School Year: | **2023-24**

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
McKinley Elementary School	49708546051965	May 18, 2023	May 24, 2023

Purpose and Description

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

> Targeted Support and Improvement
> The purpose of this plan is to address the needs of students identified by ESSA in the Additional Targeted support and Improvement (ATSI) 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.

This year's SPSA will continue to enable our students to achieve State average in a dynamic, rigorous, and personalized 21st-century learning experience, preparing them to be global citizens, problem solvers, and leaders. Greatest Needs:

Chronic Absenteeism was in the Very High rand at 23.3% and is an area of focus for improvement. The school has put in support to maintain attendance rates at 97% or higher.

In regard to absenteeism, the principal and counselor will work with parents to get students to school. Extended time will be added to the bilingual attendance clerk for community outreach in both English and Spanish.
Performance Gaps:

In English Language Arts three student groups scored two or more performance levels below the all students group:
English Learners are in the orange at 46.3 points below standard.
Hispanic Students are in the orange at 33.1% below standard.
Socioeconomically Disadvantaged students are in the orange at 40.5 points below standard.

There is one student group two or more levels below the all-students group for Suspension Rate:
Students with disabilities had 8% of students at least once.

In Mathematics, there is one student group that scored two or more performance levels below the all students group:

Socioeconomically Disadvantaged students are in the orange at 50.7 points below standard, which is a decline of 7.3 points.

We are working to close these performance gaps in the following ways:

1) 0.5 FTE BRT will support ELL students in core classrooms and in pull-out programs
2) One student advisor will work with EI students/Low Socioeconomic Students in small pull-out groups supporting the Grade level teachers.
3) Integration of Pathway to proficiency training and supplemental curriculum to address the needs of EI students in both Math and Language Arts.
4) Teachers will be engaged in ongoing PBIS training

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).

McKinley Elementary School has conducted several surveys during the school year by all stakeholders. This year we conducted a parent survey that focused on meeting students' academic and social-emotional needs. Our parent engagement committee sent out a survey to get a better feel for meeting the needs of all families to bring our community together. YouthTruth student, parent, and teacher surveys were conducted to understand how students feel connected to inform us of actions to increase student attendance. A site survey was sent to staff to understand better their needs for instruction and support from the administration. The results of these surveys lead to some needs that can be supported through workshops, training, and positions. To address the need for equity, the administration has started training with First Water, which has been utilized in staff meetings. PBIS training for a specific team and the entire staff has led to unified site restorative practices and a unified way to meet our equity issues. The staff has also decided to utilize Character Strong, a social-emotional curriculum, as a site that provides teachers access to online self-paced training so that we can implement a school-wide social-emotional curriculum. This will help us all have a cohesive SEL program. In addition, several surveys have been conducted to develop ways to support our struggling students academically and emotionally.

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

Classroom observations are conducted weekly, illustrating teacher collaboration, planning, and structured activities through the district-adopted curriculum. Teachers have been observed in lessons using tools to increase the participation of students. These tools include whiteboards, hands-on manipulatives, small group instruction, break-out groups, and office hours so students can connect with their teachers individually. Through classroom observations, the site administrator has identified strategies that should be found in all lessons. These strategies are simple but highly effective. We are working on stating clear learning objectives and creating an interest in the topic. Teaching and modeling in small "scaffolded" steps, followed by guided practice, checking for understanding during and after each attempt. During the observation, we must identify the target learning objectives with "I can" statements throughout the lessons. Finally, frequent check-ins using tools like manipulatives or whiteboards to show answers.

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)

McKinley uses assessment tools, including STAR Reading, Early STAR Literacy, STAR Math, and CORE Phonics, to measure student performance and evaluate progress. In addition, the ELPAC is used annually to assess English Proficiency in our Multilingual population. The results of school demographic and student performance data from CAASPP are used for program evaluation and to plan for program improvement.

District-wide common assessments are administered to all students at least four times yearly. These are used with benchmarks each trimester to plan instruction and monitor student achievement. A variety of assessment tools are used to diagnose student needs. These data points, student work samples, and the SBAC are used to evaluate program effectiveness and track student progress over time.

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

Teachers collabrate weekly as grade level cohorts as well as monthly as district wide grade level teams to discuss and plan curriculum embedded assessments. Such data will be used to determine student needs and provide necessary intervention as needed.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff meet the ESEA requirements for highly qualified teachers.

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

All teachers have access to district adopted text, coaching support, and professional development for district curriculum as well as district common assessments.

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

All assessments and staff development are aligned to CCSS

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

Teachers have access to several types of specialists onsite:

The reading specialist provides foundational skills, assessments, and interventions.
Bilingual Resource Teacher provides assessment, primary language support, and support with designated and integrated ELD. They help in implementing strategies for our EL students.
Bilingual Instructional assistants support our TK and Kindergarten teachers with Language support in a small group setting.
Resource Specialist Teacher provides support to our special needs students with academic support.
Speech therapist supports students and teachers with pragmatic language skill lessons and speech needs.
The school psychologist/ Counselor supports our students' social-emotional needs, providing small group therapy, in-class Social-Emotional lessons, and teacher training in restorative practices.
The Teacher on Special Assignment (TOSA) provides all teachers small group support and classroom coaching.

