

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 4, 2026	May 12, 2026

Purpose and Description

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

Schoolwide Program

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.

McKinley's SPSA maximizes the available resources and is aligned with the PCS Local Control and Accountability Plan (LCAP) which focuses on supporting students with disabilities and multilingual learners, building strong and safe campus culture, and preparing all students for college and career.

Additionally, McKinley's SPSA also represents the goals and programs required in the Every Student Success Act (ESSA). As authorized in ESSA, McKinley's SPSA supports improving student group performance through the use of funding described in the annual goals, strategies, proposed expenditures and activities for specific student groups.

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 with all stakeholders. YouthTruth student, parent, and teacher surveys were conducted to understand how students feel connected to their learning and community. The results of these surveys showed the importance of grade-level articulation and community-building opportunities to ensure consistency to meet the needs of all students. To address the need for equity, the staff participated in trainings from Welcomign Schools. 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 for TK - 6th grades, which provides teachers access to online self-paced training so that we can implement a school-wide social-emotional curriculum. Additionally, in grades TK - 3, the site has decided to utilize the Kimochi program to support foundational social-emotional growth.

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, mCLASS, and the BPST for 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 three to 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 CAASPP 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 collaborate weekly as grade level cohorts as well as three to four 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 students with disabilities.

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.

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 and 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.

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 and large group instruction.

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 BPST 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 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, and ELAC. McKinley also offers monthly family engagement events. Communication to parents is sent through Facebook, Instagram, bi-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)

Site Council

Funding

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

At this time, the categorical funds for McKinley have not been allocated.

Fiscal support (EPC)

Fiscal support is provided for students increased achievement through specialists, guidance counselor, 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 setting goals.

Site Council Involvement: The Site Council met on October 23, November 5, December 3, January 22, February 4, March 26, April 24 and May 28 of the 25/26 school year. Members participated in discussions of Title 1 qualifiers, considerations, and needs assessment. The current plan and budget were reviewed. The SSC was actively involved in the review of and development of our SPSA goals.

ELAC Involvement: The English Language Advisory Committee met on September 17th, November 19th, January 21st, and April 15th of the 25/26 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.

NA

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	1.55%	1.30%	1.63%	6	5	6
African American	1.29%	1.82%	1.63%	5	7	6
Asian	4.38%	4.68%	5.43%	17	18	20
Filipino	0.77%	1.56%	1.63%	3	6	6
Hispanic/Latino	44.07%	48.05%	46.74%	171	185	172
Pacific Islander	0%	%	0.54%	0		2
White	42.53%	35.32%	34.24%	165	136	126
Two or More Races	5.41%	7.27%	8.15%	21	28	30
Not Reported	0%	%	%	0		
Total Enrollment				388	385	368

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			23
Kindergarten	59	51	35
Grade 1	51	36	48
Grade 2	49	50	35
Grade3	50	47	55
Grade 4	63	55	48
Grade 5	53	64	61
Grade 6	63	58	63
Total Enrollment	388	385	368

Conclusions based on this data:

1. McKinley's enrollment has decreased by 17 students.
2. The percent of students who identify as Asian or having 2 or more races has increased.
3. The percent of students who identify as Hispanic/Latino has decreased after an increase in the 23-24 school year.

School and Student Performance Data

English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	90	105	100	23.2%	27.3%	27.2%
Fluent English Proficient (FEP)	36	41	37	9.3%	10.6%	10.1%

Conclusions based on this data:

1. The percentage of English learners has stayed steady over the last three years.
2. The percentage of Fluent English Proficient learners has stayed steady over the last three years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	51	48	55	50	48	53	50	48	53	98.0	100	96.4
Grade 4	63	55	47	63	53	45	63	53	45	100.0	96.4	95.7
Grade 5	56	64	61	55	64	59	55	64	59	98.2	100	96.7
Grade 6	60	57	64	58	55	64	58	55	64	96.7	96.5	100
All Grades	230	224	227	226	220	221	226	220	221	98.3	98.2	97.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2397.	2386.	2423.	18.00	10.42	24.53	22.00	14.58	16.98	24.00	29.17	32.08	36.00	45.83	26.42
Grade 4	2454.	2421.	2447.	22.22	13.21	17.78	22.22	24.53	15.56	19.05	16.98	24.44	36.51	45.28	42.22
Grade 5	2479.	2505.	2460.	20.00	25.00	13.56	25.45	28.13	23.73	16.36	20.31	22.03	38.18	26.56	40.68
Grade 6	2531.	2543.	2520.	20.69	27.27	18.75	32.76	27.27	29.69	25.86	16.36	21.88	20.69	29.09	29.69
All Grades	N/A	N/A	N/A	20.35	19.55	18.55	25.66	24.09	22.17	21.24	20.45	24.89	32.74	35.91	34.39

