School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
McCaffrey Middle School	34 67348 0100040	5/30/23	

Purpose and Description

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

X Schoolwide Program

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

The school 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.

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Comprehensive Needs Assessment Components

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

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

McCaffrey Middle School students, parents and staff have participated in some of the following surveys: Youth Development Network Fish Bowl, Facilities Master Plan Survey including the proposed Farm to Fork facility, CalSCHLS (California School Climate, Health, and Learning Survey), Staff Google Surveys, Student Safety Survey, McCaffrey Advisory Committee (MAC) survey of needs, Peer Leaders Uniting Students (PLUS) student survey, and the West Ed Survey. These surveys revealed a need for additional anti-bullying programs, mental health awareness/education through a Wellness Center, a desire for a cleaner, well-maintained campus, schoolwide field trip offerings, and class offerings related to career paths.

Key Indicators of School Climate and Student Well-Being

PLEASE NOTE: First number is current data and number in parentheses is the change from the previous year.

	Grade 7 %	Grade 8 %
School Engagement and Supports		
School connectedness	55(63)	52(55)
Academic motivation	61(67)	62(63)
Caring adult relationships	53(58)	59(54)
High expectations	65(74)	69(71)
Meaningful participation	21(26)	23(25)
Facilities upkeep	45(31)	43(44)
Promotion of parent involvement in school	45(55)	46(51)
School Safety		
School perceived as very safe or safe	44(60)	60(61)
Experienced any harassment or bullying	42(43)	35(37)
Had mean rumors or lies spread about you	43(35)	36(36)
Been afraid of being beaten up	27(24)	19(20)
Been in a physical fight	11(13)	10(12)
Seen a weapon on campus	13(8)	11(7)
Cyberbullying	32(31)	30(36)
Substance Use and Physical/Mental Health		
Current alcohol or drug use	5(2)	8(9)
Current marijuana use	2(1)	2(3)
Current binge drinking	2(0)	2(2)
Very drunk or "high" 7 or more times, ever	1(0)	2(2)
Been drunk or "high" on drugs at school, ever	2(0)	3(4)
Current cigarette smoking	1(0)	1(1)
Vaping	4(2)	5(4)
Sleep deprivation (less than 8 hours)	19(16)	13(20)
Experienced chronic sadness/hopelessness	32(29)	26(39)

Considered suicide	10(15)	11(18)

School Climate Scales

Student learning environment	68	61
Learning engagement climate	31	26
Fairness and respect	50	38
Racial/Ethnic conflict	17	24
Respect for diversity	56	52
Clarity of rules	77	73
Disciplinary harshness	29	39
Student peer relationships	43	44
Supports for social and emotional learning	67	64
Anti-bullying climate	43	38
Quality of school facilities	36	45
Time for lunch	56	53

Key Indicators of Social Emotional Health

Covitality	62	61
Belief in self	58	56
Belief in others	69	70
Emotional competence	67	69
Engaged living	54	51
Growth mindset	74	72
Goals	75	77
Collaboration	64	65

Covitality Domains and Subdomains

Belief in self	58	56
Self-efficacy	70	68
Self-awareness	59	60
Persistence	46	41
Belief in others	69	70
School supports	72	68
Family connectedness	65	70
Peer supports	68	72
Emotional competence	67	69
Emotional regulation	72	71
Empathy	67	74
Behavioral self-control	63	61
Engaged living	54	51
Optimism	48	46
Gratitude	62	61
Zest	52	47

Custom Questions

This school encourages me to know and use my strengths to do what I do best.

"Grade 7%"	"Grade 8%"	"Total %"	
Strongly agree	23	22	22
Agree	47	43	45
Neither agree nor disagree	23	25	24
Disagree	4	3	4
Strongly disagree	3	4	4

Classroom Observations

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

School administrators perform formal and informal observations of both classified and certificated staff. Classroom mini-observations (informal) as well as formal observations are recorded utilizing Google Docs. These take place on a regular basis with staff receiving immediate feedback. Select staff that have volunteered to participate in the Professional Learning Cycle Reflective Rubric. Instructional Assistants are provided with performance feedback by the certificated teacher with whom they are paired. At McCaffrey Middle School, the staff is meeting or exceeding performance goals. Those staff not meeting expectations are receiving additional support in an effort to improve performance. Ongoing professional development is offered to all staff on a regular basis. Additional support is provided by district TOSAs as needed.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

McCaffrey Middle School student achievement is measured using the Measures of Academic Progress (MAP) Assessment by NWEA, the CAASPP State Assessment, and the ELPAC (English Learner Proficiency Assessment for California). The data from these assessments along with classroom common assessments informs school personnel on appropriate actions.

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

Formal and informal formative and summative assessments are used to inform and modify instruction on an ongoing basis. Data from these assessments are also used to inform instruction. Students and parents have access to StudentVUE and ParentVUE to self monitor learner progress and performance. All content areas, with a focus on math and language, employ common assessments in an effort to truly report out student growth and progress in a consistent manner.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers meet teacher requirements. Principals will be responsible for ongoing monitoring and evaluation for effective instruction. Site administration will conduct on-going mini observations with face-to-face and written feedback utilizing Google Docs. As noted above, curriculum coaches will support teachers in the classroom through modeling and facilitating the sharing of best practices. Teachers in need of support may utilize the Peer Assistance Review (PAR) process by referral or on a voluntary basis. Teacher mentors will provide support beyond coaching by administrative or categorical staff (TOSAs).

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

100% of McCaffrey Middle School certificated staff have access to professional development through district wide professional development days, release time to work with our TOSAs, professional conferences and district wide collaboration days as well as weekly Wednesday collaboration time. Current professional development addresses the newly adopted ELD standards and common core state standards. Continued support for and development of consistent school-wide use of key literacy strategies for English Learners is supported by on-going professional learning through our McCaffrey Middle School Literacy Team. NGSS (Next Generation Science Standards) implementation continues with the development of rigorous, standards-based learning sequences.

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

All staff development is aligned to the current content standards (Common Core State Standards (CCSS), CA ELD standards and Next Generation Science Standards (NGSS)) and the assessed needs of the students of McCaffrey Middle School. In addition, staff development is designed to meet the current professional needs of certificated staff. The school recognizes the need to prepare staff to implement the CCSS and NGSS. The Galt Joint Union Elementary School District (GJUESD) and site administrators (principals), and teacher leaders (academic coaches) will participate in district trainings of the CCSS to guide the professional development utilizing a differentiated model in order to ensure that all principals and teachers are supported. Teachers can utilize this access and tie it to their own personalized professional development. Additionally, teachers and administrators develop data driven goal based plans (PDSA- Plan Do Study Act protocols) (personal goal-setting) . Staff social-emotional well-being is supported by ongoing professional development and support including access to strengths training and RULER strategies including use of a mood-meter to recognize and regulate adverse emotions. Staff has access to training and support with school-wide SEL curriculum- Second Step.

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

McCaffrey Middle School teachers have the assistance and support of site and district administration as well as peers. McCaffrey Middle School has partnered with Sacramento County of Education for additional support in the area of math.

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

All McCaffrey Middle School teachers meet every Wednesday as part of ongoing collaboration and professional growth. Teachers meet as teams and grade level content areas to discuss learner data in an effort to provide the most effective instructional strategies and practices. These collaborations are designed to promote a greater consistency in the use of research-based instructional strategies.

Teaching and Learning

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

All McCaffrey Middle School curriculum and instructional materials are aligned to the the current CCSS and Next Generation Science Standards (NGSS) content and performance standards.

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

McCaffrey Middle School meets the recommended instructional minutes for all core subjects including but not limited to literacy and math.

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

Teaming (math, science, social studies and language arts) allows teachers the time to meet with students on an individual basis during homeroom and class periods. Assistance and support is provided by site and district administration as well as peers. Math support will be offered to select students struggling in math. ELD instruction will be provided to English Language Learners students by our language arts teachers.

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

100% of instructional materials are available to all student groups.

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

All instructional materials are aligned with SBE-adopted including current CCSS and NGSS state standards.

Opportunity and Equal Educational Access

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

All services provided by the regular school program enable underperforming students to meet standards. Our Multi-Tiered Systems of Support (MTSS) incorporates the Common Core State Standards, high-quality first instruction, and personalized and differentiated learning opportunities to meet the academic and behavioral needs of all learners. The MTSS process begins with targeted interventions based on a learner's individual needs. Each school site has developed a MTSS team. The MTSS site team meets on a monthly basis to review learner progress and documentation of learner support. This team consists of administration, psychologists, social workers, counselors, teachers and specialists. In an effort to meet the needs of underperforming students, instructional assistants are employed in the areas of ELD, math, language arts, strategies classes and other core areas as needed.