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

Teachers have weekly time allotted for grade level collaboration, staff collaboration od district wide grade level collaboration with a focus on CCSS.

Teaching and Learning

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

All students are provided with district adopted curriculum along with materials budget that is state approved and aligned to grade level CCSS.

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

All teachers provide the recommended instructional minutes for all students along with accompanying weekly engagements documentations.

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

All grade levels follow a master schedule allowing for the state mandated minutes. There are structured interventions provided throughout the day that occur in the form of small group instruction, large group instruction, and office hours for check ins.

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

Adopted standards based instructional materials along with related technology is provided to all staff and students.

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 teachers are expected to use state approved adopted materials, standards aligned materials including intervention materials and online curriculum.

Opportunity and Equal Educational Access

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

Intervention is provided to students as needed, monitored by classroom teachers through STAR reading assessment, STAR math assessment, and CORE phonics screener.

Evidence-based educational practices to raise student achievement

Evidence based educational practices are supported through professional development, partnerships with the district office, and Sonoma County Office of Educational workshop opportunities. In addition, there is site specific professional development and researched based practices.

Parental Engagement

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

Our onsite resources include PTA, School Site Council, ELAC, TIDE, and the parent engagement committee morning coffees. McKinley also offers monthly family engagement events. Communication to parents is sent through Facebook, Classroom Facebook pages, Instagram, weekly school newsletter, classroom newsletters, and Parent Square alerts. We also provide opportunities to support students through SST meetings and Parent-Teacher conferences in the fall and spring.

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)

N/A

<u>Funding</u>

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

Services provided by categorical funds include bilingual instructional assistants, guidance counselor, reading specialist, bilingual resource teacher, Spanish teacher and Student advisors. Intervention materials and online resources provided. Ongoing professional development ans planning time.

Fiscal support (EPC)

Fiscal support is provided for students increased achievement through specialists, guidance counselor, a response to intervention system, as well as grade level professional learning and collaboration and related instructional supports.

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

Creating the SPSA is a collaborative process involving district staff, site staff, and community stakeholders. Our site plan is developed through a series of meetings with our staff, School Site Council (SSC), and English Language Advisory Committee (ELAC). We began with a thorough review of data, an additional family survey, and a setting of goals.

Site Council Involvement: The Site Council met on October 27th, November 7th, December 14th, February 7th, March 22nd, and May 18th of the 22/23 school year. Members participated in discussions of Title 1 qualifiers, considerations, and needs assessment. There was a review of the current plan and budget. The SSC was actively involved in the development of our SPSA goals.

ELAC Involvement: The English Language Advisory Committee met on ------------ and April 12th of the 22/23 school year. Members participated in discussions of English Language Development instruction, committee responsibilities, and increasing parent engagement through various events and fundraisers. Members discussed the SPSA with a specific focus on data of our Multilingual Learners and goals to support them.

Staff involvement: The staff participated in an ongoing data review at staff meetings throughout the year. CAASPP and YouthTruth data were analyzed at various sessions, and change ideas were discussed and/or implemented.

Resource Inequities

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

As a Targeted Title I school, the additional funds we receive are directed towards improving student achievement targeted for our Title I students. In reviewing the LEA and school-level budgeting, no inequities were found.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	1.0%	1.57%	1.55%	4	6	6
African American	1.3%	1.05%	1.29%	5	4	5
Asian	2.8%	3.66%	4.38%	11	14	17
Filipino	0.8%	0.79%	0.77%	3	3	3
Hispanic/Latino	40.8%	43.19%	44.07%	161	165	171
Pacific Islander	0.5%	0.52%	0%	2	2	0
White	46.1%	43.72%	42.53%	182	167	165
Multiple/No Response	6.8%	5.50%	5.41%	27	21	21
			Total Enrollment	395	382	388

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	61	65	59
Grade 1	51	47	51
Grade 2	55	46	49
Grade3	43	51	50
Grade 4	60	47	63
Grade 5	64	64	53
Grade 6	61	62	63
Total Enrollment	395	382	388

Conclusions based on this data:

1. McKinley has maintained a similar size since becoming a full TK-6 grade school.

2. The percent of Hispanic/Latino students has slightly increased in the last two years while the percent of white students has decreased slightly.