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	20.00	10.42	24.53	62.00	56.25	56.60	18.00	33.33	18.87
Grade 4	14.29	16.98	13.33	63.49	47.17	66.67	22.22	35.85	20.00
Grade 5	20.00	18.75	20.34	61.82	62.50	47.46	18.18	18.75	32.20
Grade 6	24.14	27.27	9.38	50.00	47.27	60.94	25.86	25.45	29.69
All Grades	19.47	18.64	16.74	59.29	53.64	57.47	21.24	27.73	25.79

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	4.00	6.25	9.43	60.00	47.92	62.26	36.00	45.83	28.30
Grade 4	19.05	0.00	13.33	53.97	56.60	60.00	26.98	43.40	26.67
Grade 5	7.27	14.06	0.00	52.73	64.06	61.02	40.00	21.88	38.98
Grade 6	20.69	25.45	20.31	53.45	49.09	56.25	25.86	25.45	23.44
All Grades	13.27	11.82	10.86	54.87	55.00	59.73	31.86	33.18	29.41

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	8.00	12.50	15.09	76.00	68.75	67.92	16.00	18.75	16.98
Grade 4	6.35	16.98	17.78	84.13	52.83	71.11	9.52	30.19	11.11
Grade 5	23.64	17.19	15.25	58.18	73.44	62.71	18.18	9.38	22.03
Grade 6	13.79	14.55	12.50	74.14	70.91	64.06	12.07	14.55	23.44
All Grades	12.83	15.45	14.93	73.45	66.82	66.06	13.72	17.73	19.00

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	6.00	8.33	11.32	64.00	70.83	67.92	30.00	20.83	20.75
Grade 4	9.52	7.55	13.33	66.67	67.92	77.78	23.81	24.53	8.89
Grade 5	16.36	12.50	10.17	50.91	65.63	59.32	32.73	21.88	30.51
Grade 6	17.24	18.18	15.63	68.97	72.73	70.31	13.79	9.09	14.06
All Grades	12.39	11.82	12.67	62.83	69.09	68.33	24.78	19.09	19.00

Conclusions based on this data:

1. Writing has the largest percentage of students in the "Below Standard" range and indicates the greatest area of instructional need.
2. 74.21% of students scored "above standard" or "at/near standard" for Reading.

3. 80.99% of students scored "above standard" or "at/near standard" for Listening.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	51	48	55	51	48	53	51	48	53	100.0	100	96.4
Grade 4	63	55	47	63	55	47	63	55	47	100.0	100	100
Grade 5	56	64	61	56	64	60	56	64	60	100.0	100	98.4
Grade 6	60	57	64	58	57	64	58	57	64	96.7	100	100
All Grades	230	224	227	228	224	224	228	224	224	99.1	100	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2390.	2398.	2417.	7.84	10.42	15.09	27.45	20.83	26.42	21.57	27.08	32.08	43.14	41.67	26.42
Grade 4	2475.	2436.	2450.	26.98	10.91	17.02	15.87	30.91	21.28	25.40	14.55	31.91	31.75	43.64	29.79
Grade 5	2502.	2500.	2445.	26.79	23.44	13.33	12.50	21.88	18.33	30.36	20.31	8.33	30.36	34.38	60.00
Grade 6	2559.	2550.	2525.	29.31	29.82	28.13	22.41	29.82	15.63	25.86	14.04	18.75	22.41	26.32	37.50
All Grades	N/A	N/A	N/A	23.25	19.20	18.75	19.30	25.89	20.09	25.88	18.75	21.88	31.58	36.16	39.29

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9.80	10.42	16.98	39.22	47.92	49.06	50.98	41.67	33.96
Grade 4	30.16	16.36	21.28	38.10	34.55	40.43	31.75	49.09	38.30
Grade 5	26.79	21.88	15.00	44.64	39.06	28.33	28.57	39.06	56.67
Grade 6	34.48	38.60	26.56	46.55	36.84	29.69	18.97	24.56	43.75
All Grades	25.88	22.32	20.09	42.11	39.29	36.16	32.02	38.39	43.75