Evidence-based educational practices to raise student achievement

McCaffrey Middle School utilizes research based educational practices garnered from NGSS, CALLI and other state initiatives when appropriate.

Parental Engagement

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

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

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

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

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

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

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

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

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

Funding

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

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

Fiscal support (EPC)

See funding attached to Goals and Actions.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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). 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.

There are none identified at this time.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

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

Conclusions based on this data:

1. Students enrollment up by a small margin

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

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

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

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

Conclusions based on this data:

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

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

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

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	355	354		0	346		0	346		0.0	97.7	
Grade 8	392	371		0	362		0	362		0.0	97.6	
All Grades	747	725		0	708		0	708		0.0	97.7	

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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2549.			14.16			34.97			31.21			19.65	
Grade 8		2566.			13.54			40.06			28.45			17.96	
All Grades	N/A	N/A	N/A		13.84			37.57			29.80			18.79	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		17.05			66.18			16.76	
Grade 8		19.89			60.50			19.61	
All Grades		18.50			63.28			18.22	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		18.21			61.56			20.23	
Grade 8		15.75			56.91			27.35	
All Grades		16.95			59.18			23.87	

Listing Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 7		12.43			75.72			11.85	
Grade 8		13.81			77.07			9.12	
All Grades		13.14			76.41			10.45	

Note: The above table header reads "Listening / Demonstrating effective communication skills".

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 7		17.63			67.92			14.45	
Grade 8		21.82			65.19			12.98	
All Grades		19.77			66.53			13.70	

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	355	354		0	346		0	346		0.0	97.7	
Grade 8	392	371		0	364		0	362		0.0	98.1	
All Grades	747	725		0	710		0	708		0.0	97.9	

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2518.			11.56			19.08			34.68			34.68	
Grade 8		2533.			14.09			19.06			28.45			38.40	
All Grades	N/A	N/A	N/A		12.85			19.07			31.50			36.58	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		12.72			50.58			36.71	
Grade 8		11.88			52.21			35.91	
All Grades		12.29			51.41			36.30	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		13.58			61.27			25.14	
Grade 8		15.19			56.35			28.45	
All Grades		14.41			58.76			26.84	

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		10.98			65.61			23.41	
Grade 8		12.43			63.54			24.03	
All Grades		11.72			64.55			23.73	

Conclusions based on this data:

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

2. Learners need to participate in structured learning experiences that provide the opportunity for them to demonstrate their understanding of the text in an effort to solve real world and mathematical problems. This will be addressed by teachers participating in on-going training addressing the implementation and strategies of the CPM program as well as support from the SCOE. Extended learning opportunities by credential math teachers will be available after school for all students in need of extra help.

3. Teachers need to be clear and purposeful in their use of daily personalized learning targets in order to monitor learner progress. These learning targets will be clearly stated both visually (on the board) and verbally (through opening dialogue).
Teachers will focus on creating common pacing guides and assessments to analyze student data to make improvements in teaching practices.

School and Student Performance Data

ELPAC Results

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

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	1538.3	1562.4		1530.7	1570.9		1545.6	1553.4		50	55	
8	1562.4	1567.2		1563.3	1575.5		1561.0	1558.5		52	47	
All Grades										102	102	

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

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	20.83	43.64		50.00	25.45		16.67	27.27		12.50	3.64		48	55	
8	28.00	36.17		42.00	38.30		24.00	14.89		6.00	10.64		50	47	
All Grades	24.49	40.20		45.92	31.37		20.41	21.57		9.18	6.86		98	102	

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

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	37.50	50.91		41.67	43.64		10.42	5.45		10.42	0.00		48	55	
8	40.00	51.06		42.00	36.17		14.00	2.13		4.00	10.64		50	47	
All Grades	38.78	50.98		41.84	40.20		12.24	3.92		7.14	4.90		98	102	

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

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	12.50	27.27		27.08	10.91		41.67	38.18		18.75	23.64		48	55	
8	14.00	17.02		32.00	23.40		46.00	44.68		8.00	14.89		50	47	
All Grades	13.27	22.55		29.59	16.67		43.88	41.18		13.27	19.61		98	102	

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	16.67	9.09		68.75	76.36		14.58	14.55		48	55	
8	20.00	17.02		72.00	63.83		8.00	19.15		50	47	
All Grades	18.37	12.75		70.41	70.59		11.22	16.67		98	102	

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	68.09	85.45		21.28	14.55		10.64	0.00		47	55	
8	71.11	70.21		24.44	19.15		4.44	10.64		45	47	
All Grades	69.57	78.43		22.83	16.67		7.61	4.90		92	102	

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	18.75	23.64		39.58	38.18		41.67	38.18		48	55	
8	26.00	27.66		36.00	29.79		38.00	42.55		50	47	
All Grades	22.45	25.49		37.76	34.31		39.80	40.20		98	102	

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	14.58	20.00		75.00	70.91		10.42	9.09		48	55	
8	10.00	6.38		86.00	87.23		4.00	6.38		50	47	
All Grades	12.24	13.73		80.61	78.43		7.14	7.84		98	102	

Conclusions based on this data:

1. There was an increase of students who scored a 4 in the ELPAC.

2. Learners need to participate in structured learning experiences that provide the opportunity for them to produce clear and purposeful writing. The academic literacy needs of our learners will be addressed by all teachers through their use of strategies provided by our Literacy Team. Administration and our Literacy Coach will work closely with content area teachers in an effort to implement the most effective literacy strategies. Our three literacy strategy focus areas are: 1. deconstructing the task or prompt, 2. concrete reading and writing process (steps for completing a writing task and Says, Means, Matters analysis tool) and 3. the use of academic discourse.

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

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
725	**59.3**	**16.0**	**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.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	116	16.0
Foster Youth	1	0.1
Homeless	5	0.7
Socioeconomically Disadvantaged	430	59.3
Students with Disabilities	92	12.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	9	1.2
American Indian	3	0.4
Asian	25	3.4
Filipino	8	1.1
Hispanic	449	61.9
Two or More Races	15	2.1
Pacific Islander	2	0.3
White	214	29.5

Conclusions based on this data:

1. At the time, over half of our student population fell in the socioeconomically disadvantaged category.

2. Nearly 16% of our student population are English learners.

3. 12.7% are identified as students with disabilities.
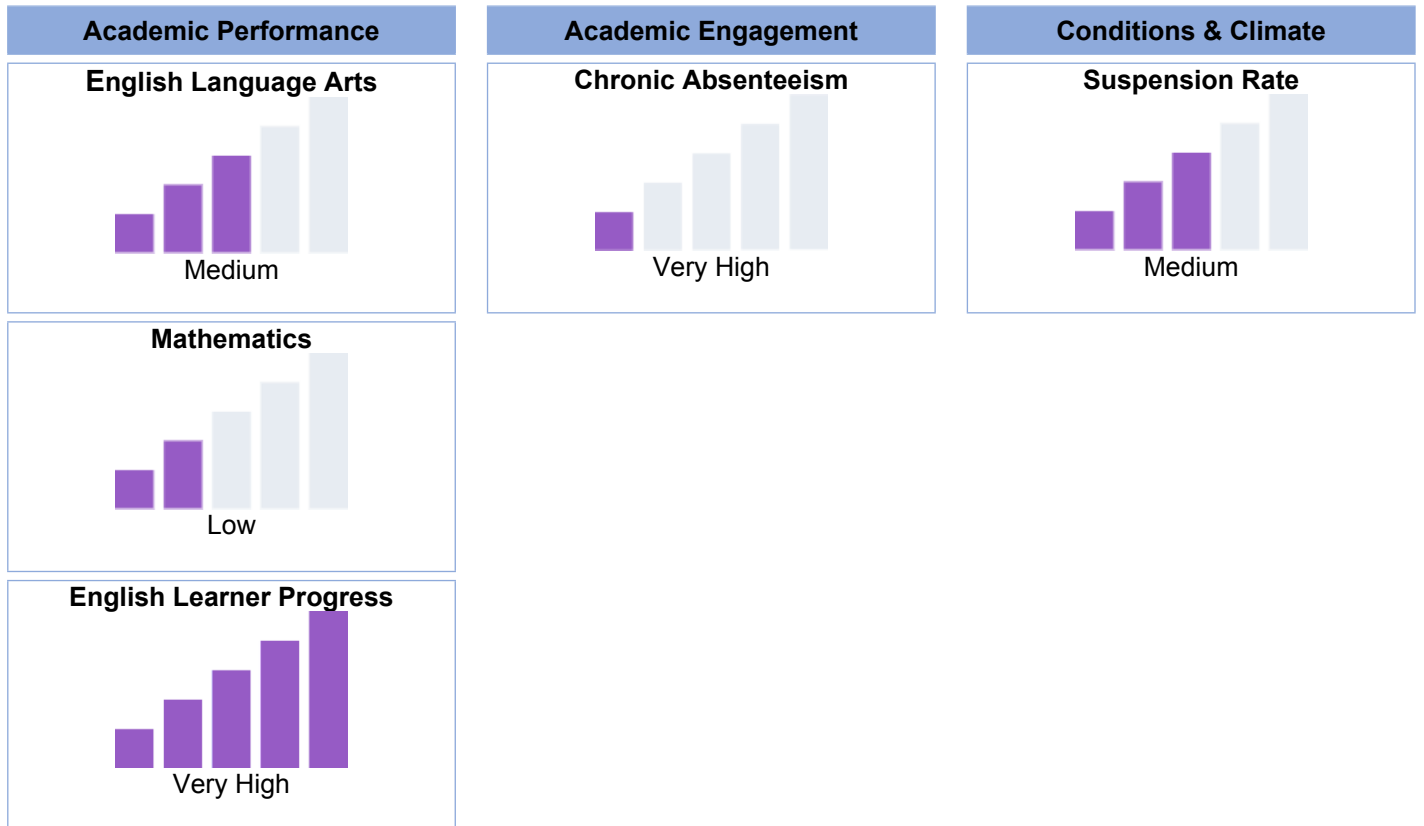
School and Student Performance Data