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	93	87	90	23.5%	22.8%	23.2%
Fluent English Proficient (FEP)	33	33	36	8.4%	8.6%	9.3%
Reclassified Fluent English Proficient (RFEP)	14			15.1%		

Conclusions based on this data:

1. Our percentage of English learners has stayed steady over the last three years.

2. We have more fluent English proficient students this year than last.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (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 3	43	51		0	51		0	51		0.0	100.0	
Grade 4	52	48		0	47		0	47		0.0	97.9	
Grade 5	64	63		0	62		0	62		0.0	98.4	
Grade 6	50	62		0	61		0	61		0.0	98.4	
All Grades	209	224		0	221		0	221		0.0	98.7	

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

Grade Level	Mean Scale Score			% Standard			% 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 3		2410.			21.57			23.53			25.49			29.41	
Grade 4		2455.			23.40			19.15			23.40			34.04	
Grade 5		2516.			27.42			24.19			20.97			27.42	
Grade 6		2587.			36.07			39.34			16.39			8.20	
All Grades	N/A	N/A	N/A		27.60			27.15			21.27			23.98	

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 3		21.57			60.78			17.65	
Grade 4		25.53			57.45			17.02	
Grade 5		22.58			62.90			14.52	
Grade 6		42.62			49.18			8.20	
All Grades		28.51			57.47			14.03	

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 3		13.73			49.02			37.25	
Grade 4		4.26			63.83			31.91	
Grade 5		24.19			54.84			20.97	
Grade 6		36.07			50.82			13.11	
All Grades		20.81			54.30			24.89	

Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.76			72.55			15.69	
Grade 4		12.77			74.47			12.77	
Grade 5		16.13			75.81			8.06	
Grade 6		26.23			72.13			1.64	
All Grades		17.19			73.76			9.05	

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 3		5.88			80.39			13.73	
Grade 4		6.38			76.60			17.02	
Grade 5		16.13			62.90			20.97	
Grade 6		27.87			63.93			8.20	
All Grades		14.93			70.14			14.93	

Conclusions based on this data:

1. Writing has the largest percentage of students in the "Below Standard" range.

2. 85.98% of students scored "above standard" or "at/near standard" for Reading.

3. 90.95% of students scored "above standard" or "at/near standard" for Listening.

School and Student Performance Data

CAASPP Results
Mathematics (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 3	43	51		0	51		0	51		0.0	100.0	
Grade 4	52	48		0	48		0	48		0.0	100.0	
Grade 5	64	63		0	62		0	62		0.0	98.4	
Grade 6	50	62		0	61		0	61		0.0	98.4	
All Grades	209	224		0	222		0	222		0.0	99.1	

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

Grade Level	Mean Scale Score			% Standard			% 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 3		2415.			15.69			23.53			21.57			39.22	
Grade 4		2493.			33.33			16.67			27.08			22.92	
Grade 5		2533.			29.03			27.42			25.81			17.74	
Grade 6		2594.			52.46			9.84			21.31			16.39	
All Grades	N/A	N/A	N/A		33.33			19.37			23.87			23.42	

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 3		15.69			47.06			37.25	
Grade 4		31.25			45.83			22.92	
Grade 5		38.71			37.10			24.19	
Grade 6		45.90			40.98			13.11	
All Grades		33.78			42.34			23.87	

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 3		29.41			45.10			25.49	
Grade 4		39.58			31.25			29.17	
Grade 5		20.97			59.68			19.35	
Grade 6		36.07			47.54			16.39	
All Grades		31.08			46.85			22.07	

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 3		23.53			58.82			17.65	
Grade 4		20.83			56.25			22.92	
Grade 5		25.81			58.06			16.13	
Grade 6		37.70			54.10			8.20	
All Grades		27.48			56.76			15.77	

Conclusions based on this data:

1. 23.42% of students were "Below Standard" in the Overall category.

2. In the category of problem solving & modeling/data analysis, 77.93% of students were in either the "Above Standard" or "At/near Standard" range.

3. In the category of communicating reasoning, 84.24% of students were in either the "Above Standard" or "At/near Standard" range.

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**
K	1417.8	1420.4		1430.7	1430.1		1387.2	1397.5		17	14	
1	1459.4	1444.1		1486.6	1464.9		1431.7	1422.9		13	14	
2	1480.6	1461.2		1483.0	1469.5		1477.8	1452.2		14	11	
3	1504.0	1469.5		1526.3	1473.7		1480.8	1464.6		12	13	
4	1508.5	1501.9		1521.1	1508.4		1495.5	1495.2		12	13	
5	*	1527.3		*	1540.1		*	1514.1		8	12	
6	*	*		*	*		*	*		4	*	
All Grades										80	78	

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**
K	0.00	7.14		47.06	50.00		41.18	21.43		11.76	21.43		17	14	
1	15.38	0.00		30.77	42.86		38.46	42.86		15.38	14.29		13	14	
2	14.29	9.09		42.86	27.27		35.71	45.45		7.14	18.18		14	11	
3	8.33	7.69		83.33	23.08		0.00	46.15		8.33	23.08		12	13	
4	8.33	7.69		66.67	61.54		16.67	15.38		8.33	15.38		12	13	
5	*	33.33		*	41.67		*	16.67		*	8.33		*	12	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	13.75	10.26		50.00	42.31		27.50	30.77		8.75	16.67		80	78	