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	13.73	14.58	24.53	50.98	43.75	50.94	35.29	41.67	24.53
Grade 4	23.81	16.36	17.02	46.03	41.82	48.94	30.16	41.82	34.04
Grade 5	28.57	21.88	10.00	42.86	54.69	40.00	28.57	23.44	50.00
Grade 6	22.41	22.81	23.44	51.72	47.37	43.75	25.86	29.82	32.81
All Grades	22.37	19.20	18.75	47.81	47.32	45.54	29.82	33.48	35.71

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	13.73	14.58	15.09	56.86	56.25	58.49	29.41	29.17	26.42
Grade 4	25.40	14.55	19.15	47.62	52.73	55.32	26.98	32.73	25.53
Grade 5	10.71	15.63	8.33	57.14	60.94	51.67	32.14	23.44	40.00
Grade 6	27.59	24.56	23.44	55.17	59.65	53.13	17.24	15.79	23.44
All Grades	19.74	17.41	16.52	53.95	57.59	54.46	26.32	25.00	29.02

Conclusions based on this data:

1. 43.75% of students were "Standard Not Met" in the overall category.
2. 64.29% of students were in either the "Above Standard" or "At/near Standard" range in the category of problem solving & modeling/data analysis.
3. 70.98% of students were in either the "Above Standard" or "At/near Standard" range in the category of communicating reasoning.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://elpac.org) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1418.8	1416.4	1431.8	1424.3	1433.3	1440.8	1405.7	1376.8	1411.0	20	24	13
1	*	1432.8	1421.0	*	1458.1	1451.5	*	1406.9	1390.1	8	11	11
2	1479.8	*	1482.8	1493.1	*	1485.3	1465.9	*	1479.8	15	9	12
3	1463.3	1489.7	*	1463.8	1502.4	*	1462.3	1476.4	*	12	15	9
4	1503.7	1473.4	1450.7	1513.2	1474.1	1468.5	1494.0	1472.2	1432.5	14	18	15
5	1520.4	1542.4	1484.2	1532.0	1551.6	1489.9	1508.2	1532.6	1477.8	14	14	17
6	*	*	1545.9	*	*	1551.9	*	*	1539.5	5	8	12
All Grades										88	99	89

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	15.00	20.83	15.38	40.00	29.17	38.46	10.00	20.83	38.46	35.00	29.17	7.69	20	24	13
1	*	0.00	0.00	*	36.36	27.27	*	45.45	36.36	*	18.18	36.36	*	11	11
2	6.67	*	25.00	53.33	*	33.33	40.00	*	25.00	0.00	*	16.67	15	*	12
3	0.00	20.00	*	8.33	53.33	*	66.67	13.33	*	25.00	13.33	*	12	15	*
4	7.14	11.11	0.00	28.57	22.22	46.67	50.00	22.22	33.33	14.29	44.44	20.00	14	18	15
5	21.43	14.29	5.88	35.71	57.14	29.41	35.71	28.57	23.53	7.14	0.00	41.18	14	14	17
6	*	*	33.33	*	*	33.33	*	*	33.33	*	*	0.00	*	*	12
All Grades	11.36	18.18	11.24	36.36	36.36	34.83	37.50	23.23	32.58	14.77	22.22	21.35	88	99	89

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	20.00	25.00	15.38	40.00	25.00	53.85	5.00	25.00	23.08	35.00	25.00	7.69	20	24	13
1	*	27.27	36.36	*	36.36	27.27	*	18.18	27.27	*	18.18	9.09	*	11	11
2	26.67	*	33.33	53.33	*	33.33	13.33	*	8.33	6.67	*	25.00	15	*	12
3	8.33	60.00	*	58.33	20.00	*	16.67	13.33	*	16.67	6.67	*	12	15	*
4	50.00	22.22	40.00	28.57	33.33	40.00	21.43	16.67	0.00	0.00	27.78	20.00	14	18	15
5	57.14	57.14	23.53	35.71	35.71	41.18	0.00	7.14	17.65	7.14	0.00	17.65	14	14	17
6	*	*	50.00	*	*	50.00	*	*	0.00	*	*	0.00	*	*	12
All Grades	32.95	36.36	32.58	39.77	30.30	39.33	14.77	16.16	14.61	12.50	17.17	13.48	88	99	89

