School Year: **2024-25**



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	39-75499-6042857		

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

The purpose of the school wide program is to increase the overall effectiveness of the school instructional program by creating a strategic plan that maximizes the resources available to the school, while minimizing duplication of effort with the ultimate goal of increasing student achievement.

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.

Our plan has been developed with input from all appropriate educational partner groups, including staff and our School Site Council.

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).

LCAP - Stakeholder Survey Results 2024

SAFETY
Number of responses

Parents - Safety
Str Agr Agree Total Percent
Q26 7.00 15.00 29.00 75.86% The buildings and grounds at this school are well maintained
Q28 6.00 13.00 22.00 86.36% My child is safe on school grounds before school
Q28 7.00 13.00 23.00 86.96% My child is safe on school grounds during the day
Q28 6.00 12.00 21.00 85.71% My child is safe on school grounds in the classroom
Q28 6.00 11.00 18.00 94.44% My child is safe on school grounds after school
Q29 10.00 18.00 28.00 100.00% The rules of this school are clearly communicated to parents
42.00 82.00 141.00 87.94%

Students - Safety
Str Agr Agree Total Percent
Q35 21.00 5.00 35.00 74.29% The buildings and grounds at this school are clean and well maintained
Q38 22.00 11.00 35.00 94.29% I feel safe while attending class
Q39 26.00 7.00 36.00 91.67% I feel safe from gang activity and gang violence at school
Q41 25.00 9.00 34.00 100.00% I know the school rules
94.00 32.00 140.00 90.00%

Staff - Safety
Str Agr Agree Total Percent
Q19 6.00 8.00 15.00 93.33% My site conducts safety drills to prepare for emergencies. I feel prepared to respond in an emergency situation
Q20 4.00 10.00 15.00 93.33% My workplace is safe
Q21 2.00 6.00 15.00 53.33% The buildings and grounds at this school are well maintained
12.00 24.00 45.00 80.00%

CLIMATE
Number of responses

Parents - Climate
Str Agr Agree Total Percent
Q8 14.00 14.00 29.00 96.55% This school's staff motivates students to learn
Q14 11.00 13.00 27.00 88.89% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.
Q26 7.00 15.00 29.00 75.86% The buildings and grounds at this school are clean and well maintained
Q30 10.00 16.00 27.00 96.30% This school communicates the importance of respecting all cultural beliefs and practices
Q34 19.00 6.00 25.00 100.00% If I have a question, comment, or concern about my child, I am comfortable talking to his or her teacher(s)
Q34 5.00 13.00 19.00 94.74% If I have a question, comment, or concern about my child, I am comfortable talking to the school AP(s)
Q34 6.00 12.00 20.00 90.00% If I have a question, comment, or concern about my child, I am comfortable talking to the school's Principal
Q34 0.00 0.00 0.00 0.00% If I have a question, comment, or concern about my child, I am comfortable talking to his or her counselor (High School, Middle School & K-8 only)
Q35 12.00 15.00 28.00 96.43% The school staff responds to me in a timely manner
Q36 11.00 14.00 28.00 89.29% The school office staff is friendly and professional

95.00 118.00 232.00 91.81%

Students - Climate
Str Agr Agree Total Percent
Q6 16.00 15.00 35.00 88.57% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.
Q30 22.00 12.00 35.00 97.14% This school communicates the importance of respecting all cultural beliefs and practices
Q33 19.00 15.00 36.00 94.44% My teachers recognize the good work I am doing and provide timely feedback
Q34 18.00 18.00 37.00 97.30% This school motivates students to learn
Q35 21.00 5.00 35.00 74.29% The buildings and grounds at this school are clean and well maintained
Q42 21.00 15.00 36.00 100.00% I feel comfortable working with classmates and participating in class
Q43 21.00 11.00 35.00 91.43% I feel safe, secure and supported at this school
138.00 91.00 249.00 91.97%

Staff - Climate
Str Agr Agree Total Percent
Q6 3.00 13.00 17.00 94.12% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.
Q18 4.00 11.00 15.00 100.00% Members of the school/department collaborate to achieve our school goals
Q21 2.00 6.00 15.00 53.33% The buildings and grounds at this school are clean and well maintained
Q22 2.00 12.00 15.00 93.33% This school/department communicates the importance of respecting all cultural beliefs and practices
Q23 4.00 11.00 15.00 100.00% I am treated with respect by my colleagues at work
Q24 2.00 5.00 15.00 46.67% Staff members at this school are recognized appropriately for their efforts and accomplishments
Q25 1.00 6.00 15.00 46.67% Our district ensures effective communication across the organization
18.00 64.00 107.00 76.64%