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
K	0.00	14.29		82.35	42.86		11.76	21.43		5.88	21.43		17	14	
1	61.54	7.14		0.00	64.29		23.08	28.57		15.38	0.00		13	14	
2	21.43	27.27		50.00	36.36		21.43	27.27		7.14	9.09		14	11	
3	75.00	30.77		16.67	23.08		8.33	30.77		0.00	15.38		12	13	
4	58.33	30.77		33.33	53.85		0.00	0.00		8.33	15.38		12	13	
5	*	66.67		*	25.00		*	0.00		*	8.33		*	12	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	42.50	28.21		40.00	42.31		11.25	17.95		6.25	11.54		80	78	

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
K	17.65	7.14		11.76	28.57		41.18	35.71		29.41	28.57		17	14	
1	7.69	7.14		23.08	7.14		23.08	35.71		46.15	50.00		13	14	
2	0.00	0.00		35.71	27.27		42.86	27.27		21.43	45.45		14	11	
3	8.33	0.00		8.33	15.38		58.33	15.38		25.00	69.23		12	13	
4	0.00	0.00		25.00	23.08		41.67	46.15		33.33	30.77		12	13	
5	*	0.00		*	16.67		*	66.67		*	16.67		*	12	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	8.75	2.56		21.25	20.51		41.25	37.18		28.75	39.74		80	78	

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
K	11.76	35.71		88.24	57.14		0.00	7.14		17	14	
1	61.54	35.71		30.77	64.29		7.69	0.00		13	14	
2	21.43	27.27		64.29	72.73		14.29	0.00		14	11	
3	41.67	30.77		50.00	23.08		8.33	46.15		12	13	
4	58.33	38.46		33.33	53.85		8.33	7.69		12	13	
5	*	25.00		*	66.67		*	8.33		*	12	
6	*	*		*	*		*	*		*	*	
All Grades	38.75	32.05		53.75	56.41		7.50	11.54		80	78	

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
K	0.00	7.14		88.24	64.29		11.76	28.57		17	14	
1	23.08	0.00		69.23	92.86		7.69	7.14		13	14	
2	35.71	27.27		57.14	63.64		7.14	9.09		14	11	
3	91.67	61.54		8.33	23.08		0.00	15.38		12	13	
4	75.00	69.23		16.67	15.38		8.33	15.38		12	13	
5	*	83.33		*	8.33		*	8.33		*	12	
6	*	*		*	*		*	*		*	*	
All Grades	48.75	41.03		45.00	44.87		6.25	14.10		80	78	

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
K	0.00	7.14		94.12	71.43		5.88	21.43		17	14	
1	7.69	14.29		38.46	7.14		53.85	78.57		13	14	
2	28.57	18.18		57.14	36.36		14.29	45.45		14	11	
3	9.09	0.00		54.55	23.08		36.36	76.92		11	13	
4	0.00	7.69		58.33	53.85		41.67	38.46		12	13	
5	*	0.00		*	75.00		*	25.00		*	12	
6	*	*		*	*		*	*		*	*	
All Grades	10.13	7.69		62.03	44.87		27.85	47.44		79	78	

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
K	29.41	35.71		29.41	35.71		41.18	28.57		17	14	
1	7.69	7.14		76.92	64.29		15.38	28.57		13	14	
2	0.00	0.00		85.71	81.82		14.29	18.18		14	11	
3	16.67	7.69		66.67	53.85		16.67	38.46		12	13	
4	0.00	0.00		66.67	84.62		33.33	15.38		12	13	
5	*	16.67		*	66.67		*	16.67		*	12	
6	*	*		*	*		*	*		*	*	
All Grades	12.50	12.82		66.25	62.82		21.25	24.36		80	78	

Conclusions based on this data:

1. We have 41.03% of our EL's in the speaking domain that are well developed.

2. We have 44.87% of our EL students that are moderate in the reading domain.

3. We have 87.18% of our EL students that are moderate or beginning in the writing domain.

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**
Total Number of Students enrolled in McKinley Elementary 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		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students with Disabilities		

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American		
American Indian		
Asian		
Filipino		
Hispanic		
Two or More Races		
Pacific Islander		
White		

Conclusions based on this data:

1. We have a high population of Socioeconomically Disadvantaged students 41.4%. With this, there is a great need for resources and services to provide.

2. 29.9% of our students are English Language Learners. The need for ELL services, curriculum and support is also a need for our site.

3. 10.6% of our students have disabilities. The need for support staff, resources and services to meet the needs of these students is important.
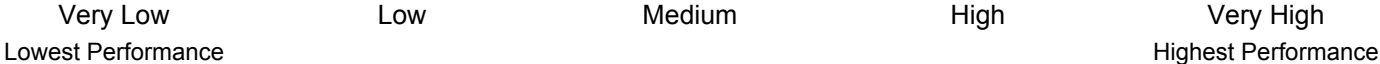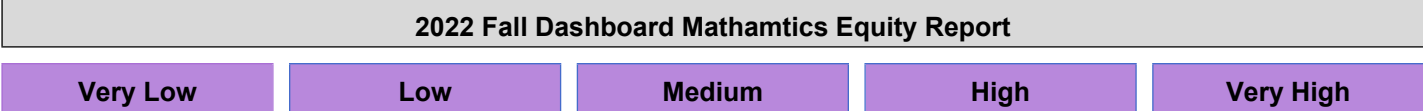
School and Student Performance Data

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

Conclusions based on this data:

1. The overall academic performance in English Langauge Arts is in the green for all students which shows great achievement. However, in this category we have have a percentage of English Languague students that are below standard and have dropped by 7.2 points from the previous year. We also have a 15 point drop for our Socioeconmically disadvantaged students.