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	17.65	12.50	15.38	11.76	25.00	23.08	41.18	37.50	53.85	29.41	25.00	7.69	17	24	13
1	7.69	9.09	0.00	23.08	0.00	9.09	23.08	18.18	9.09	46.15	72.73	81.82	13	11	11
2	0.00	*	8.33	35.71	*	25.00	42.86	*	41.67	21.43	*	25.00	14	*	12
3	8.33	6.67	*	8.33	13.33	*	58.33	66.67	*	25.00	13.33	*	12	15	*
4	0.00	5.56	0.00	25.00	16.67	6.67	41.67	27.78	46.67	33.33	50.00	46.67	12	18	15
5	*	7.14	0.00	*	21.43	11.76	*	64.29	23.53	*	7.14	64.71	*	14	17
6	*	*	8.33	*	*	50.00	*	*	16.67	*	*	25.00	*	*	12
All Grades	4.55	9.09	4.49	18.18	21.21	17.98	54.55	37.37	35.96	22.73	32.32	41.57	88	99	89

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	45.00	12.50	23.08	25.00	70.83	69.23	30.00	16.67	7.69	20	24	13
1	*	27.27	36.36	*	54.55	54.55	*	18.18	9.09	*	11	11
2	26.67	*	33.33	73.33	*	50.00	0.00	*	16.67	15	*	12
3	0.00	53.33	*	66.67	33.33	*	33.33	13.33	*	12	15	*
4	14.29	11.11	6.67	64.29	72.22	60.00	21.43	16.67	33.33	14	18	15
5	14.29	28.57	0.00	64.29	64.29	82.35	21.43	7.14	17.65	14	14	17
6	*	*	16.67	*	*	83.33	*	*	0.00	*	*	12
All Grades	25.00	24.24	16.85	55.68	60.61	65.17	19.32	15.15	17.98	88	99	89

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	10.00	33.33	23.08	60.00	41.67	61.54	30.00	25.00	15.38	20	24	13
1	*	27.27	9.09	*	54.55	63.64	*	18.18	27.27	*	11	11
2	33.33	*	16.67	60.00	*	50.00	6.67	*	33.33	15	*	12
3	41.67	60.00	*	50.00	33.33	*	8.33	6.67	*	12	15	*
4	64.29	44.44	66.67	35.71	27.78	13.33	0.00	27.78	20.00	14	18	15
5	85.71	92.86	58.82	7.14	7.14	17.65	7.14	0.00	23.53	14	14	17
6	*	*	75.00	*	*	25.00	*	*	0.00	*	*	12
All Grades	43.18	48.48	42.70	46.59	34.34	38.20	10.23	17.17	19.10	88	99	89

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	15.00	8.33	15.38	60.00	62.50	76.92	25.00	29.17	7.69	20	24	13
1	*	9.09	0.00	*	18.18	9.09	*	72.73	90.91	*	11	11
2	6.67	*	8.33	60.00	*	75.00	33.33	*	16.67	15	*	12
3	0.00	0.00	*	16.67	66.67	*	83.33	33.33	*	12	15	*
4	7.14	5.56	6.67	35.71	33.33	33.33	57.14	61.11	60.00	14	18	15
5	14.29	7.14	0.00	42.86	71.43	29.41	42.86	21.43	70.59	14	14	17
6	*	*	16.67	*	*	41.67	*	*	41.67	*	*	12
All Grades	9.09	8.08	6.74	43.18	50.51	43.82	47.73	41.41	49.44	88	99	89

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	30.00	29.17	30.77	35.00	33.33	61.54	35.00	37.50	7.69	20	24	13
1	*	0.00	0.00	*	81.82	54.55	*	18.18	45.45	*	11	11
2	40.00	*	8.33	53.33	*	66.67	6.67	*	25.00	15	*	12
3	16.67	6.67	*	50.00	80.00	*	33.33	13.33	*	12	15	*
4	14.29	11.11	0.00	57.14	44.44	60.00	28.57	44.44	40.00	14	18	15
5	0.00	14.29	0.00	85.71	85.71	47.06	14.29	0.00	52.94	14	14	17
6	*	*	9.09	*	*	90.91	*	*	0.00	*	*	11
All Grades	18.18	17.17	6.82	61.36	56.57	62.50	20.45	26.26	30.68	88	99	88

Conclusions based on this data:

- 42.7% of our EL's in the speaking domain that are well developed.

2. There has been a decrease in the percentage of students who are classified as well developed and somewhat/moderately in the reading domain.
3. There has been a significant decrease in the number of students who are well developed in writing and a significant increase in students who scored somewhat/moderately.