Overall Performance

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Medium	**Chronic Absenteeism** Very High	**Suspension Rate** Medium
Mathematics Low		
English Learner Progress Very High		

Conclusions based on this data:

1. This dashboard illustrates the overall trend of our school needs to focus on attendance to help support in other areas on the dashboard.

2. English Language Arts is the medium range.

3. Overall Performance levels in Math were in the low range.

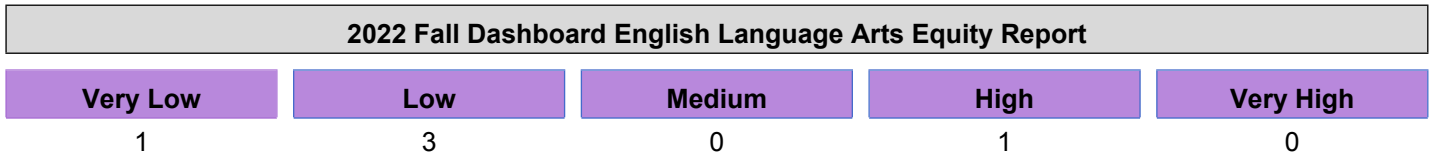# School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
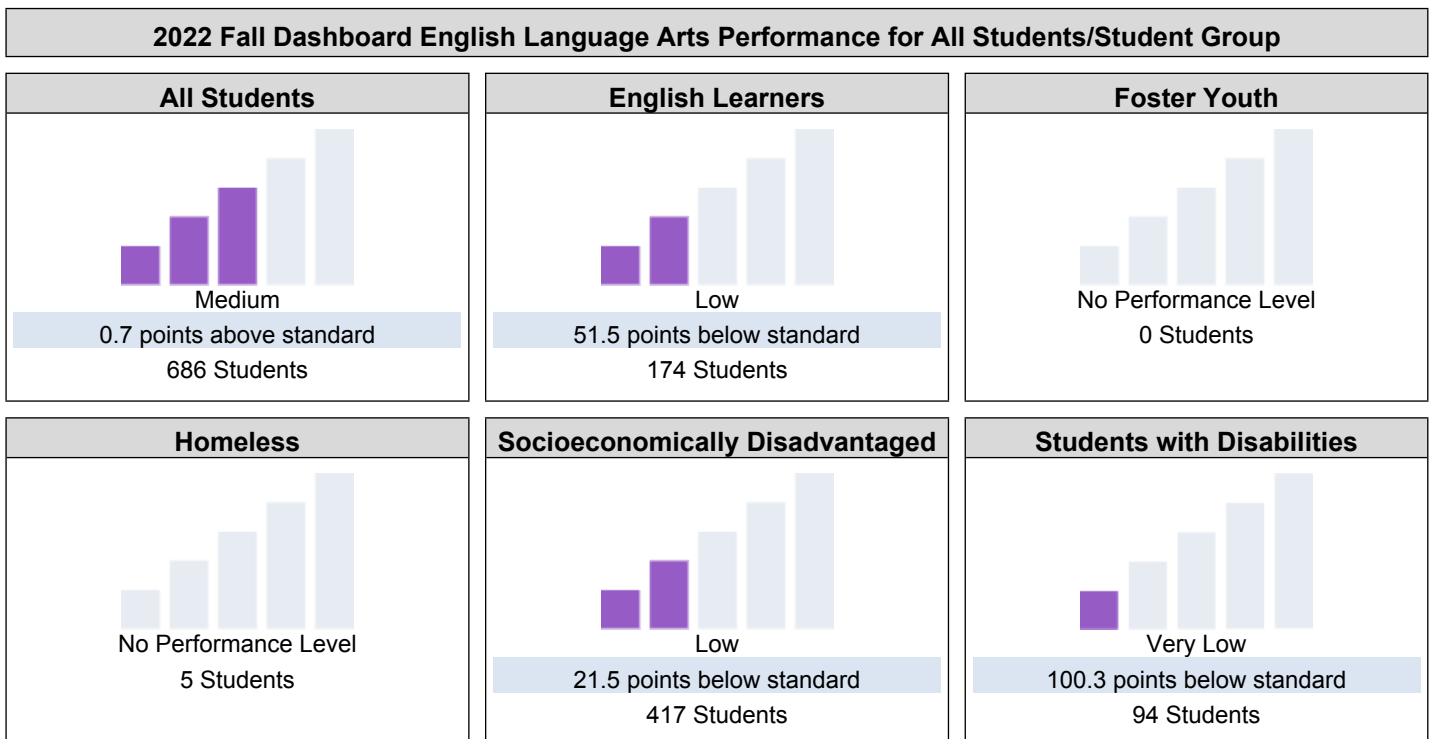
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
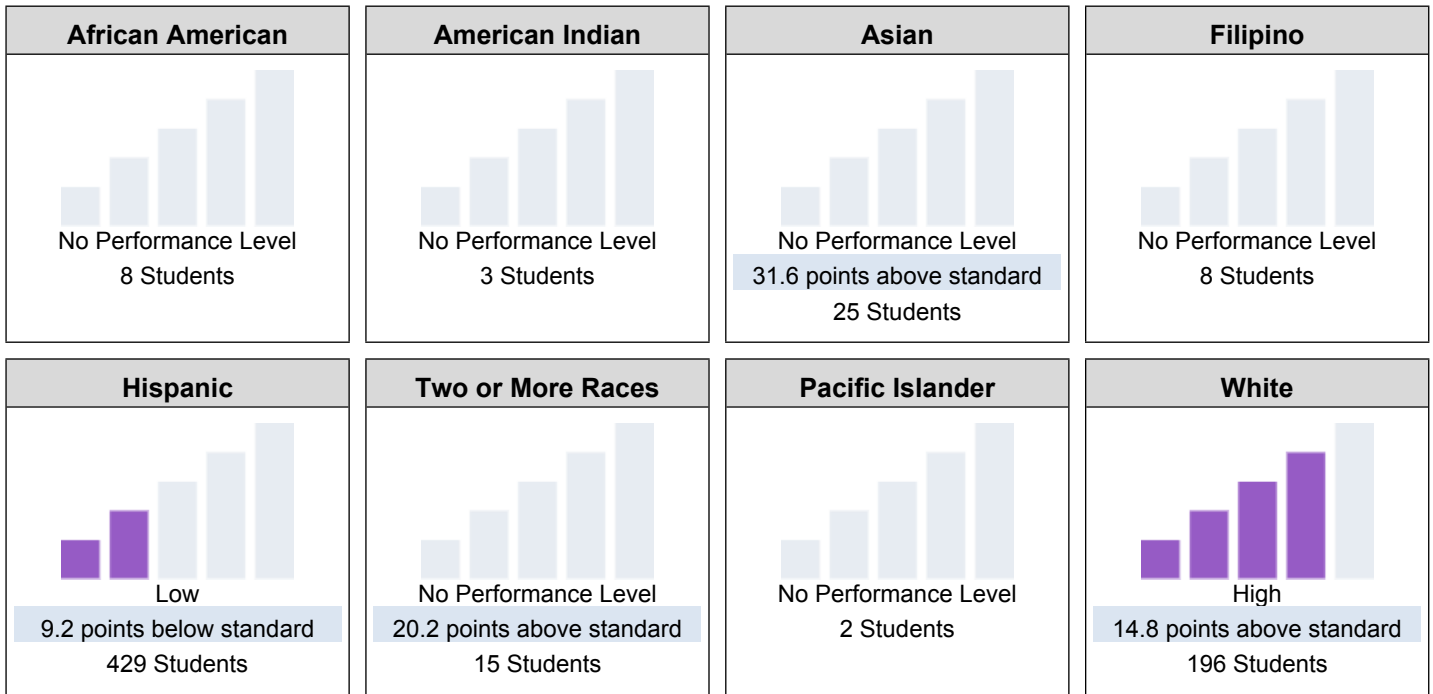
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	3	0	1	0