2. The overall academic performance in Math is in the blue for all students. However, in Math our socioeconomically disadnataged students had a 7.3 point decline.

3. The overall suspension rate for all students is in the green. In this area we have been able to see a decline in the nuber of students suspended. Over three years we have seen a decrease in over all suspensions from 4.9% in 2017 to 1.9% in 2019.

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

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

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

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

Conclusions based on this data:

1. English learners declined sigificantly in Languague Arts.

2. Socioeconomically Disadvantged students decreased in Language Arts. We saw an increase in students becoming proficient.

3. Reclassified students declined in Language arts.
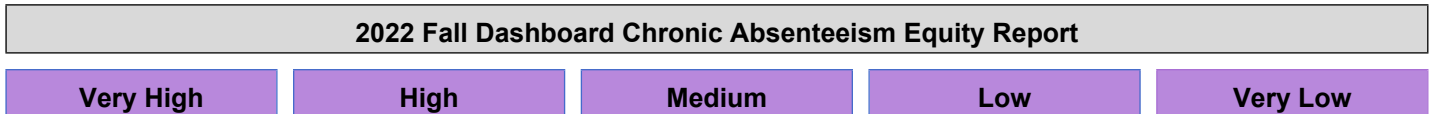
School and Student Performance Data

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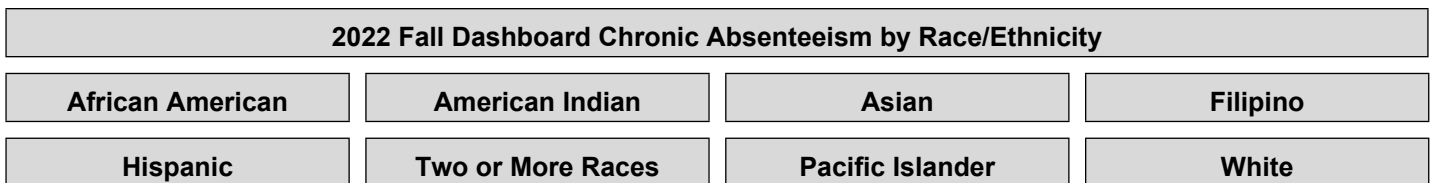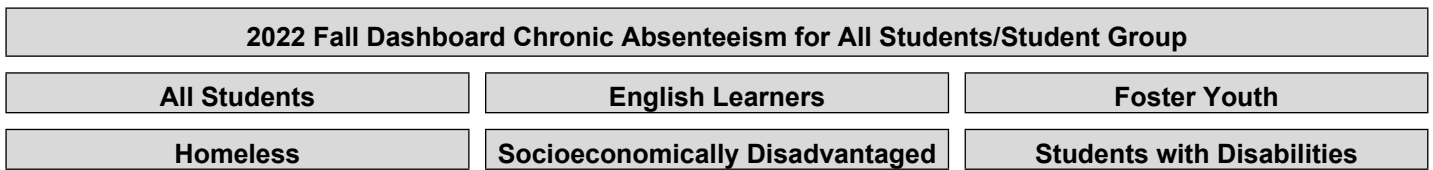
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

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

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
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
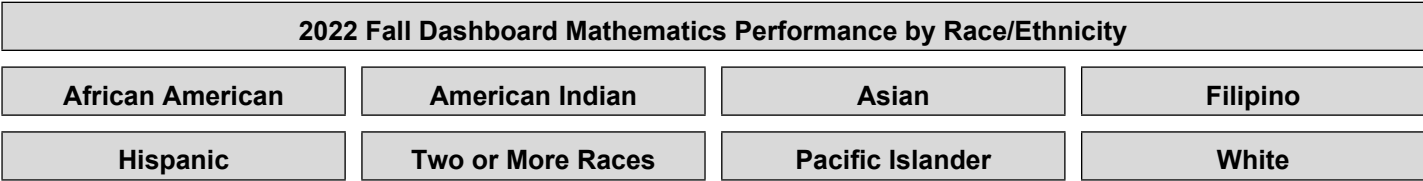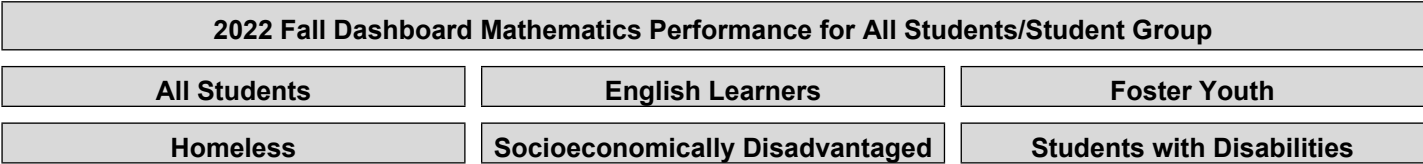
This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
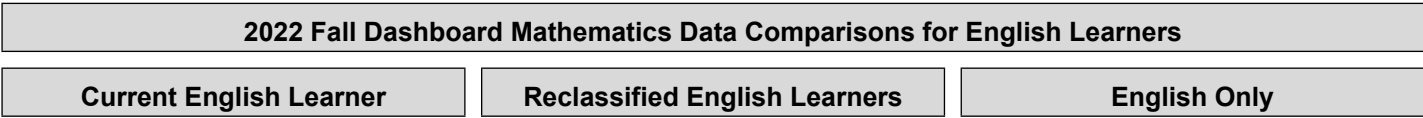
Conclusions based on this data:

1. English learners fell below standard. We saw a small increase from previous year of reclassified students.

2. Socioeconomically disadvantaged students had an increase of 16.8 points but still fall below standard. 66.2% are still below standard. There was a steady increase for these students over the last few years.

3. The current English Learners declined by 7.3 points. A need for teaching math vocabulary and supports for these students is necessary.

School and Student Performance Data

Academic Performance
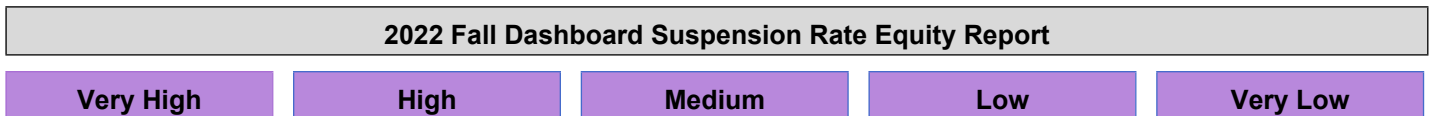## English Learner Progress

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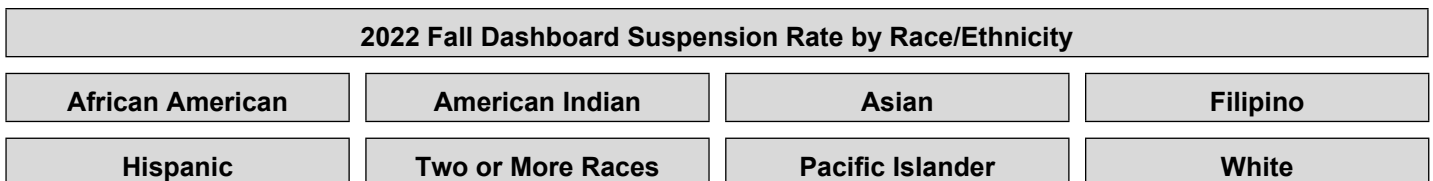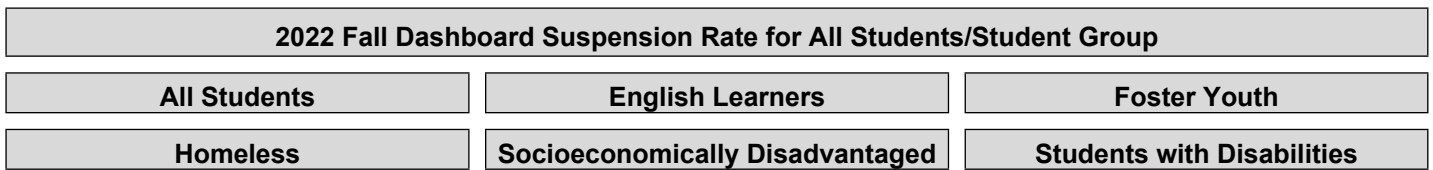
This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
making progress towards English language proficiency
Number of EL Students:
Performance Level:

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

Conclusions based on this data:

1. Almost half our English learners are well developed. In both language arts and math we have this group either maintaining or increasing points.

2. Our Current English learners are 96.1 points below standard. In this category the group maintained this level. We are looking to increase points.

3. Our reclassified English learners have increased 9.2 points towrad above standard.

School and Student Performance Data

Academic Performance
College/Career Report

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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

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
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Socioeconomically disadvataged students maintained with 9.5% chronically absent

2. Students with disabilities declined by 7.1% .

3. English Learners declined by 2.7 %.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low	Low	Medium	High	Very High

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

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

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
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Suspension Rate by Race/Ethnicity
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. We saw a decrease in suspensions altogether from 2017 to 2019. It started with 7.8% of all students to 3.2 % of all students being suspended.

2. 6% of Socioeconomically disadvantaged students were suspended

3. There was a 1.9% decline in the number of English learners suspended.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students will experience a diverse, equitable, and inclusive education.

Goal 1

By December 2024, the percentage of families that feel they are proud of our school and indicate McKinley has a friendly environment will increase by 5% as measured by the YouthTruth Survey.