School and Student Performance Data

Student Population

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
368	51.4%	27.2%	0.0%
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	100	27.2%
Foster Youth	0	0.0%
Homeless	3	0.8%
Socioeconomically Disadvantaged	189	51.4%
Students with Disabilities	52	14.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.6%
American Indian	6	1.6%
Asian	20	5.4%
Filipino	6	1.6%
Hispanic	172	46.7%
Two or More Races	30	8.2%
Pacific Islander	2	0.5%
White	126	34.2%

Conclusions based on this data:

1. We have a high population of Socioeconomically Disadvantaged students 51.4%. With this, there is a great need for resources and services to provide.

2. 27.2% of our students are English Language Learners. The need for ELL services, curriculum and support is also a need for our site.
3. 14.1% 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

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2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- The overall academic performance in English Language Arts is in the orange for all students and our English Learners are in the red for progress on the ELPI.
- The overall academic performance in Math is in the orange for all students.

3. The overall suspension rate for all students is in the orange. This area has stayed at a relatively similar percentage, but is slightly higher this year than last year.

School and Student Performance Data

Academic Performance English Language Arts

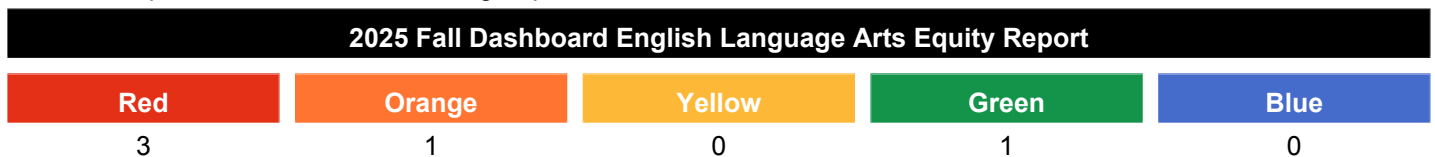
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Orange 20.4 points below standard Maintained -2.7 points 217 Students	English Learners Red 95 points below standard Declined 7.2 points 71 Students	Long-Term English Learners No Performance Color Fewer than 11 students - No Data for Privacy 7 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Red 73.5 points below standard Maintained -1.2 points 105 Students

Students with Disabilities  Orange 82.3 points below standard Increased 7.1 points 36 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Asian  No Performance Color 71.8 points above standard Increased 11.3 points 16 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  Red 70.4 points below standard Declined 10.3 points 101 Students
Two or More Races  No Performance Color 18.6 points above standard Declined 26.9 points 16 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Green 29.2 points above standard Increased 7.9 points 71 Students

Conclusions based on this data:

1. Students with Disabilities increased significantly in Language Arts.
2. English learners declined significantly in Language Arts.
3. Socioeconomically Disadvantaged students maintained in Language Arts.

School and Student Performance Data

Academic Performance Mathematics

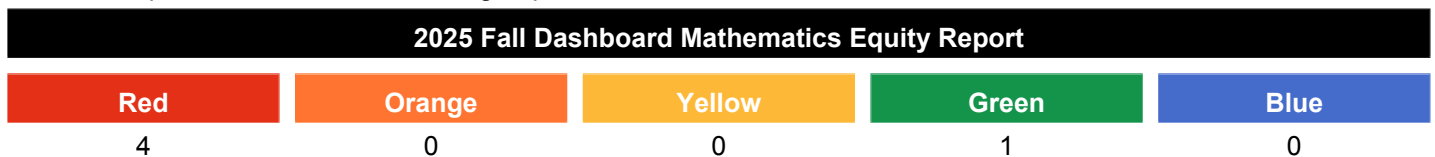
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Orange 40.4 points below standard Declined 14.7 points 220 Students	English Learners Red 115.7 points below standard Declined 23.4 points 74 Students	Long-Term English Learners No Performance Color Fewer than 11 students - No Data for Privacy 7 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Red 96.4 points below standard Declined 19 points 107 Students

Students with Disabilities  Red 122.3 points below standard Declined 20 points 36 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Asian  No Performance Color 75.6 points above standard Increased 8.5 points 16 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  Red 95.2 points below standard Declined 21.4 points 104 Students
Two or More Races  No Performance Color 5.1 points above standard Declined 12.8 points 16 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Green 13.7 points above standard Declined 13.1 points 71 Students

Conclusions based on this data:

1. Overall, all students declined in mathematics.
2. English Learners and Students with Disabilities are both over 100 points below standard.
3. Socioeconomically Disadvantaged students showed a strong decline and are 96.4 points below standard.