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Medium	Low	No Performance Level
0.7 points above standard	51.5 points below standard	0 Students
686 Students	174 Students	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Low	Very Low
5 Students	21.5 points below standard	100.3 points below standard
	417 Students	94 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
8 Students	3 Students	31.6 points above standard	8 Students
		25 Students	

Hispanic	Two or More Races	Pacific Islander	White
Low	No Performance Level	No Performance Level	High
9.2 points below standard	20.2 points above standard	2 Students	14.8 points above standard
429 Students	15 Students		196 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
76.7 points below standard	25.2 points below standard	11.8 points above standard
89 Students	85 Students	406 Students

Conclusions based on this data:

1. 85 of our RFEP students scored 25.2 point below standard.

2. Our EL students scored 76.7 points below standard.

3. Our students with disabilities are very low. They are 100.3 points below standard.
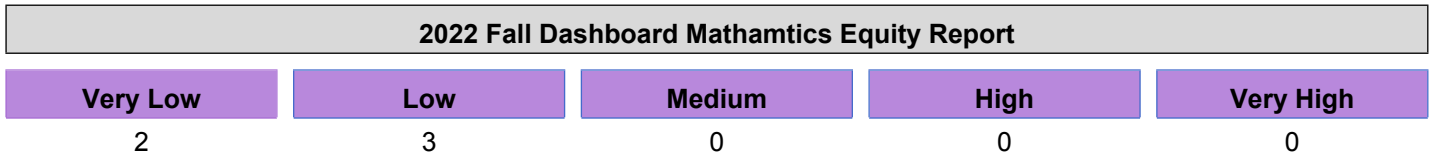
School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
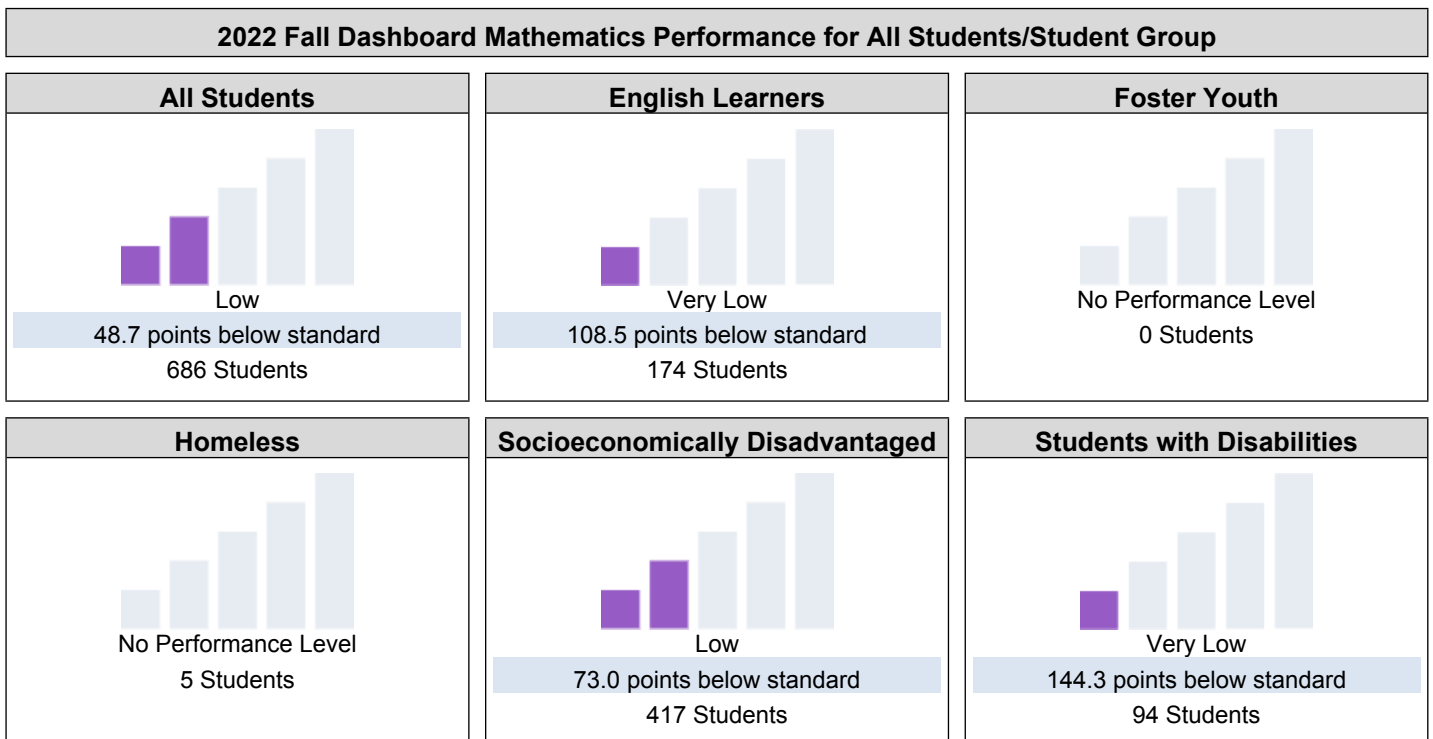
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
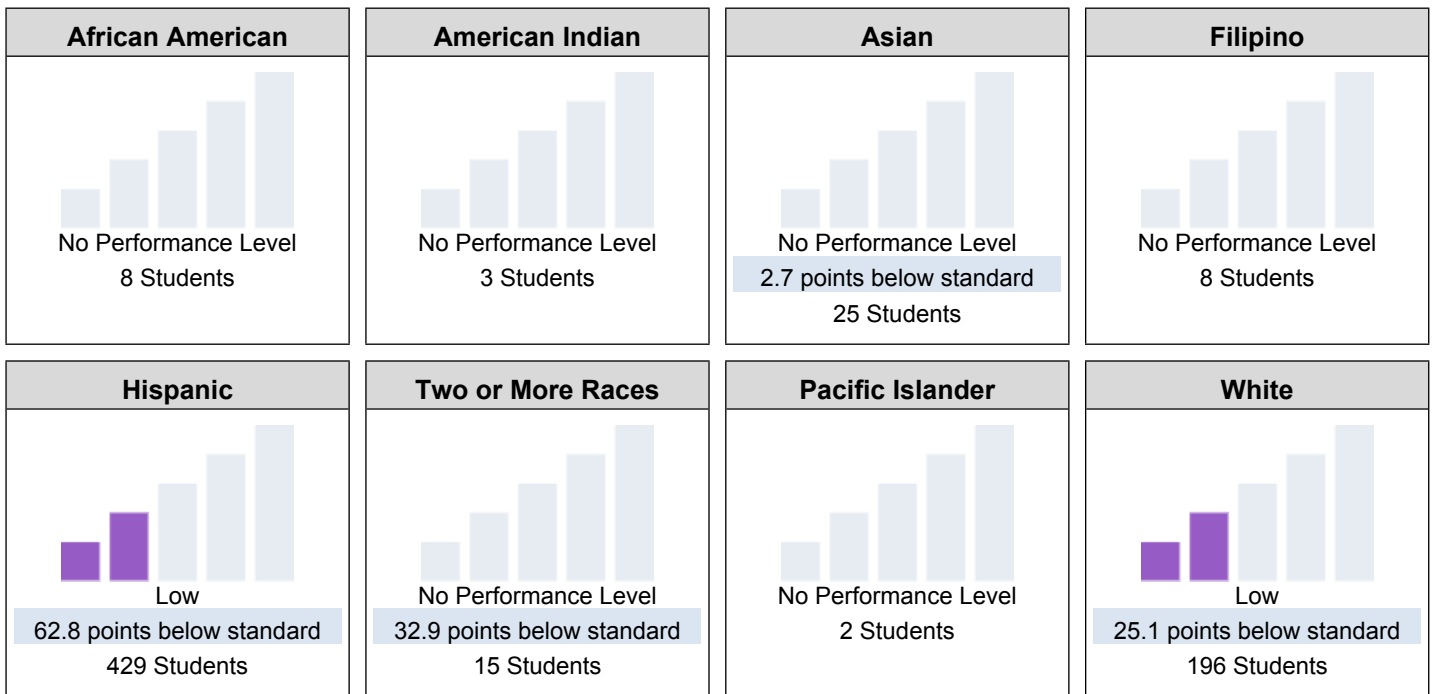
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
2	3	0	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.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Low	Very Low	No Performance Level
48.7 points below standard	108.5 points below standard	0 Students
686 Students	174 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Low	Very Low
5 Students	73.0 points below standard	144.3 points below standard
	417 Students	94 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
8 Students	3 Students	2.7 points below standard	8 Students
		25 Students	