Identified Need

Currently, 74% of our families are proud of our school and 81% feel our school creates a friendly environment, which are below the typical PCS school percentages.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Culture questions/answers on the YouthTruth survey.	74% of families are proud of our school based on data from the YouthTruth Survey. 81% of families feel our school creates a friendly environment as measured by the YouthTruth Survey.	79% of families will report being proud of our school, an increase from 74%. 86% of families will report feeling that our school creates a friendly environment, an increase from 81%.

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

Strategy/Activity

Teachers will be engaged in ongoing PBIS training in order to align teachers in their responses to student behaviors. There will be designated staff meeting time to engage in agreements for PBIS implementation along with grade level time for teachers to coordinate with their partner teacher.

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)

Amount(s)	Source(s)
0	District Funded

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

All

Strategy/Activity

Teachers will decide on a school wide SEL curriculum that will be purchased for all classrooms to support. This will ensure all students are receiving social-emotional learning and strategies to support our overall school climate.

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	Supplemental

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

All

Strategy/Activity

Staff will support a check-in/check-out system to support students to decrease classroom behaviors and increase positive interactions amongst the community.

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)

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

All

Strategy/Activity

Leadership students will work with teachers and administrators to create a Safe School Ambassadors program to help our upper grade students learn the skills to support conflict resolution in our lower grade recesses. This will also support a more friendly, supportive, and safe school environment for all 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)
7,200	Lottery and Site Supplemental

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

All

Strategy/Activity

Staff will have the opportunity to participate in PD to build culture and train on team building opportunities and attend outside trainings.

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	Unrestricted

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

All

Strategy/Activity

Students will receive differential support for field trips (including Westside Relays).

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)
20,000	Parent-Teacher Association (PTA)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

This is a new goal for McKinley. We look forward to providing data on it's effectiveness next year.

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

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.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students will have rich academic options that meet their unique needs.

Goal 2

By December 2024, English learners will show an improvement of 5% from 19.7% to 24.7% on the English Learner Progress Indicator as measured on the CA Dashboard.

Identified Need

Currently, 19.7% of our English Language learners progressed at least one ELPI level.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Progress Indicator on the CA Dashboard CAASPP	English language learners will continue progressing on the ELA portion of the CAASPP to increase their overall score by 10 points. English language learners were 61 points below standard in ELA on the CAASPP. Reclassified students were 20.6 points below standard in ELA on the CASSPP. The reclassified students will increase their ELA scores by 6 points. 19.7% of our English Language learners progressed at least one ELPI level.	English language learners will be 51 points below standard in ELA on the CAASPP. Reclassified students will score 14.6 points below standard in ELA on the CASSPP. 24.7% of EL students are progressing at least one ELPI level.

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)

English language learners

Strategy/Activity

0.5 FTE BRT will support the development and implementation of Designated and Integrated English Language Development (no cost district funded)

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)

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

English learners and socioeconomically disadvantaged

Strategy/Activity

Bilingual Instructional Assistants added to support classroom teachers in providing differentiation in the area of language arts to support academic mastery of Common Core State Standards. This will support students in receiving targeted instruction to meet their individualized 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)

40,000   Title I

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

English language learners

Strategy/Activity

3-hour per day classroom aide for ELL in the TK and Kindergarten classes
The instructional assistants support students as they transition to an English mainstream environment through translation and/or primary language support. This support provides a connection to the student's home language and provides assistance to parents as they work to understand the class and school expectations. McKinley honors and values the assets that students bring to the classroom and the instructional assistants are a critical part to welcoming our families and students on a daily basis.

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)
18,000	Unrestricted

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English language learners/Low socio-economic status

Strategy/Activity

Struggling students will have the opportunity to receive after-school tutoring and homework support. This additional tutoring will support students with mastery of grade level standards and further their language 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)
2,000	Title I

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

This is a new goal for McKinley. We look forward to providing data on it's effectiveness next year.

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

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.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students scholars and families will be engaged in their learning community.

Goal 3

McKinley School will engage parents in their child's education as measured by a high level of parent involvement measured by the following methods:

1. 85% of parents will attend Back to School Night and Open House
2. 95% of parents will attend at least one parent-teacher conference.
3. Attendance at ELAC Meetings will increase by 5%.

Identified Need

Currently we have varied levels of parent participation. With the increase of parent engagement we will see the overall achievement of our socioeconomically disadvantaged students and English learners increase.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
85% attendance/ Sign in sheets for back-to-school night and open house 95% attendance/ Sign in sheets for parent-teacher conferences An average attendance of 20 /Sign-in sheets for ELAC meetings.	Baseline data will be collected in 2023-2024 to inform specific practices and strategies for increasing parent attendance and engagement in school.	Expected Annual Measurable Outcomes: 1. 85% of parents will attend Back to School Night and Open House. 2. 95% of parents will attend at least one parent-teacher conference. 3. Attendance at ELAC meetings will increase by 5%.

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

Strategy/Activity

Access to technology will be supported with office hours to support parents with technology questions and 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)

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

All

Strategy/Activity

Staff will streamline the communication they utilize to connect with families, to ensure all families know exactly how information will be sent home and how families can reach out to school staff.