School and Student Performance Data

Academic Performance Science

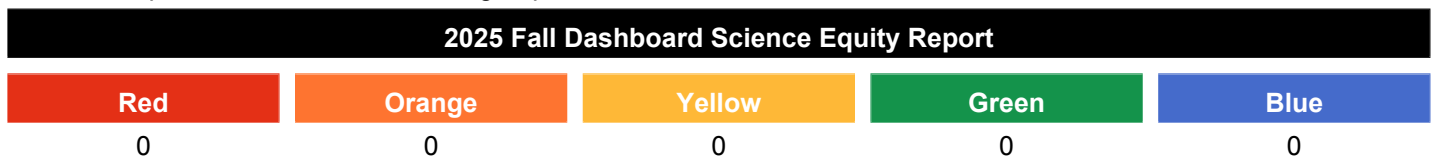
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students Orange 44.5 science points Declined 7.5 points 60 Students	English Learners No Performance Color 30.6 science points Declined 9 points 25 Students	Long-Term English Learners No Performance Color 0 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged No Performance Color 33.1 science points Declined 7 points 33 Students

Students with Disabilities  No Performance Color 34.9 science points 13 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  No Performance Color 32.1 science points Declined 10.9 points 28 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color 60.1 science points Maintained -0.1 points 19 Students

Conclusions based on this data:

1. There was a decline in student performance in science.

School and Student Performance Data

Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Red	 No Performance Color
44.1 making progress.	making progress.
Number Students: 68 Students	Number Students: 6 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
17.6%	38.2%	0%	44.1%

Conclusions based on this data:

- 38.2% of our EL students maintained or progressed an ELPI level.
- 44.1% of our EL students progressed at least one ELPI level.
- 17.6% of our EL students decreased once ELPI level.

School and Student Performance Data

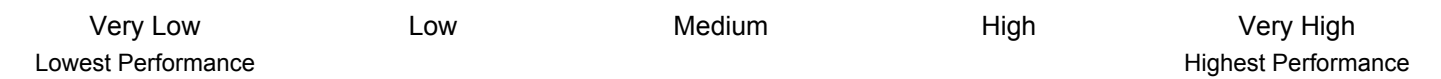
Academic Performance College/Career Report

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

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



This section provides number of student groups in each level.



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

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

Conclusions based on this data:
1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

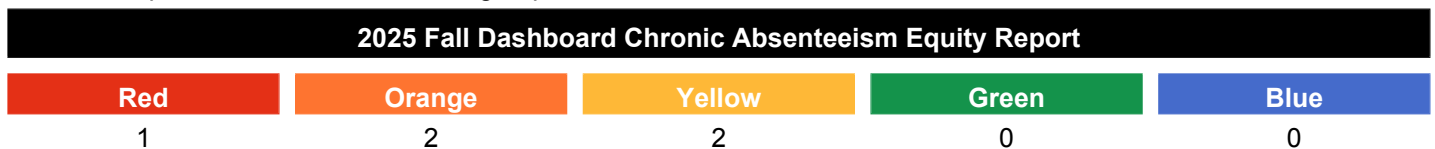
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students Orange 15.7% Chronically Absent Maintained 0.4 383 Students	English Learners Yellow 16% Chronically Absent Declined 2.5 106 Students	Long-Term English Learners No Performance Color Fewer than 11 students - No Data for Privacy 7 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Socioeconomically Disadvantaged Orange 20% Chronically Absent Maintained 0.3 205 Students

Students with Disabilities  Yellow 11.1% Chronically Absent Declined 3.2 63 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students
Asian  No Performance Color 4.8% Chronically Absent Declined 4.8 21 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Hispanic  Red 21.8% Chronically Absent Increased 1 179 Students
Two or More Races  No Performance Color 6.7% Chronically Absent Declined 0.5 30 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Orange 12.8% Chronically Absent Increased 1.1 133 Students

Conclusions based on this data:

1. Socioeconomically disadvantaged students maintained with 20% chronically absent
2. We saw an improvement in students with disabilities as chronic absenteeism decreased by 3.2%.
3. We saw an improvement in English Learners as chronic absenteeism decreased by 2.6%

School and Student Performance Data

Academic Engagement Graduation Rate

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Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

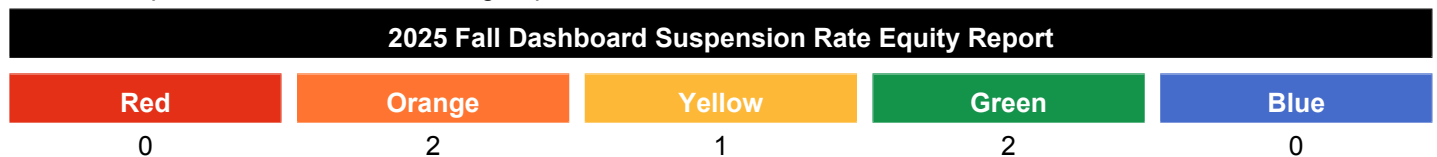
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 1.3% suspended at least one day Increased 0.3% 389 Students	English Learners  Yellow 1.9% suspended at least one day Maintained 0.1% 108 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Socioeconomically Disadvantaged  Orange 2.4% suspended at least one day Increased 0.9% 206 Students