Based on the analysis of the data, in the area of Climate, 88.57% of students feel that the school encourages students to do challenging work. An area of improvement to focus on is staff and students' thoughts and feelings on building maintenance. When looking at the data regarding Safety, 85.71% of parents feel their students are safe in the classroom at McKinley. Both students and staff feel that the buildings and grounds at McKinley could use some improvement, with only 74.29%% and 53.33% respectively, reporting that they feel the buildings are clean and maintained.

Classroom Observations

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

TUSD conducts formal and informal classroom observations. Classroom walkthroughs are conducted six times a year. Observations are also conducted during evaluation cycles as well as informal walkthroughs throughout the year. These observations show that teachers are using high-level questioning and thoughtful work when it comes to student learning.

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)

Teachers meet throughout the year on designated Early Release Mondays for grade level collaboration time to plan units and analyze student data. McKinley teachers use formative and summative assessments to determine the needs of students and to plan lessons accordingly. We have engaged in professional development with our Center for Model Schools coach as a staff, and by grade level teams to modify instruction to meet the needs of students. We use assessment results from CAASPP, ELPAC, FastBridge, benchmark results, and local standards-based assessments and have implemented intervention groups, both push-in and pull-out, in class as well as small group intervention after school.

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

McKinley teachers use data during their PLC time to analyze student trends and areas for growth. This data helps teachers determine instructional strategies needed as well as intervention needed for students

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

In the 2023-2024 school year, there were no teachers teaching outside of their subject area. There are 19 fully credentialed teachers and four teachers working towards being fully credentialed.

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

Teachers at McKinley have access to district adopted, California Content Standards-based curriculum.

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

District and site professional development activities have been based around Rigor, Relevance and Relationships and the California Content Standards, NGSS, and STEM. These professional development opportunities occur during Site and District Early Days, as well as Site and District Buy Back Days. Professional development opportunities are focused on STEM implementation and strategies.

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

The district has provided us with content coaches and the assistance of a STEM Teacher on Special Assignment that joins us for some STEM Meetings. McKinley teachers have also participated in instructional walkthroughs with our ICLE coach. Our new teachers participated in TTIP activities with their mentor teachers and the District Professional Development department.

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

Teachers at McKinley are given time during most Early Release Mondays to collaborate with their grade level. In addition, each grade level is also given a full planning day with substitutes to cover their classes.

Teaching and Learning

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

McKinley uses standards-aligned curriculum, instruction, and materials that align to content and performance standards. Current ELA adopted curriculum is Wonders and Math curriculum is My Math, by McGraw-Hill. We also use the newly adopted Dimensions Science curriculum,

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

P.E is one hundred minutes per week. ELD is thirty minutes per day.

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

Teachers follow pacing guides for science, math, and language arts, which allows flexibility to include 30 minutes of intervention for students that need extra support.

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

All students at McKinley have access to Standards-based instructional materials.

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 students at McKinley have access to standards-aligned materials. Students also have access to intervention materials.

Opportunity and Equal Educational Access

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

Intervention is provided to underperforming students during the school day. We also offer afterschool intervention to students identified by teachers as needing more help. Boys and Girls Club also offers a Power Hour to students enrolled as a time to work on homework or get assistance. McKinley also offers Mental Health intervention as provided by the District.

Evidence-based educational practices to raise student achievement

Our instructional practices consist of Rigor, Relevance, Relationship and Engagement Rubrics, Professional Learning Communities(PLC), Response to Intervention(RTI), Math and ELA/STEM units of Study. These practices work toward meeting the needs of all students.

Parental Engagement

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

McKinley is a Title-1 school that uses its resources to fund paraprofessionals to provide intervention and English Learner support. The funds allow us to give targeted intervention, tutoring and professional development for teachers and classified staff members. The district has provided the schools with a parent liaison. Our parent liaison communicates with our parents about all school related events and opportunities to get involved in their child's education. Our parent liaison is bilingual and able to translate for parent meetings and translate materials into Spanish as needed. The district has also provided us with mental health counseling services.