Hispanic	Two or More Races	Pacific Islander	White
Low	No Performance Level	No Performance Level	Low
62.8 points below standard	32.9 points below standard	2 Students	25.1 points below standard
429 Students	15 Students		196 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
137.1 points below standard	78.5 points below standard	34.7 points below standard
89 Students	85 Students	406 Students

Conclusions based on this data:

1. All subgroups are significantly below standard with special concerns regarding the EL and students with disabilities student groups.

2. The only group that maintained was the white student group and this group is still 25.1 points below standard.

3. Our EL and RFEP students still need additional support in math.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Very High
66.7 making progress towards English language proficiency
Number of EL Students: 96 Students
Performance Level: 5
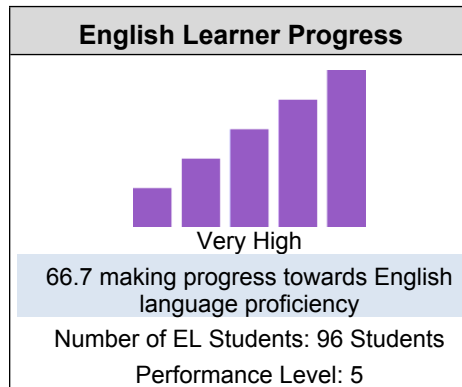
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

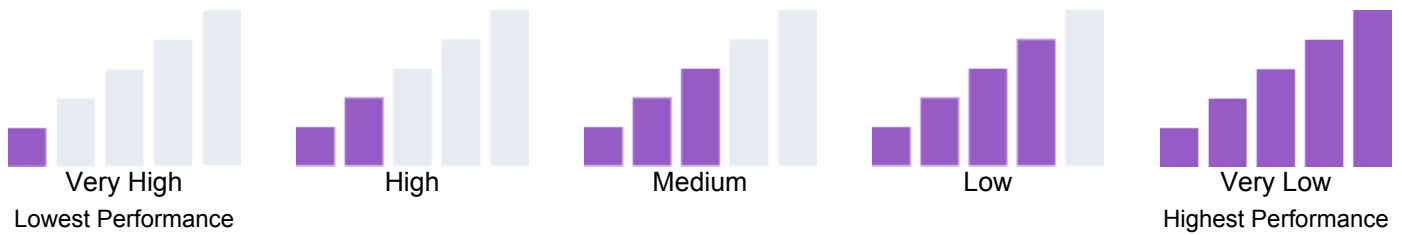| 2022 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
15.6%	17.7%	4.2%	62.5%

Conclusions based on this data:

1. Overall 66.7% of our EL students are make progress towards English Proficiency.

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

3. 62.5% have progressed at least one ELPI level.
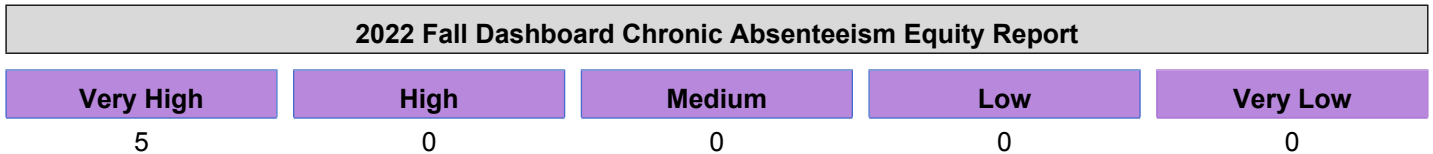
School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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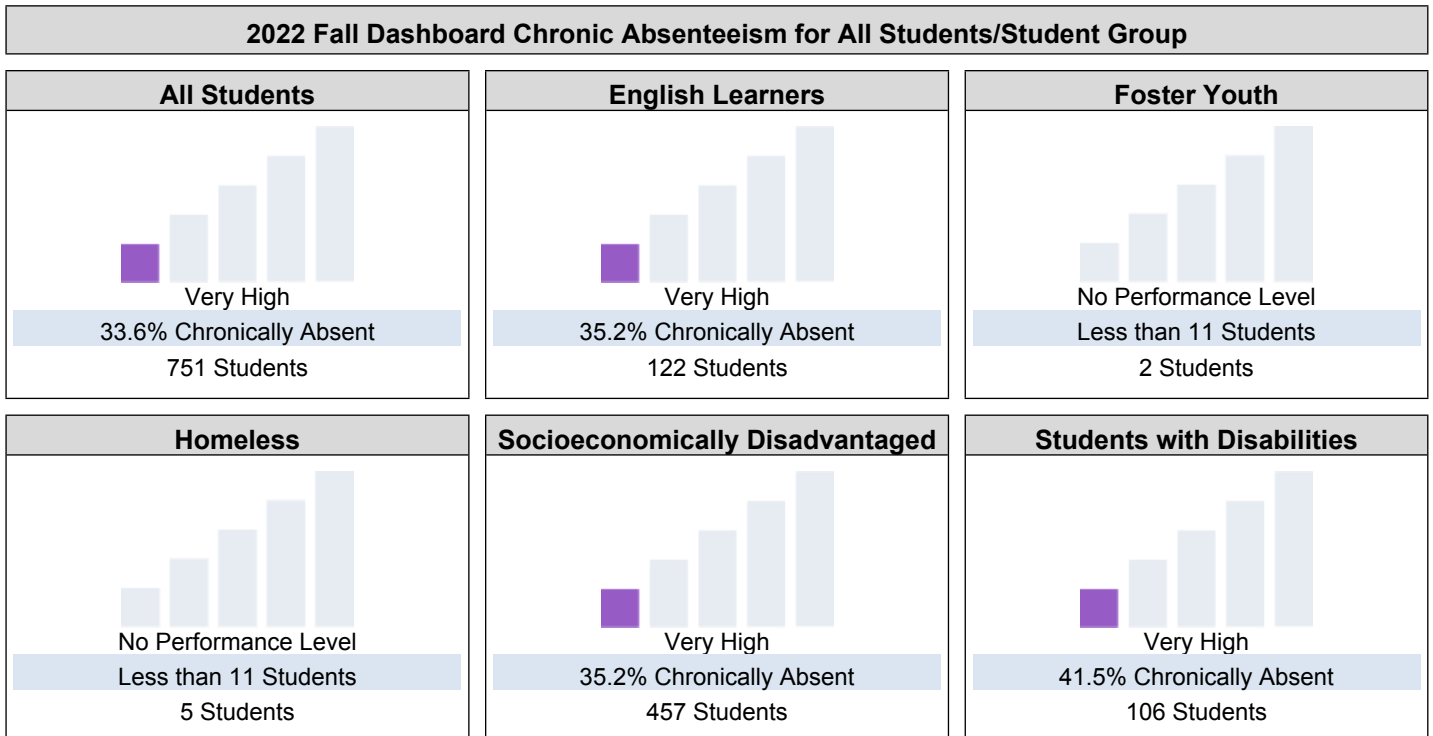
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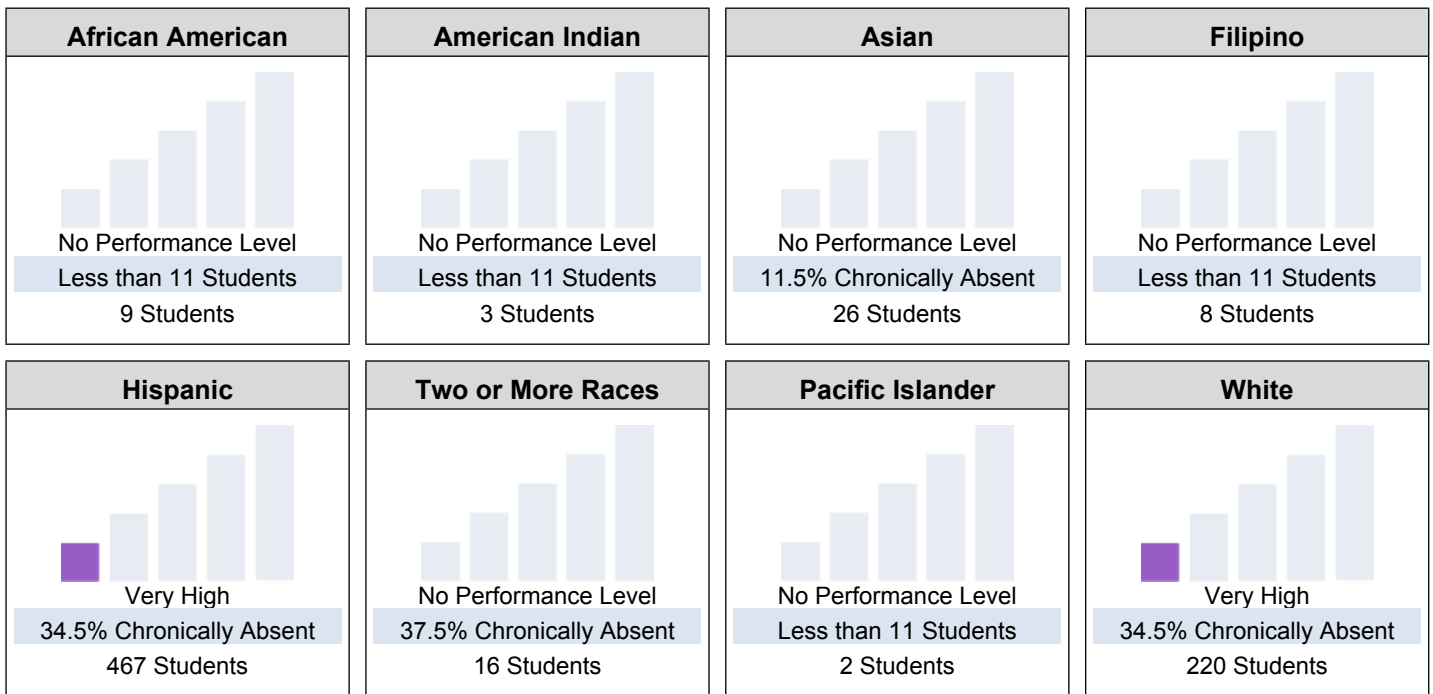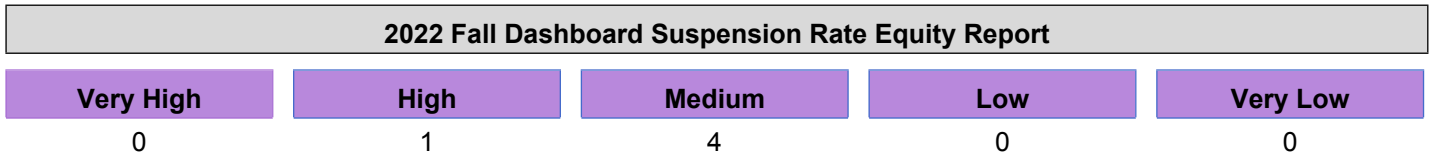

