- 70.5 points below standard White- 29.2 points above standard Long-Term English Learners- 64.7 points below standard

	White- Orange- 19.2 points above standard Long-Term English Learners- Red- 74.7 points below standard	
The number of 7th-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% Actual 2024-2025 7th grade 47% 8th grade 51% 2025-2026 7th grade 48% 8th grade 54%	2026-27 Goal: 7th grade 53% 8th grade 59%
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% 2025-2026 100%	Maintained 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	2022 Outcome: 55.5% Spring 2022 English Learner Progress = 65% (Performance level = HIGH) 2023 Actual Outcome: English Learner Progress: 55.5% 2024- Actual Outcome: English Learner Progress: 68.1% 2025- Actual Outcome: 69.8%	2025-2026 Target: 74.8%
English Learner reclassification rate will increase at least 3% each year	Actual Outcome 2022-2023 R-FEP rate = 16% 2023-2024 Actual Outcome: rate= 44% 2024-2025 Actual Outcome: rate= 34%	2025-26 R-FEP Rate= will increase each year by 37%
Students taught with CCSS aligned ELA, Math, ELD & NGSS curriculum and supplemental bridge resources will be maintained at 100%	Actual Outcome maintained 100%	Maintained 100%
All teachers will be part of highly functional PLC teams focused on learning.	Baseline 25-26: 87%	Baseline: 87%

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 2024-2025 Parent Survey Responses = 151 2025-2026 Parent Survey Responses = 61	Goal: 80
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"	2025-26 "FAIR"

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: EAOP (Early Academic Outreach Program) will provide college preparation for underrepresented students Multi Tiered System of Supports (MTSS) focuses on the high needs learners 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 celebrate academic achievement by all students & regular awards assemblies. Provide parent education Teacher release time and academic conferences to analyze student data and to create appropriate learning strategies in collaboration to improve student achievement in at risk sub groups Professional development to increase teacher capacity for service of at risk groups Creation of a flexible intervention period to provide in school Tier 2 intervention for struggling students	All Students, English Learners, Students with Disabilities	7,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Release time for collaboration 51566 LCFF - Supplemental 2000-2999: Classified Personnel Salaries BFLC Technician: library open before and after school. More access to books and technology. 2,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Adjunct duty for teachers needed to participate in student services meetings (SSTs, 504s, etc) 1000 LCFF - Supplemental 4000-4999: Books And Supplies Incentives and supplies for the Parent/student engagement events. 1224 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries

	Increased access to BFLC (library) for all students through extended hours to provide more opportunities for technical assistance and book access.		Extra time 11854.09 Title I 4000-4999: Books And Supplies Supplies for flexible intervention system. 3000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Software for flexible intervention system 12000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures PLC Professional Development & release time for PLC team collaboration 8459.52 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Career & College Readiness Trips including AVID, FFA & Girls in Engineering, special education workability
1.2	Ensure IEPs are properly implemented by all staff during iReady& 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, English learners and Students with Disabilities	0
1.3	Support the iReady 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, English Learners and Students with Disabilities	1000 LCFF - Supplemental 4000-4999: Books And Supplies Purchase library books to update and maintain our collection
1.4	Support student achievement on the CAASPP	All Students and students with disabilities	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 other exploratory programs Increase parent involvement in the English Learner Advisory Committee.	English Learners	51886 Title I 2000-2999: Classified Personnel Salaries BIA & Community Outreach salaries 8739

			Title III 2000-2999: Classified Personnel Salaries BIA salaries 5000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures All AVID trainings / expenses 1500 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures ELD professional development and/or release time 0 0
1.6	Additional certificated support for English Learners to maximize student achievement as supported by the district. Professional Development for staff on strategies and planning to support English Learners Reclassification celebration to celebrate English Learner achievement	English Learners	2396 Title III 4000-4999: Books And Supplies Supplemental teaching materials 500 LCFF - Supplemental 4000-4999: Books And Supplies Reclassification Celebration event
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 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.	All Students	4301.66 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Online subscriptions and renewals for programs

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	
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	1500 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	4000 LCFF - Supplemental 4000-4999: Books And Supplies Hardware including projectors, printers, projector bulbs, mice, headsets, and other instructional material
1.12	To ensure 100% of students have equitable access to a robust Visual and Performing Arts (VAPA) program, the school will continue to support and expand offerings in band, choir, and arts-integrated field trips.	All Students	8000 LCFF - Supplemental 4000-4999: Books And Supplies VAPA supplies
1.13	Students will continue to have access to Maker Space and Tech Plus opportunities and activities.	All Students	8,000 LCFF - Supplemental 4000-4999: Books And Supplies Supplies/materials to run Makers Space
1.14	The school will enhance the Physical Education (PE) program for all 7th and 8th grade students by providing updated equipment and implementing engaging, standards-based activities that promote physical fitness, teamwork, and lifelong healthy habits.	All Students	8,000 LCFF - Supplemental 4000-4999: Books And Supplies Supplies/materials
1.15	Offer Career Technical Education through a high quality Agriculture program.	All Students	5000 LCFF - Supplemental 4000-4999: Books And Supplies Supplies/materials
1.16	Maintain zero Williams Facilities complaints	All students	

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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 could have been supported by more restrictive 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 and grant 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.