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)

McKinley involved parents, teachers, and other school personnel through Parent/Teacher Conferences, Student Study Teams(SSTs), IEP meetings, School Site Council(SSC), ELAC, Back to School Night and Open House. We have also been able to involve parents through volunteering in classrooms, for field trips, and student activities on campus.

Funding

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

We utilize our Title 1 funds to support student learning and achievement by providing afterschool intervention, paraprofessionals to help with intervention in the classroom, and Professional Development for staff in the areas of PLC, RTI, and STEM. Additionally, we provide our students with opportunities to participate in field trips, and the Artist in Residence program through the San Joaquin County Office of Education. We also utilize funds to purchase materials for additional projects such as STEM. LCFF Supplemental funds are used to provide an EL para for intervention to our EL students.

Fiscal support (EPC)

McKinley School receives support through Title 1, LCFF and LCFF Supplemental funds

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

The Educational Partners involved in reviewing and updating this plan includes the School Site Council, ELAC, and the entire staff during Early Release Wednesdays.
The SPSA goals and Budget were discussed on the following dates:
12/5/2023 (Reviewed data and the SPSA goals and expenditures with School Site Council)
2/26/2024 (Reviewed EL Data with teachers and completed a needs assessment)
03/07/2024 (Reviewed EL Data with ELAC and completed a needs assessment)
05/15/2024 (Reviewed and voted on the SPSA goals and budget with our School Site Council for 2022-2023)

Discussions included a thorough review of school data using the California Dashboard and District Assessments. An analysis of current school goals, development of future school goals and past and future revenues and expenditures.

Resource Inequities

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

After reviewing SBAC data, it was observed and identified that there is a need for Reading/Literacy support as well as support for our English learners. We also need support for students in mathematics.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	0.23%	0.24%		1	1
African American	4.0%	4.40%	4.48%	18	19	19
Asian	9.6%	8.80%	8.96%	43	38	38
Filipino	4.2%	2.78%	3.07%	19	12	13
Hispanic/Latino	65.1%	64.81%	66.27%	293	280	281
Pacific Islander	1.8%	1.85%	0.71%	8	8	3
White	12.0%	13.66%	12.5%	54	59	53
Multiple/No Response	3.3%	3.47%	3.77%	15	15	16
			Total Enrollment	450	432	424

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	86	75	84
Grade 1	78	69	54
Grade 2	66	73	69
Grade3	69	75	73
Grade 4	77	69	74
Grade 5	74	71	70
Total Enrollment	450	432	424

Conclusions based on this data:

1. The percentage of Hispanic/Latino students has roughly stayed the same the past 3 years, 65.1%, 64.81%, and 66.27%.
2. The percentage of African American students has also been stable with 4.40% in 2021-2022 and 4.48% in 2022-2023.
3. The total enrollment has remained relatively stable, ranging from 424 enrolled students to 450 enrolled students.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	138	135	132	30.7%	31.3%	31.1%
Fluent English Proficient (FEP)	60	42	39	13.3%	9.7%	9.2%
Reclassified Fluent English Proficient (RFEP)	12	32	27	8.7%	7.4%	6.4%

Conclusions based on this data:

1. English Learner enrollment has been stable, averaging about 31%.
2. Number of English Learners being reclassified decreased from 2021-2022 with 32 students to 27 students in 2022-2023.
3. The number of students identified as fluent English proficient has decreased from 2021-2022 to 2022-2023, dropping from 7.4% to 6.4%.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	66	74	74	65	73	72	65	73	72	98.5	98.6	97.3
Grade 4	79	72	75	74	69	74	74	69	74	93.7	95.8	98.7
Grade 5	69	72	71	68	68	71	68	68	71	98.6	94.4	100.0
All Grades	214	218	220	207	210	217	207	210	217	96.7	96.3	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2354.	2378.	2362.	9.23	13.70	6.94	10.77	16.44	15.28	26.15	23.29	30.56	53.85	46.58	47.22
Grade 4	2396.	2402.	2409.	12.16	4.35	10.81	8.11	24.64	14.86	18.92	14.49	20.27	60.81	56.52	54.05
Grade 5	2437.	2446.	2437.	5.88	8.82	7.04	17.65	17.65	23.94	27.94	26.47	14.08	48.53	47.06	54.93
All Grades	N/A	N/A	N/A	9.18	9.05	8.29	12.08	19.52	17.97	24.15	21.43	21.66	54.59	50.00	52.07