| Very High | High | Medium | Low | Very Low |

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

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

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	Very High	No Performance Level
33.6% Chronically Absent	35.2% Chronically Absent	Less than 11 Students
751 Students	122 Students	2 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Very High
Less than 11 Students	35.2% Chronically Absent	41.5% Chronically Absent
5 Students	457 Students	106 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

No Performance Level

Less than 11 Students

9 Students

American Indian

No Performance Level

Less than 11 Students

3 Students

Asian

No Performance Level

11.5% Chronically Absent

26 Students

Filipino

No Performance Level

Less than 11 Students

8 Students

Hispanic

Very High

34.5% Chronically Absent

467 Students

Two or More Races

No Performance Level

37.5% Chronically Absent

16 Students

Pacific Islander

No Performance Level

Less than 11 Students

2 Students

White

Very High

34.5% Chronically Absent

220 Students

Conclusions based on this data:

1. All student groups, with the exception of Hispanic, maintained or declined in chronic absenteeism.

2. Our hispanic population has a high rate of absenteeism.

3. 41.5% of our students with disabilities have a higher rate of chronic absenteeism.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

| Very High | High | Medium | Low | Very Low |
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	1	4	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Medium	No Performance Level
4.1% suspended at least one day	4% suspended at least one day	Less than 11 Students
764 Students	124 Students	2 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Medium	High
Less than 11 Students	4.5% suspended at least one day	8.5% suspended at least one day
5 Students	467 Students	106 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
Less than 11 Students	Less than 11 Students	0% suspended at least one day	Less than 11 Students
10 Students	3 Students	27 Students	8 Students

Hispanic	Two or More Races	Pacific Islander	White
Medium	No Performance Level	No Performance Level	Medium
5.1% suspended at least one day	6.3% suspended at least one day	Less than 11 Students	2.7% suspended at least one day
475 Students	16 Students	2 Students	223 Students

Conclusions based on this data:

1. As a school, our suspension increased for all student groups.

2. 8.5% of students with disabilities have been suspended for at least one day.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Engagement

LEA/LCAP Goal

Engaging learners in Pre Kindergarten-8th grade through a focus on equity, access and academic rigor with inclusive practices in a variety of learning environments.

Goal 1

Engaging 7th-8th grade learners through a focus on equity, access and academic rigor with inclusive practices in a variety of learning environments.

Identified Need

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

The following metrics/indicators show student progress and need. Winter 2022 to Winter 2023 MAP data increased by 5%. While that met the AMO goal, a need has been identified as increasing student access to high quality and meaningful first instruction and subsequent intervention opportunities and the provision of increased teacher opportunities to participate in professional development.

Winter 2022 to Winter 2023 MAP data in the area of mathematics indicates there is a need to provide professional development to support the effective use of core curriculum, deeper understanding of the mathematical practices, current research on effective strategies, identification of support materials for students, teachers, families, and administration. Additional support is needed with the analysis of math data and the instructional implications that be drawn from data sets. Refreshers of math standards, math practices, and CPM pacing guides are needed at both grade levels

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The number of 7th-8th grade students meeting/exceeding the 60th percentile for Math and ELA on MAP will increase at least 5 percent each year.	Baseline Spring 2021 All students that met or exceeded on the MAP assessment: 7th grade - 39.3% 8th grade - 32.5% All students - 35.8% Actual Outcomes	All students will meet or exceed on the MAP Winter MATH assessment 2023 - 2024: 7th grade - 40% 8th grade - 49% All students - 42%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Winter 2022 - 2023 (MATH) All students that met or exceeded the 60th percentile on the MAP Math assessment: 7th grade - 34% 8th grade - 43% All students - 43% Winter 2022 - 2023 (ELA) All students that met or exceeded on the MAP ELA assessment: 7th grade - 42% 8th grade - 41% All students - 43%	All students will meet or exceed on the MAP Winter ELA assessment 2023- 2024: 7th grade - 47% 8th grade - 49% All students - 49%
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 2019 CA Dashboard All students: Yellow Increased 10.4 Points (39.2 below) White: Blue Increased 20.3 (.6 above) Hispanic: Yellow Increased 6.3 Points (60.9 below) Low SES: Yellow Increased 9.6 Points (65.3 below) Students with Disabilities: Orange Increased 13.4 (129.5 below) All English Learners: Orange Increased 25 points (106.7 below) Actual Outcome: 2022 All students Medium 23 points below standard. White: Medium 1.2 points below standard Hispanic: Low 36.3 points below standard Socioeconomically Disadvantaged: Low, 37.2 points below standard Students with Disabilities: Low 32.4 points below standard All English Learners: Low, 54.9 points below standard	All students: Yellow 29.2 below White: Blue 9.4 above Hispanic: Yellow 50.9 below Low SES: Yellow 55.3 below Students with Disabilities: Orange 119.5 below All English Learners: Orange 96.7 below