We do not have a tier 2 intervention system within the school hours. We will be implementing a flexible intervention system to aid in providing tier 2 support for students who need intervention as well as enrichment opportunities for advanced students.

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 2025-26 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 2025-26: The suspension rate was high for students with disabilities. It is important that we continue with Second Step that is being taught as well as explicitly teaching behavioral expectations and providing re-teaching through tier 2 behavior academies regularly for those who most need it.

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-April 2025 = 93.32%	Goal: 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% 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% 2024 CA Dashboard: All students very high at 20.4% declined by 10.4% English Learners Orange at 25% declined by 7.6% Hispanic Orange at 20.5% declined by 12.% Socioeconomically disadvantaged 22.7% declined by 12.6% Students with Disabilities 25.2% decreased by 16.7% White Yellow at 21.7% declined by 8.6% 2025 CA Dashboard: All students- yellow 17.2%, declined 3.2% Students with disabilities- red 26.4%, increased 1.2% English learners- orange 22%, declined 3% Long-term English learners- orange 25.5%, declined 1.1% Socioeconomically disadvantaged- orange 21.1%, declined 1.6%	2026 CA Dashboard: All students- 16.2% Students with disabilities- 25.4% English learners- 21% Long-term English learners- 24.5% Socioeconomically disadvantaged- 20.1% Hispanic- 15.5% White- y16.8%

	Hispanic- yellow 16.5%, declined 4.1% White- yellow 17.8%,declined 3.9%	
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 CA Dashboard: All students: Yellow declined by 2.1% White: Green 7.2% suspended at least one day declined by 2.3% . Hispanic: Yellow 9.6% suspended at least one day. declined by 2.6% Socioeconomically Disadvantaged: 7.2% suspended at least one day. declined by 10.2% Students w/ Disabilities: Green suspended at least one day. declined by 10.2% English Learners: Red 15.8% 2025 CA Dashboard: All students- green, 6.8%, declined 1.7% Students with disabilities- red 14%, increased 6.8% English learners- green 6.7%, declined 5.9% Long-term English learners- green 7.7%, declined 7% Socioeconomically disadvantaged- green 7.8%, declined 2.1% Hispanic- green 7.7%, declined 1.9% White- green 6%, declined 1.2%	All students- 5.8% Students with disabilities- 13% English learners- 5.7% Long-term English learners- 6.7% Socioeconomically disadvantaged- 6.8% Hispanic- 6.7% White- 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	All students: 0

	Actual Outcome 2024-25 All students: 4 White: 1 Hispanic: 3 Actual Outcome 2025-26 All students: 0 White: 0 Hispanic: 0	
The middle school dropout rate will be maintained at 0% for all student subgroups	All students: 0 Actual Outcome 2022-23 All students: 0 Actual Outcome 2023-24 All students: 0 Actual Outcome 2024-25 All students: 0 Actual Outcome 2025-26 All students: 0	Maintained at 0%
Safety and School Connectedness: Percentage of parents responding Strongly Agree on the annual CalSCHLS survey will increase at least 5% in areas that are below 50%.	Baseline Outcome 2023-24 (46 parents) 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 % 24-25 Parent California Healthy Kids Survey Parents feel welcome to participate 21% Supportive student learning environment 23% School is a safe place for my child 24% School has adults who really care about students 23% Communication with parents about school 41% *Agree or Strongly Agree, Goal 80% School treats all students with respect 30%	Parent California Healthy Kids Survey Parents feel welcome to participate 17% Supportive student learning environment 21% School is a safe place for my child 28% School has adults who really care about students 21% Communication with parents about school 45% School treats all students with respect 21% Facilities upkeep 27% Teachers responsive to child's social/emotional needs 83 %

	Facilities upkeep 28% Teachers responsive to child's social/emotional needs 69 % 2025-26 Parent California Healthy Kids Survey Parents feel welcome to participate 12% Supportive student learning environment 16% School is a safe place for my child 23% School has adults who really care about students 16% Communication with parents about school Not reported *Agree or Strongly Agree, Goal 80% School treats all students with respect 16% Facilities upkeep 22% Teachers responsive to child's social/emotional needs 78 %	
Safety and School Connectedness: Percentage of students in grades 7-8 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% Outcome 2024-25 School Connectedness: 7th= 57% 8th 53% Academic Motivation: 7th= 63% 8th 60% Caring Adult Relationships 7th= 60% 8th= 62% High expectations from adults: 7th= 72% 8th= 70% Facilities upkeep: 7th= 43% 8th = 43% School perceived as very safe or safe: 7th= 63% 8th= 56% Outcome 2025-26 School Connectedness: 7th= 54% 8th= 57% Academic Motivation: 7th= 62% 8th =61% Caring Adult Relationships 7th= 58% 8th= 58% High expectations from adults: 7th= 75% 8th= 72% Facilities upkeep: 7th= 49% 8th = 47%	School Connectedness: 7th= 59% 8th= 62% Academic Motivation: 7th= 67% 8th= 66% Caring Adult Relationships 7th= 63% 8th= 63% High expectations from adults: 7th= 80% 8th= 77% Facilities upkeep: 7th= 54% 8th = 52% School perceived as very safe or safe: 7th= 66% 8th= 73%