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	9.23	9.59	12.50	55.38	56.16	47.22	35.38	34.25	40.28
Grade 4	6.76	5.80	10.81	52.70	56.52	54.05	40.54	37.68	35.14
Grade 5	7.35	10.29	7.04	60.29	60.29	64.79	32.35	29.41	28.17
All Grades	7.73	8.57	10.14	56.04	57.62	55.30	36.23	33.81	34.56

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	3.08	15.07	8.33	40.00	42.47	47.22	56.92	42.47	44.44
Grade 4	9.46	10.14	4.05	41.89	42.03	51.35	48.65	47.83	44.59
Grade 5	8.82	8.82	8.45	45.59	44.12	49.30	45.59	47.06	42.25
All Grades	7.25	11.43	6.91	42.51	42.86	49.31	50.24	45.71	43.78

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	3.08	1.37	4.17	75.38	76.71	63.89	21.54	21.92	31.94
Grade 4	5.41	4.35	6.76	74.32	66.67	66.22	20.27	28.99	27.03
Grade 5	5.88	5.88	11.27	75.00	75.00	60.56	19.12	19.12	28.17
All Grades	4.83	3.81	7.37	74.88	72.86	63.59	20.29	23.33	29.03

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	12.31	2.74	8.33	55.38	61.64	54.17	32.31	35.62	37.50
Grade 4	9.46	5.80	9.46	63.51	69.57	60.81	27.03	24.64	29.73
Grade 5	7.35	10.29	4.23	61.76	57.35	63.38	30.88	32.35	32.39
All Grades	9.66	6.19	7.37	60.39	62.86	59.45	29.95	30.95	33.18

Conclusions based on this data:

1. The percentage of students meeting or exceeding English Language Arts standards has fallen from 28.57% in 2021-2022 to 26.26% in 2022-2023
2. The 2022-23 grade 4 and grade 5 cohorts reduced the number of students not meeting the standards in Reading from 37.68% to 35.14% and 29.41% to 28.17%, respectively.
3. The percentage of students in grades 3-5 scoring below standard in Writing has decreased over the past 3 years, dropping from 50.24% in 2020-21 to 45.71% in 2021-22, to 43.78% in 2022-23.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	66	74	74	65	73	72	65	73	72	98.5	98.6	97.3
Grade 4	79	72	75	74	72	74	74	72	74	93.7	100.0	98.7
Grade 5	69	72	71	67	67	71	67	67	71	97.1	93.1	100.0
All Grades	214	218	220	206	212	217	206	212	217	96.3	97.2	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2357.	2401.	2399.	6.15	10.96	9.72	6.15	26.03	16.67	27.69	21.92	31.94	60.00	41.10	41.67
Grade 4	2400.	2392.	2422.	4.05	5.56	8.11	9.46	6.94	16.22	32.43	31.94	33.78	54.05	55.56	41.89
Grade 5	2402.	2446.	2428.	1.49	8.96	7.04	4.48	4.48	5.63	20.90	35.82	23.94	73.13	50.75	63.38
All Grades	N/A	N/A	N/A	3.88	8.49	8.29	6.80	12.74	12.90	27.18	29.72	29.95	62.14	49.06	48.85

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	4.62	19.18	11.11	35.38	49.32	52.78	60.00	31.51	36.11
Grade 4	2.70	5.56	10.81	33.78	29.17	36.49	63.51	65.28	52.70
Grade 5	0.00	8.96	8.45	28.36	40.30	38.03	71.64	50.75	53.52
All Grades	2.43	11.32	10.14	32.52	39.62	42.40	65.05	49.06	47.47

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	4.62	12.33	11.11	41.54	50.68	47.22	53.85	36.99	41.67
Grade 4	4.05	6.94	6.76	48.65	36.11	45.95	47.30	56.94	47.30
Grade 5	2.99	4.48	2.82	35.82	55.22	49.30	61.19	40.30	47.89
All Grades	3.88	8.02	6.91	42.23	47.17	47.47	53.88	44.81	45.62

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	4.62	10.96	9.72	53.85	57.53	59.72	41.54	31.51	30.56
Grade 4	4.05	5.56	9.46	56.76	41.67	60.81	39.19	52.78	29.73
Grade 5	2.99	10.45	1.41	49.25	50.75	46.48	47.76	38.81	52.11
All Grades	3.88	8.96	6.91	53.40	50.00	55.76	42.72	41.04	37.33

Conclusions based on this data:

1. The percentage of students meeting or exceeding Mathematics standards has remained steady at 21.21% in 2021-22 to 21.19% in 2022-23.
2. The 4th grade cohort decreased the percentage of students not meeting standards in Mathematics from 55.56% in 2021-22 to 41.89% in 2022-23.
3. The 4th grade cohort increased the percentage of students exceeding the standards in Mathematics from 5.56%-8.11%.