Students with Disabilities  Green 1.6% suspended at least one day Declined 4.2% 64 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students
Asian  No Performance Color 0% suspended at least one day Maintained 0% 21 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Hispanic  Orange 1.6% suspended at least one day Increased 0.6% 183 Students
Two or More Races  No Performance Color 3.3% suspended at least one day Increased 3.3% 30 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Green 0.7% suspended at least one day Declined 0.7% 135 Students

Conclusions based on this data:

1. We saw a slight increase in suspensions for all students.
2. There was a decrease in suspensions for students with disabilities by 4.2%.
3. There was an increase in suspensions for Hispanic and Socioeconomic Disadvantaged students.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

By January of 2027, the percent positive of students who respond positively to the following YouthTruth question will increase by 12%:

"When I'm feeling upset, stressed, or having problems, there is an adult from school who I can talk to about it."

Goal 1

The percentage of students who respond positively to the relationship Youth Truth Questions, including: "When you are upset is there an adult from school you can talk to?" will increase by 12% from 34% to 46% by 2027.

Identified Need

Almost 2/3 of our students do not report that there is an adult on campus who they can talk to. Research shows that feeling safe and valued at school impact academic success.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Culture questions/answers on the YouthTruth survey	2023, 39% positive response / 2025, 44% positive response	By January 2027, the percentage of students responding positively to the YouthTruth question, "When you are upset, is there an adult from school you can talk to?" will increase to at least 46%
Suspension rate on the California Dashboard	2023 1% of all students suspended were suspended at least one day/ 2025 1.3% of all students were suspended at least one day	By June 2027, the percentage of all students being suspended at least one day will decrease 0.5%.
Chronic Absenteeism on the California Dashboard	2023 22.5% of students are chronically absent / 2025 15.7 % of students are chronically absent	By June 2027, the percentage of all students who are chronically absent will decrease 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

Teachers will be engaged in ongoing behavior support and restorative practice training to support PBIS initiatives 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(s). Clarified behavior expectations school-wide and created a behavior matrix, aligned referrals with SWIS data, and yard supervision training. Reviewed expectations in assemblies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

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 review the current SEL Program and common agreements for use annually with the goal of ensuring 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)

0

Source(s)

None Specified

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

School-wide Classroom Circle Agreement in each classroom on a weekly 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)

General Fund

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

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)

None Specified

Strategy/Activity 6

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)

None Specified

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be 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 continuing goal for McKinley. During the 2025-2026 school year, McKinley worked to align behavior referrals, including processes for completing and tracking referrals in SWIS. A Tier 2 team met weekly to review referrals and student data in support of student well-being. Behavior expectations and SEL lessons were taught and reviewed in class, at assemblies, and through announcements weekly. Classrooms participated in community circles weekly. A check-in/check-out system was used to support students as needed. These strategies and activities contributed to the increase in positive responses on the YouthTruth survey and decrease in chronic absenteeism.

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

NA

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.

The implementation of the Safe School Ambassador program was removed from the SPSA due to budget constraints and engagement responses.

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

By June 2027, 80% of English Learners enrolled in PCS will Reclassify as Fluent English Proficient (RFEP) within 7 years of entering a US school with at least 4 years attending PCS schools.

Goal 2

Multi-Lingual Learners: By June 2027, the number of multilingual learners who are showing improvement in language acquisition will increase by 30% as measured by the English Learner Progress Indicator.

Identified Need

Based on the 2023 Dashboard, 34.9% 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	In the 2023, 34.9% of our English Language learners progressed at least one ELPI level. In the 2025 44.1% of ELs progressed at least one ELPI level.	The percentage of English Language learners making progress by at least one ELPI level will increase by at least 30% by June 2027.
Reclassification rate	In the 2023-24 school year, 6.8% of our English Language Learners were reclassified. In the 2024 - 25 school year, 5.2% of our English Language Learners were reclassified.	The percentage of English Language Learners who are reclassified will increase by 2% points by June 2027.