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 English Language Arts.	Baseline Fall 2019 CA Dashboard All students: Orange Maintained 2.9 Points (9.4 below) White: Green Increased 9.2 points (18.8 above) Hispanic: Orange Maintained 1.6 points (25.2 below) Low SES: Yellow Increased 10.6 points (68.5 below) Students with Disabilities: Red Maintained -1.3 points (93.4 below) All English Learners: Yellow Increased 10.6 points (68.5 below) Actual Outcome: 2022 All students Medium 23 points below standard. White: Medium 1.2 points below standard Hispanic: Low 36.3 points below standard Socioeconomically Disadvantaged: Low, 37.2 points below standard Students with Disabilities: Low 32.4 points below standard All English Learners: Low, 54.9 points below standard	All students: YELLOW 1 above White: Green 28.8 above Hispanic: Orange 15.2 below Low SES: Yellow 58.5 below Students with Disabilities: ORANGE 83.4 below All English Learners: Yellow 58.5 below
The participation rate of 7th-8th grade students with disabilities taking the Math & ELA CAASPP will meet or exceed 95%	2023 Outcome: To be determined Spring 2022 Participation- students with disabilities ELA Participation Rate = 97% Math Participation Rate = 97%	maintain the current rate
English Learners making Annual Progress in Learning	2023 Outcome: To be determined	See an increase of 5% of students making progress

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English as measured by ELPAC will increase at least 5% on the CA State Dashboard each year	Spring 2022 English Learner Progress = 65% (Performance level = HIGH)	
District English Learner reclassification rate will increase at least 1% each year	Actual Outcome 2021-2022 R-FEP rate = 18.5%	2023-24 R-FEP Rate= will increase each year by 1%
Students taught with CCSS aligned ELA, Math, ELD & NGSS curriculum and supplemental bridge resources will be maintained at 100%	Actual Outcome maintained 100%	2023-24 Maintained 100%
Students utilizing technological resources in order to support academic growth will be maintained at 100%	Actual Outcome maintained 100%	2023-24 Maintained 100%
Misassignments of teachers will remain at 0.	Actual Outcome maintained Misassignments 0	2023-24 Maintained 0
Site administrators and teachers using the current employee evaluation system to develop and reflect upon professional growth goals and teaching practice will be maintained at 100%.	Actual Outcome maintained 100%	2023-24 Maintained 100%
Parents of unduplicated students will be represented at 100% of all stakeholder meetings (DAC,ELAC, DELAC, Listening circles, surveys, and teacher/parent talks) to promote parent participation in programs for unduplicated	Actual Outcome maintained 100%	2023-24 Maintained 100%
Parent CalSCHL survey will be completed by a minimum of 150 families with an increase of 10% each year	Actual Outcome 2021-2022 Parent Survey Responses = 76 2022-2023 Parent Survey Responses = 91	2023-24 150 parent survey responses

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Train and assist Parent use to Parent Vue will increase 10% annually	2021-22 (Base year under new system): 96% 2022-23 (Base year under new system): 74%	2023-24 84% parent portal usage
Facilities Inspection Tool (FIT) rating provided by the CDE will be increased and maintained at "GOOD" for all sites	Baseline 2020-21 "FAIR" Actual Outcome 2021-22 "FAIR"	2023-24 "GOOD"

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Incentives and supports to increase attendance and decrease suspension rates include the following: Continued support of teaming (math, science, social studies, ELA) EAOP (Early Academic Outreach Program) will provide college preparation for underrepresented students Multi Tiered System of Supports (MTSS) focuses on the high needs learners Academic Conferences to discuss strategies for at risk students English Language Development (ELD) meetings during and after the school day to discuss most effective instructional strategies The staff, with the guidance of the Leadership Class, will organize Parent Luncheons in which parents have lunch with their child here at MMS Renaissance program to academic achievement by all students Teacher release time to analyze student data and to create appropriate learning strategies to improve student achievement Provide parent trainings in the English Advisory Committee that focuses on study habits for their students

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

Amount(s)	Source(s)
7,669	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Office Assistant: Translation, both verbal and written, during school start-up, parent conferences, and ongoing needs in addition office assistant substitute
2,000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Team support through release time for collaboration
2,000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Adjunct duty for teachers needed to participate in student services meetings (SSTs, 504s, etc)
1,000	LCFF - Supplemental 4000-4999: Books And Supplies Incentives and supplies for the Parent Luncheon event
	Adjunct duty pay for literacy meetings for literacy conferences or trainings
500	LCFF - Supplemental 4000-4999: Books And Supplies EAOP field trip to UC Davis
	Incentives and supplies for Renaissance program activities

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Ensure IEPs are properly implemented by all staff during MAP & CAASPP assessments.

Follow the IEP testing accommodations attached to each student.

Provide training for staff around the IEP process and accomodations.

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

Amount(s)	Source(s)
0	

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Support the MAP assessments to ensure individual growth and validity.

Provide supplemental materials and professional development for all content areas in an effort to increase academic achievement.

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

Amount(s)	Source(s)
2,000	LCFF - Supplemental 4000-4999: Books And Supplies Purchase library books to update and maintain our collection
500	LCFF - Supplemental 4000-4999: Books And Supplies Supplies needed for each student in order to complete district/state required assessments
7,000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Purchase educational tech (online/web based) supplemental programs

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Support student achievement on the CAASPP

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
15,000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Professional development in all core areas including conferences and workshops

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Improve the academic achievement of ELLs by providing necessary support throughout the school day including our designated ELD and AVID classes.

Increase parent involvement in the English Learner Advisory Committee..

Create an English Learners Advisory Committee coordinator.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
21,673	LCFF - Supplemental 2000-2999: Classified Personnel Salaries BIA salaries
11,178	Title III 2000-2999: Classified Personnel Salaries BIA salaries
11,700	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures All AVID trainings / expenses
2,000	LCFF - Supplemental

	5000-5999: Services And Other Operating Expenditures AVID / ELD field trips and AVID showcase
500	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries AVID subs for collaboration
1,000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures ELD professional development and/or release time
1,000	LCFF - Supplemental 2000-2999: Classified Personnel Salaries extra time for BIAs
2,629	Title I 2000-2999: Classified Personnel Salaries BIA salaries

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Additional certificated support of ELLs to maximize student achievement as supported by the district.

5 sections of ELD support.

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

Amount(s)	Source(s)
500	LCFF - Supplemental 4000-4999: Books And Supplies Supplemental teaching materials
750	LCFF - Supplemental 4000-4999: Books And Supplies Newcomers / ELD materials or program

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Maximize resources to increase the reclassification rate of our ELLs

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

Amount(s)	Source(s)
0	See Activity 6

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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.

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

Amount(s)	Source(s)
0	BIA - see Activity 5
7,000	Title I 5800: Professional/Consulting Services And Operating Expenditures Renaissance Learning subscription (AR program and STAR assessment)
0	Translations as needed (see Activity 1)

0	Department support through release time for collaboration (see Activity 1)
9,200	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Newsela subscription ($7,000 for Newsela and $2,400 for Peardeck)
5,000	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Renaissance Learning subscription (AR program and STAR assessment)

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Continue ELD Standards implementation with 100% of all English Learners taught with current ELD Standards-aligned district materials and supplemental bridge resources.

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

Amount(s)	Source(s)
0	Supplemental materials for ELD instruction (see Activity 6)

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Professional development to fully implement NGSS including release time for collaboration
4,000	LCFF - Supplemental 4000-4999: Books And Supplies Supplemental materials, supplies for science, and science field trips (including the Environmental Club)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

100% of all students utilize technological resources as needed in order to support academic growth.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7,000	Title I 4000-4999: Books And Supplies Hardware including projectors, printers, projector bulbs, mice, headsets

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

100% of all students will continue to have access to courses and clubs in the Visual and Performing Arts (VAPA) including band, choir, drama (school play).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,500	LCFF - Supplemental 4000-4999: Books And Supplies VAPA supplies
500	Title I 4000-4999: Books And Supplies Supplies for school play

Strategy/Activity 13

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

100% of all grade 7 and 8 students will continue to have access to Maker Space opportunities and activities.

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

Amount(s)	Source(s)
3,000	LCFF - Supplemental 4000-4999: Books And Supplies Supplies/materials to run Makers Space
500	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Release time to visit other Maker Space Classes

Strategy/Activity 14

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

0	

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

0

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Maintain zero Williams Facilities complaints

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Results of the 2022 state assessments reflected positive growth in the area of mathematics and a slight decrease in the area of English Language Arts. This was our first year back in school after distance learning and we are pleased with the results.

MAP Reading and Mathematics and DRA Fall to Winter data shows growth.

Classified and certificated staff members, in conjunction with district level staff, were appropriately trained and provided resources to achieve this articulated goal. While we met many aspects of the stated goal, we will continue to allocate funds to provide access to professional development for staff for further goal attainment

McCaffrey Middle School classified and certificated staff members, in conjunction with district level staff, were appropriately trained and provided resources to achieve this articulated goal. McCaffrey Middle School met many aspects of the stated goal and will continue to allocate access to professional development for staff and resources for further goal attainment

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

There were no differences between the intended and budgeted expenditures to implement this strategy/activity.

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.