School and Student Performance Data

CAASPP Test Results in Science for All Students

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	20.29	14.08	23.05	24.54	29.47	30.29

Conclusions based on this data:

1. The percentage of students who met or exceeded the standard at the school level decreased from 2021-2022 to 2022-2023, from 20.29% to 14.08%,
2. The percentage of students who met or exceeded the standard at the school level, 14.08%, is below the district average of 24.54% for the 2022-2023 school year.
3. The District average of students who met or exceeded the standard in 2022-2023 is below the State average of 30.29%.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1395.9	1404.4	1407.7	1411.4	1408.7	1415.0	1359.4	1393.7	1390.4	31	26	38
1	1394.4	1410.7	1445.7	1427.3	1437.4	1458.6	1361.0	1383.6	1432.4	25	22	16
2	1455.7	1452.0	1468.0	1458.2	1458.1	1470.3	1452.4	1445.5	1465.0	15	24	20
3	1484.9	1469.3	1495.0	1485.4	1475.0	1506.5	1484.0	1463.1	1483.2	24	20	23
4	1489.5	1493.8	1497.0	1493.7	1499.2	1503.4	1484.8	1487.7	1489.9	26	25	20
5	1518.9	1535.2	1530.1	1534.2	1542.9	1533.6	1503.3	1526.9	1526.2	19	20	21
All Grades										140	137	138

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	3.23	11.54	15.79	22.58	11.54	18.42	41.94	57.69	42.11	32.26	19.23	23.68	31	26	38
1	0.00	0.00	12.50	12.00	22.73	43.75	32.00	27.27	37.50	56.00	50.00	6.25	25	22	16
2	0.00	4.17	0.00	40.00	50.00	45.00	33.33	25.00	45.00	26.67	20.83	10.00	15	24	20
3	8.33	0.00	13.04	41.67	35.00	39.13	33.33	35.00	39.13	16.67	30.00	8.70	24	20	23
4	0.00	8.00	10.00	53.85	52.00	45.00	26.92	20.00	30.00	19.23	20.00	15.00	26	25	20
5	31.58	20.00	19.05	31.58	60.00	42.86	26.32	20.00	28.57	10.53	0.00	9.52	19	20	21
All Grades	6.43	7.30	12.32	32.86	37.96	36.23	32.86	31.39	37.68	27.86	23.36	13.77	140	137	138

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	3.23	11.54	15.79	35.48	15.38	23.68	38.71	38.46	26.32	22.58	34.62	34.21	31	26	38
1	12.00	0.00	18.75	16.00	31.82	50.00	48.00	59.09	25.00	24.00	9.09	6.25	25	22	16
2	13.33	29.17	20.00	40.00	29.17	40.00	13.33	33.33	35.00	33.33	8.33	5.00	15	24	20
3	25.00	30.00	52.17	50.00	35.00	34.78	16.67	15.00	8.70	8.33	20.00	4.35	24	20	23
4	26.92	36.00	30.00	34.62	40.00	50.00	30.77	8.00	5.00	7.69	16.00	15.00	26	25	20
5	52.63	45.00	42.86	36.84	55.00	52.38	5.26	0.00	0.00	5.26	0.00	4.76	19	20	21
All Grades	20.71	24.82	28.99	35.00	33.58	39.13	27.86	26.28	17.39	16.43	15.33	14.49	140	137	138

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	3.23	7.69	5.26	12.90	7.69	21.05	45.16	57.69	52.63	38.71	26.92	21.05	31	26	38
1	4.00	0.00	12.50	12.00	18.18	18.75	12.00	22.73	50.00	72.00	59.09	18.75	25	22	16
2	6.67	8.33	0.00	26.67	37.50	30.00	33.33	20.83	55.00	33.33	33.33	15.00	15	24	20
3	4.17	0.00	4.35	25.00	0.00	13.04	45.83	55.00	56.52	25.00	45.00	26.09	24	20	23
4	0.00	0.00	0.00	11.54	20.00	25.00	42.31	40.00	30.00	46.15	40.00	45.00	26	25	20
5	5.26	10.00	0.00	5.26	15.00	38.10	73.68	65.00	38.10	15.79	10.00	23.81	19	20	21
All Grades	3.57	4.38	3.62	15.00	16.79	23.91	41.43	43.07	47.83	40.00	35.77	24.64	140	137	138