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). BRT provides ELD Intervention (Tier 2) to ELPAC 1/Newcomers and LTEL/AR-LTEL 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)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English language learners

Strategy/Activity

English Language Learners will receive at least 30 minutes of designated ELD each school day in grades K-6.

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)

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)

Strategy/Activity 4

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

Access to technology will be supported with office hours for 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 5

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

Staff and parent volunteers will work to call families to inform them of ELAC meetings.

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: 2025-26

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

ANALYSIS

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

Supporting our English Learners remains a top priority at McKinley. Our BRT supports Tier 2 and Tier 3 students with direct ELD instruction. Classroom teachers also work towards 30 minutes daily of direct ELD support for our English Learners. Integrated ELD supports and instruction.

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

Due to budget cuts, our site was unable to fund a BIA to support in grades 1-6. Additionally, the bilingual clerk position was cut from our site.

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.

Continued budget cuts have impacted funding for the two BIAs that support our Kindergarten classrooms. These have been removed as strategies/activities for the 2026/2027 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

Students with Disabilities: By June 2027, Students with Disabilities will improve in English Language Arts (ELA) and mathematics by at least 30 points, moving from -100.4 to -70.4 in ELA and -139.8 to -109.8 in mathematics.

Goal 3

By June 2027, English Learners and Students with Disabilities will increase by at least 30 points in ELA on the California dashboard.

Identified Need

Based on the 2023 Dashboard, English Learners and Students with Disabilities have the lowest performance level.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of students at grade level on Star Reading	January 2024 Students with Disabilities: 27.8% English Language Learners: 11.1% Fall 2025 Students with Disabilities: 30% English Language Learners: 0.5%	By June 2027, both student groups will increase by 10% to the following: Students with Disabilities: 37.8% English Language Learners: 21.1%
Percent of students at grade level on Star Early Literacy	January 2024 Students with Disabilities: 9.1% English Language Learners: 20% Fal 2025 Students with Disabilities: 0% English Language Learners: 0.7%	By June 2027, both student groups will increase by 10% to the following: Students with Disabilities: 19.1% English Language Learners: 30%

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

The use of CRLP and mCLASS data to drive instruction to support Language Arts skills. Literacy institutes often emphasize the importance of regular assessment and data analysis to understand the unique needs of ELL students and students with disabilities. This information can guide instructional decisions and interventions.

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

Establish a flow chart and provide training to coordinator(s) for the SST process to support struggling students in their identified areas of need. Reviewing data in grade level teams will allow for students to be supported early and individual goals to be created as needed.

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)

Students with Disabilities

Strategy/Activity

Students will have access to Read Naturally (RSP/Reading Specialist) to support their reading comprehension in a small group setting.

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)

Students with disabilities

Strategy/Activity

The daily use of Orton-Gillingham (OG) and/or UFLI to support our students with disabilities increase their STAR reading and fluency scores by breaking down reading and spelling into smaller skills.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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	District Funded
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Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

The data shows that the programs implemented are benefitting Students with Disabilities. First graders are no longer required to take Early Literacy so the number of students taking that assessment has significantly decreased. This is a consideration when reviewing actual outcomes for the 25/26 school year. The data shows that the strategies implemented are not positively impacting our English Learners, as there has been a sever decline in ELA progress.

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

The intended implementation was impacted by budget cuts. A bilingual instructional assistant position was removed at the start of the year. This impacted the ability to provide Tier 2 ELD support.

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.

Using CRLP and mCLASS data, along with structured SST processes, grade-level collaboration, and targeted interventions like Orton-Gillingham, UFLI, and Read Naturally, ensures students receive early, skill-specific literacy support. For English Learners, this approach is especially effective because it identifies precise language and reading gaps and provides explicit, structured instruction that builds foundational skills and supports language acquisition, leading to improved ELA achievement and growth.

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 4

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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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)
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Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$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	\$0.00

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 (\$)
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Subtotal of additional federal funds included for this school: \$

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
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$0.00

Total of federal, state, and/or local funds for this school: \$0.00

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
Latricia Donahue	Principal
Kristen Robimson	Classroom Teacher
Jill Conroy	Classroom Teacher
Emma Florsch	Classroom Teacher
Diana Cannon	Other School Staff
Isabel Melara	Parent or Community Member
Julie Petersen	Parent or Community Member
Alise Roach	Parent or Community Member
Melanie Wilkinson	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



Other: Angela Riley

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 5/4/26.

Attested:



Principal, Latricia Donahue on 5/4/26



SSC Chairperson, Alise Roach on 5/4/26

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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