This goal and strategies/activities will continue in 2023-2024.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

All Content Areas

LEA/LCAP Goal

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

Goal 2

McCaffrey Middle School will promote whole learner development through social and emotional learning opportunities in a variety of environments.

Identified Need

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 2021-22 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 2021-22: The suspension rate was high for students with disabilities and medium in the to other student groups. It is important that we continue with Second Step that is being taught in every homeroom class on Wednesdays. McCaffrey MIddle school will also look at training students to be peer mediators to provide conflict mediation on low level conflicts. The focus as a site is to continue to promote Positive Bulldog Behaviors across the campus.

On the most recent CalSCHLS grades 7-8 student Survey:
Some students reported "Experienced chronic sadness/hopelessness" in the past 12 months and only some reported "meaningful participation" pretty much or very much true.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Overall daily attendance will be increased to 96% or greater	Baseline: 2021-2022 = 91.6% 2022-April 2023 = 91.45%	2023-24 McCaffrey: 96%
Chronic Absenteeism will decrease by 1% or greater for every student subgroup	2019 CA Dashboard: All students: ORANGE 12.1% Increased 0.6% 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% 2022 CA Dashboard: All students very high at 33.6% English Learners very high at 35.2% Hispanic very high at 34.% Socioeconomically disadvantaged very high at 35.2% Students with Disabilities very high at 41.5% White very high at 34.5%	2023-2024 Decrease the absenteeism by 5% in each of the groups
The suspension rate will decrease by 5% 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%	2023-2024 Decrease the suspension rate by 5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The expulsion rate will decrease by 0.1% or greater for every subgroup	Actual Outcome 2022-23 All students: 3 White: 0 Hispanic: 3	2023-2024 Decrease the number of suspension by 1%
The middle school dropout rate will be maintained at 0% for all student subgroups	All students: 0 Actual Outcome 2022-23 All students: 0	2023-24 Maintain at 0
Percentage of parents responding Agree/Strongly Agree on the annual CalSCHLs Survey will increase at least 5% in targeted areas. Report your school data only	Actual Outcome 2022-23 (96 parents) This School... - actively seeks the input of parents before making important decisions = 8% - school treats all students with respect = 19% motivates students to learn = 13% provides quality counseling or other ways to help students with social or emotional needs = 60% has adults who really care about students = 11% child's safety at school for in-person learning = 6% promotes respect of all cultural beliefs and practices = 9%	2023-24 Increase parent participation in the CalSCHLs Survey and see a 10% increase in positive parent responses
Percentage of students in grades 7-8 responding "Yes, most OR all of the time" on the annual CalSCHLs Survey will reflect at least a 5% positive change	Outcome 2022-23 School Connectedness: 7th= 51% 8th 52% Academic Motivation: 7th= 61% 8th 62% Caring Adult Relationships 7th= 53% 8th= 59% Meaningful Participation: 7th= 21% 8th= 23% Feel Safe at School: 7th= 44% 8th = 60% Experienced Sadness: 7th= 32% 8th= 26%	2023-24 Increase School Connectedness by 5% in both grade levels Increase students' Academic Motivation: by 5% in both grade levels Increase students to feel that there is a Caring Adult: by 5% in both grade levels Increase students to feel a Meaningful Participation: by 5% in both grade levels

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Increase students to Feel Safe at School: by 5% in both grade level Decrease students who have Experienced Sadness: by 10% in 7th and 8th grade

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Incentives and supports to increase attendance and decrease suspension rates include the following:

McCaffrey Advisory Committee (MAC)

Assemblies/presentations to build hope and engagement

Sobriety Brings A Change (SBAC) Program targets students that have issues with drugs and/or alcohol

Too Good for Violence Program (free)

Alcohol, Tobacco and Other Drugs (ATOD) peer-to-peer prevention program

Peer Leaders Uniting Students (PLUS) Program targets the whole school in an effort to strengthen the school culture

Club Live Program targets drug/substance abuse while promoting healthy lifestyle

Develop a action and/or attendance coordinator that will:
Monitor student attendance
Provide resources to parents
Coordinate SART meetings
Develop an incentive programs for positive attendance

Establish coffee chats to increase parent involvement and obtain parent input

Create support groups for students who are dealing, but not limited to vaping, drug abuse, mental health, and other social emotional needs

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4,000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Assemblies/presentation expenses
495	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures PLUS program costs
0	Sobriety Brings A Change program
0	Too Good For Violence program
1,000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Club Live costs

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Continue to serve students with SEL needs through the Wellness Center.

Administer the CalSCHLS Survey.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000	LCFF - Supplemental 4000-4999: Books And Supplies Wellness Center development

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide personnel and strategies / activities / incentives to decrease the truancy rate.

Provide counseling services and administrative support for students who are excessively truant.

Use School Resource Officer, as needed.

Use the SART process and SARB referrals as needed.

Develop a action and/or attendance coordinator that will:
Monitor student attendance
Provide resources to parents
Coordinate SART meetings
Develop an incentive programs for positive attendance

Establish coffee chats to increase parent involvement and obtain parent input.

Create support groups for students who are dealing, but not limited to vaping, drug abuse, mental health, and other social emotional needs.

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

Amount(s)	Source(s)
800	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Truancy Hunter program for attendance secretary
500	Title I 5000-5999: Services And Other Operating Expenditures Staff will attend training/workshops on drop-out prevention, truancy, absenteeism, attendance, etc.
82,868	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Alternative Center teacher to work closely with our high needs learners and students with behavior issues

62,282	Title I 1000-1999: Certificated Personnel Salaries Alternative Center teacher to work closely with our high needs learners and students with behavior issues

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide incentives and support to decrease suspensions

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

Amount(s)	Source(s)
1,000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Professional development in the area of Positive Behavioral Interventions and Support (PBIS)

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Develop a action and/or attendance coordinator that will:
Monitor student attendance
Provide resources to parents
Coordinate SART meetings
Develop an incentive programs for positive attendance

Establish coffee chats to increase parent involvement and obtain parent input

Create support groups for students who are dealing, but not limited to vaping, drug abuse, mental health, and other social emotional needs

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

Amount(s)	Source(s)
3,869	Title I 2000-2999: Classified Personnel Salaries Additional yard supervisor time as needed

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Ask for parent to volunteer for school activities

Establish coffee chats to increase parent involvement and obtain parent input

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

Amount(s)	Source(s)
0	

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

McCaffrey will maintain a rating of "Good" as measured by the Facilities Inspection Tool (FIT) provided by the California Department of Education (CDE).

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

Amount(s)	Source(s)
0	

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

A 5 year routine facilities maintenance plan will be developed.

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

Amount(s)	Source(s)
0	

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

McCaffrey Middle School's classified and certificated staff members, in conjunction with district level staff, were appropriately trained and provided resources to achieve this articulated goal. McCaffrey Middle School met many aspects of the stated goal and will continue to allocate access to professional development for staff and resources for further goal attainment.

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

There were no differences between the intended and budgeted expenditures to implement this strategy/activity.

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.

This goal and strategies/activities will continue in 2023-2024 to provide staff with the resources and tools to support a decrease in chronic absenteeism, suspensions, and expulsions.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$95,894.00
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$287,113.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I	$83,780.00
Title III	$11,178.00

Subtotal of additional federal funds included for this school: $94,958.00

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	$192,155.00

Subtotal of state or local funds included for this school: $192,155.00

Total of federal, state, and/or local funds for this school: $287,113.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	175,862.00	-16,293.00
Title I	82,988.00	-792.00
Title I Part A: Parent Involvement	1,728.00	1,728.00
Title III	11,178.00	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF - Supplemental	192,155.00
Title I	83,780.00
Title III	11,178.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	150,150.00
2000-2999: Classified Personnel Salaries	48,018.00
4000-4999: Books And Supplies	22,250.00
5000-5999: Services And Other Operating Expenditures	54,695.00
5800: Professional/Consulting Services And Operating Expenditures	12,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00

		0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	87,868.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	30,342.00
4000-4999: Books And Supplies	LCFF - Supplemental	14,750.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	54,195.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	5,000.00
1000-1999: Certificated Personnel Salaries	Title I	62,282.00
2000-2999: Classified Personnel Salaries	Title I	6,498.00
4000-4999: Books And Supplies	Title I	7,500.00
5000-5999: Services And Other Operating Expenditures	Title I	500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	7,000.00
2000-2999: Classified Personnel Salaries	Title III	11,178.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	129,299.00
Goal 2	157,814.00

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

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

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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 June 2, 2023.

Attested:

Principal, Carlos Castillo on 6-2-2023

SSC Chairperson, Jim Vlcek on 6-2-2023