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	6.45	11.54	15.79	80.65	53.85	60.53	12.90	34.62	23.68	31	26	38
1	20.00	9.09	31.25	60.00	81.82	62.50	20.00	9.09	6.25	25	22	16
2	20.00	20.83	5.00	60.00	66.67	85.00	20.00	12.50	10.00	15	24	20
3	20.83	30.00	13.04	62.50	45.00	73.91	16.67	25.00	13.04	24	20	23
4	30.77	48.00	15.00	65.38	36.00	50.00	3.85	16.00	35.00	26	25	20
5	36.84	10.00	4.76	42.11	90.00	90.48	21.05	0.00	4.76	19	20	21
All Grades	21.43	21.90	13.77	63.57	61.31	69.57	15.00	16.79	16.67	140	137	138

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	3.23	7.69	21.05	58.06	69.23	42.11	38.71	23.08	36.84	31	26	38
1	4.00	0.00	31.25	60.00	72.73	62.50	36.00	27.27	6.25	25	22	16
2	13.33	25.00	30.00	60.00	62.50	60.00	26.67	12.50	10.00	15	24	20
3	54.17	50.00	69.57	37.50	25.00	21.74	8.33	25.00	8.70	24	20	23
4	42.31	44.00	57.89	46.15	44.00	31.58	11.54	12.00	10.53	26	25	19
5	78.95	90.00	95.24	15.79	10.00	0.00	5.26	0.00	4.76	19	20	21
All Grades	30.71	34.31	48.18	47.14	48.91	35.77	22.14	16.79	16.06	140	137	137

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	3.23	7.69	7.89	54.84	46.15	63.16	41.94	46.15	28.95	31	26	38
1	4.00	9.09	25.00	24.00	31.82	37.50	72.00	59.09	37.50	25	22	16
2	13.33	4.17	5.00	60.00	62.50	70.00	26.67	33.33	25.00	15	24	20
3	0.00	0.00	8.70	62.50	35.00	60.87	37.50	65.00	30.43	24	20	23
4	0.00	0.00	0.00	53.85	48.00	60.00	46.15	52.00	40.00	26	25	20
5	10.53	15.00	19.05	63.16	65.00	52.38	26.32	20.00	28.57	19	20	21
All Grades	4.29	5.84	10.14	52.14	48.18	58.70	43.57	45.99	31.16	140	137	138

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	16.13	50.00	42.11	41.94	26.92	36.84	41.94	23.08	21.05	31	26	38
1	4.00	0.00	0.00	36.00	50.00	87.50	60.00	50.00	12.50	25	22	16
2	0.00	12.50	25.00	66.67	54.17	70.00	33.33	33.33	5.00	15	24	20
3	8.33	0.00	13.04	70.83	75.00	60.87	20.83	25.00	26.09	24	20	23
4	3.85	12.00	10.00	57.69	56.00	65.00	38.46	32.00	25.00	26	25	20
5	0.00	5.00	14.29	84.21	85.00	66.67	15.79	10.00	19.05	19	20	21
All Grades	6.43	14.60	21.01	57.14	56.20	60.14	36.43	29.20	18.84	140	137	138

Conclusions based on this data:

1. The percentage of students who had an Overall Language Score at Level 1 decreased from 2021-2022 to 2022-2023, from 23.36% to 13.77% respectively.
2. The percentage of students who scored at the Well-Developed level in Oral Language increased from 24.82% in 2021-22 to 28.99% in 2022-23.
3. The percentage of students who scored at the Well-Developed level in Speaking increased from 5.84% in 2021-22 to 10.14% in 2022-23

School and Student Performance Data

Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
424	**68.9**	**31.1**	**0.5**
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	132	31.1
Foster Youth	2	0.5
Homeless	17	4
Socioeconomically Disadvantaged	292	68.9
Students with Disabilities	93	21.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	19	4.5
American Indian	1	0.2
Asian	38	9
Filipino	13	3.1
Hispanic	281	66.3
Two or More Races	16	3.8
Pacific Islander	3	0.7
White	53	12.5

Conclusions based on this data:

1. 68.9% of students are socioeconomically disadvantaged.