	School perceived as very safe or safe: 7th= 61% 8th= 68%	
Facilities Inspection Tool (FIT) ratings will be increased and maintained at "GOOD" for all sites	Baseline 2022-23 "FAIR" Actual Outcome 2023-24 "FAIR" Actual Outcome 2024-25 "GOOD"	2025-26 "FAIR"
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: Bulldog Senate Assemblies/guest speakers to improve student motivation Achievement assemblies to celebrate student success Too Good for Violence Program (free) Club Live Program targets drug/substance abuse while promoting healthy lifestyle 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 Behavior academies to reteach behavior expectations. Alternative center to support with behavior needs	All Students and students with disabilities	5000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Assemblies/presentation expenses 1000 LCFF - Supplemental 4000-4999: Books And Supplies Supplies for behavior academies and alternative center 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	500 LCFF - Supplemental 4000-4999: Books And Supplies

			Wellness Center development and supplies
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. 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. 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	All Students	2000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Attendance Tracking Program 5000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Professional Development - Response to intervention
2.4	Provide incentives and supports for positive behavior to decrease suspensions	All Students and students with disabilities	5000 LCFF - Supplemental 4000-4999: Books And Supplies Positive Behavioral Interventions and Support (PBIS) supplies
2.5	Parent and Family events to increase parent involvement and obtain input to improve student attendance, behavior, and emotional support Create support groups for students with mental health needs	All Students and students with disabilities	
2.6	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
2.9	The school will provide ongoing professional development for Instructional Assistants (IAs) focused on recognizing, understanding, and	Students with Disabilities	2500 Title I

	responding to students' personal, social, and mental health needs. This training will equip IAs with the tools and strategies needed to support students in crisis, foster positive relationships, de-escalate challenging behaviors, and connect students to appropriate support services.		5000-5999: Services And Other Operating Expenditures Provide professional development 500 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Provide professional development
2.10	Provide de-escalation training for yard duties	All Students	2500 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Provide professional development
2.11	Provide enrichment monthly during flexible intervention time to increase relationships between students and adults and provide opportunities for enrichment.	All students	8000 LCFF - Supplemental 4000-4999: Books And Supplies Supplies for enrichment
2.12	Provide athletics and other enrichment activities including clubs after school hours.	All students	10000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Stipends

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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 could have been supported by more restrictive 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 and grant 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.

We do not have a tier 2 intervention system within the school hours. We will be implementing a flexible intervention system to aid in providing tier 2 support for students who need intervention as well as enrichment opportunities for advanced students. Enrichment will be provided through "fun Friday Flexes" and behavioral intervention will take place through behavior academies.

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	$78,599.09
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$250,926.27
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	$66,240.09
Title I Part A: Parent Involvement	$1,224.00
Title III	$11,135.00

Subtotal of additional federal funds included for this school: $78,599.09

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	$172,327.18

Subtotal of state or local funds included for this school: $172,327.18

Total of federal, state, and/or local funds for this school: $250,926.27

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
Title I	66240.09	0.00
Title I Part A: Parent Involvement	1224.00	0.00
Title III	11,135	0.00
LCFF - Supplemental	172327.18	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF - Supplemental	172,327.18
Title I	66,240.09
Title I Part A: Parent Involvement	1,224.00
Title III	11,135.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	19,000.00
2000-2999: Classified Personnel Salaries	113,415.00
4000-4999: Books And Supplies	65,750.09
5000-5999: Services And Other Operating Expenditures	49,761.18
5800: Professional/Consulting Services And Operating Expenditures	3,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

		0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	19,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	51,566.00
4000-4999: Books And Supplies	LCFF - Supplemental	51,500.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	47,261.18
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	3,000.00
2000-2999: Classified Personnel Salaries	Title I	51,886.00
4000-4999: Books And Supplies	Title I	11,854.09
5000-5999: Services And Other Operating Expenditures	Title I	2,500.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,224.00
2000-2999: Classified Personnel Salaries	Title III	8,739.00
4000-4999: Books And Supplies	Title III	2,396.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	207,926.27
Goal 2	43,000.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

2 Secondary Students

Name of Members	Role
Crystal Grooms	Principal
Jodie Cannon	Classroom Teacher
Laura Christopherson	Classroom Teacher
Arianne Aguilera	Classroom Teacher
Veronica Kaufman	Parent or Community Member
Melissa Lehn-Anzaldua	Parent or Community Member
Stephanie Gutierrez	Parent or Community Member
Amy Wilson	Other School Staff
Jayden Medina	Secondary Student
Nelly Soria	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	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 18, 2026.

Attested:

Principal, Crystal Grooms on

SSC Chairperson, Veronica Kaufman on

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 (Se*ctions: 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