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)

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

All

Strategy/Activity

Staff and parent volunteers will work to call families to inform them of ELAC meetings to increase the participation in meetings and ensure that all families have a voice in school-based decision making.

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   Unrestricted

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

All

Strategy/Activity

Create a letterboard in front of school to have events and information advertised as a reminder to families about ways to be involved in the school community.

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	Unrestricted

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

English Language Learners

Strategy/Activity

Extend the amount of time by 3 hours per day that McKinley has a bilingual clerk on campus for Spanish-English translation, interpretation, and parent communication (no cost district funded)

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)

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

English Language Learners

Strategy/Activity

Provide supplemental translation services during conferences and parent events

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	Title I

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

All

Strategy/Activity

Establish a sub-group of our PTA to ensure classroom communication and to help organize and plan school events (no cost)

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)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

This goal has been updated with specific metrics related to parent attendance at conferences, Back to School Night, and Open House. The strategies will continue as described.

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

No major differences in implementation and budget.

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.

Metrics have been added and baseline information will be collected through the 2023-2024 school year.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students scholars will experience an excellent, diverse, equitable, and inclusive education.

Goal 4

By December 2024, all students will increase performance on the English Language Arts indicator on the CA Dashboard with an increase of 8 points, moving from 11.9 points above standard to 19.9 points above standard.

By December 2024, all subgroups currently scoring low on the English Language Arts indicator on the CA Dashboard will increase by 8 points, as listed below:

English Language Learners will increase by 8 points from -61 to -53 points below standard.
Hispanic students will increase by 8 points from -34.3 to -26 points below standard.
Socioeconomically disadvantaged students will increase by 8 points from -25.8 to -17.8 points below standard.
Students with disabilities will increase by 8 points from -45.2 to -37.2 points below standard.

Identified Need

Currently, all students are scoring 11.9 points above standard in English Language Arts.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard data CAASPP data	All students are currently at 11.9 points above standard in ELA. English Language Learners are currently -61 points below standard in ELA. Hispanic students are currently scoring -34.3 points below standard in ELA. Socioeconomically disadvantaged students are currently scoring -25.8 points below standard in ELA. Students with disabilities are currently scoring -45.2 points below standard in ELA.	All students will increase by 8 points, moving from 11.9 points above standard to 19.9 points above standard. English Language Learners will increase by 8 points from -61 to -53 points below standard. Hispanic students will increase by 8 points from -34.3 to -26 points below standard. Socioeconomically disadvantaged students will increase by 8 points from -25.8 to -17.8 points below standard. Students with disabilities will increase by 8 points from -45.2 to -37.2 points below standard.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

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

All students

Strategy/Activity

.5 TOSA will work with small pull-out groups supporting the grade-level teachers. (paid for by district).
The TOSA collaborates with grade-level teachers to analyze Universal Screeners such as STAR Reading, Core Phonics Screener, and curriculum-based assessments to develop targeted groups for tier 2 instruction. These groups are flexible; students exit and enter based on assessment data and identified 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)

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

A small group, differentiated reading group program will support grade-level groups to increase English Language Arts performance. Teachers will utilize STAR Reading, CORE Phonics Screener, and curriculum-based assessment data to form groups in a Walk-to-Read model.

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)

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

Students will have the opportunity to receive after-school homework support by our student advisor. This additional time will support students with mastery of grade level standards and further their language development. (No cost-district paid student advisor).

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)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

This is a new goal for McKinley. We look forward to providing data on it's effectiveness next year.

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

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.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

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

Strategy/Activity

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

Amount(s)	Source(s)

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	$49,425
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$100,700.00

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	$43,000.00

Subtotal of additional federal funds included for this school: $43,000.00

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 ($)
District Funded	$0.00
Lottery and Site Supplemental	$7,200.00
Parent-Teacher Association (PTA)	$20,000.00
Supplemental	$7,000.00
Unrestricted	$23,500.00

Subtotal of state or local funds included for this school: $57,700.00

Total of federal, state, and/or local funds for this school: $100,700.00

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

4 Parent or Community Members

0 Secondary Students

Name of Members	Role
Gina Roberts	Principal
Alise Roach	Classroom Teacher
Rachel Cantor	Classroom Teacher
Carly Costello	Classroom Teacher
Rocio Victoria	Other School Staff
Isabel Melara	Parent or Community Member
Alanna Lipp	Parent or Community Member
Enelia Faithful	Parent or Community Member
Rose Ludwig	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
Carly Costello	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/18/23.

Attested:

Gina Roberts	Principal, Gina Roberts on 5/18/23
Carly Costello	SSC Chairperson, Carly Costello on 5/18/23

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

    1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

        a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

        b. use methods and instructional strategies that:

            i. strengthen the academic program in the school,

            ii. increase the amount and quality of learning time, and

            iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

        c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

            i. strategies to improve students' skills outside the academic subject areas;

            ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

            iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

            iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

            v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

  1. Ensure that those students' difficulties are identified on a timely basis; and

  2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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