2. The Race/Ethnicity student group with the largest percentage of students (66.3%) are Hispanic.

3. The student population at MES includes 21.9% of students with disabilities.

School and Student Performance Data

Overall Performance

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Looking at overall performance for all students, absenteeism is a concern, falling in the yellow, or medium, category.
2. Our ELA and Math performance scored in the Low category.
3. Our English Learner Progress fell in the Blue, or Highest Performance, category.

School and Student Performance Data

Academic Performance
English Language Arts

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
3	1	0	0	0

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

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

All Students	English Learners	Foster Youth
 Orange	 Red	Less than 11 Students
64.1 points below standard	78.7 points below standard	2 Students
Decreased -4.5 points	Decreased -8.9 points	
212 Students	84 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	 Red	 Red
7 Students	70.9 points below standard	155.5 points below standard
	Decreased -3.5 points	Decreased -8.3 points
	155 Students	55 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 7 Students	 No Performance Color 0 Students	31.8 points below standard Increased +10.8 points 14 Students	Less than 11 Students 7 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 62.6 points below standard Maintained -0.6 points 149 Students	Less than 11 Students 7 Students	Less than 11 Students 2 Students	74.8 points below standard Increased +5.2 points 26 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
100.8 points below standard Decreased -9.1 points 60 Students	23.5 points below standard Increased +11.2 points 24 Students	60.1 points below standard Decreased -10 points 114 Students

Conclusions based on this data:

1. For 2022-2023, English Learners scored 78.7 points below standard.
2. Students with disabilities scored 155.5 points below standard.
3. Our reclassified English learners scored 23.5 points below standard, but this was an increase of 11.2 points.

School and Student Performance Data

Academic Performance
Mathematics

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

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

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	0	0	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange	 Orange	Less than 11 Students
65.4 points below standard	77.3 points below standard	2 Students
Maintained -0.9 points	Decreased -7.4 points	
212 Students	84 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	 Orange	 Orange
7 Students	72.7 points below standard	132.3 points below standard
	Maintained -2.5 points	Increased Significantly +15.9 points
	155 Students	55 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 7 Students	 No Performance Color 0 Students	38.1 points below standard Decreased Significantly - 21.3 points 14 Students	Less than 11 Students 7 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 71 points below standard Maintained -1 points 149 Students	Less than 11 Students 7 Students	Less than 11 Students 2 Students	51.6 points below standard Increased Significantly +27.1 points 26 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
91.7 points below standard Decreased -5 points 60 Students	41.3 points below standard Maintained +1.7 points 24 Students	58.6 points below standard Maintained +2 points 114 Students

Conclusions based on this data:

1. Our English Learners scored in the low range with 77.3 points below standard in Math.
2. Our students with disabilities scored in the low range at 132.3 points below standard, but this was a significant increase of 15.9 points.
3. Reclassified English Learners scored 43.1 points below standard.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Blue
61.7 points above standard making progress towards English language proficiency
Number of EL Students: 94 Students
Performance Level: 4

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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
9	27	0	58

Conclusions based on this data:

1. 9% of English Learners decreased on ELPI level.
2. 58% of English Learners progressed at least one level.
3. 27.0% of English Learners maintained ELPI levels 1 through 3.

School and Student Performance Data

Academic Performance
College/Career Report

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

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

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**

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

2023 Fall Dashboard College/Career Report for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2023 Fall Dashboard College/Career Reportby Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	2	0	0

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Yellow	 Orange	Less than 11 Students
29.5% Chronically Absent	28.2% Chronically Absent	2 Students
Declined Significantly -11.6	Declined -5.4	
447 Students	149 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
41.7% Chronically Absent	 Yellow	 Orange
Declined -18.3	31.3% Chronically Absent	36.2% Chronically Absent
24 Students	Declined Significantly -10.4	Declined -11.2
	313 Students	116 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
20% Chronically Absent	Less than 11 Students		21.4% Chronically Absent
Declined -11.6	1 Student	Orange	Increased 6
20 Students		21.4% Chronically Absent	14 Students
		Declined -6.8	
		42 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
	29.4% Chronically Absent	Less than 11 Students	
Yellow	Declined -11.8	3 Students	Orange
33% Chronically Absent	17 Students		23.2% Chronically Absent
Declined Significantly -9.8			Declined -21.6
294 Students			56 Students

Conclusions based on this data:

1. In 2022-2023, 29.5% of all students are Chronically absent.
2. In the area of Students with Disabilities, 36.2% are chronically absent students.
3. 28.2% of our English Learners are chronically absent.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts 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.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. There is no data in this section.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	3	3

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 Green	 Blue	Less than 11 Students
1.8% suspended at least one day	0.7% suspended at least one day	2 Students
Declined -0.7	Declined Significantly -1.9	
452 Students	151 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
0% suspended at least one day	 Green	 Green
Maintained 0	2.2% suspended at least one day	2.6% suspended at least one day
24 Students	Declined -0.8	Declined -3.2
	317 Students	116 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
5% suspended at least one day Increased 5 20 Students	Less than 11 Students 1 Student	 Blue 0% suspended at least one day Maintained 0 42 Students	0% suspended at least one day Maintained 0 14 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Green 1.7% suspended at least one day Declined -0.3 298 Students	11.8% suspended at least one day Increased 6.2 17 Students	Less than 11 Students 3 Students	 Blue 0% suspended at least one day Declined -6 57 Students

Conclusions based on this data:

1. All students at McKinley School scored in the Green range, with 1.8% of students being suspended for at least one day.
2. In 2022-2023, 2.6% of Students with Disabilities were suspended at least one day.
3. Our English Learners scored in the Blue range, with 0.7% of students being suspended at least one day.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Prepare all pupils for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups through accelerated learning and tiered supports.

Goal 1

Prepare all pupils for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups through accelerated learning and tiered supports.

Identified Need

Students need to be equipped with literacy skills to be able to compete in college as well as successfully pursue their individual career paths. Academic performance in the area of Language Arts is an issue based on our needs assessment. More than 70% of our 3rd through 5th grade students are performing below standards. The Dashboard data shows that 28.57% of our English Learners scored in the Beginning range in the Reading Domain on the Summative ELPAC. We need to increase the number of English Language Learners and English only students that are performing at grade level in all content areas. The students of today are markedly different from learners of the past, and research has demonstrated there are effective strategies that work. Teachers need to continue to have the training, support and time to implement shifts in instructional practices in order to best support the needs of our students. We need to continue to focus on English language arts and mathematics instruction, particularly for at-risk youth and English Language Development instruction for English Learners.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP in the area of English Language Arts	34.56% performed at the below Standard Level in the area of Reading, 26.26% met or exceeded the standard overall	The percent of students meeting the standard will increase by 2%.
CAASPP in the area of Mathematics	45.62% performed at the below Standard Level in the area of Problem Solving and Data Analysis, 21.19% met or exceeded the Standard overall	The percent of students meeting the standard will increase by 2%
ELPAC Data in the area of English Language Development	51.45% of English Learners scored a 1 or 2 on the Summative ELPAC.	Increase our reclassification level by 2% annually.
ELPAC Data in the area of English Learner Progression	9.0% of English Learners decreased one ELPI level, 58% of English Learners progresses at least one level	Increase the percentage of students who increase at least one ELPI level by 3%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

All teachers will meet weekly in Professional Learning Communities using an agenda, norms, and groups roles to discuss student performance. Teachers will identify students that need targeted support through on-site interventions by the classroom teacher and grade level team (Tier 1 and 2). During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards and design common formative assessments.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Provide two paraprofessionals to support English Learners by providing designated English Language Development

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
31,163.00	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Provide one paraprofessional to support English Learners in small groups in and out of the classroom. She will assist with organizing all ELD paperwork and assessments. (include possible salary increase)

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)
36,355	LCFF - Supplemental
12,118	LCFF - Supplemental

Strategy/Activity 4

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

TK -5th grade

Strategy/Activity

Provide Accelerated Reader, Library Support and books, Student Planners and Agendas, and supplemental classroom supplies for at-risk students, field trips (including transportation);

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

Amount(s)	Source(s)
15,494.00	Title I
1000.00	LCFF

Strategy/Activity 5

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

All Students

Strategy/Activity

Provide teacher release time and subs for team coaching and classroom observations.

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)
8000.00	Title I

Strategy/Activity 6

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

All Students

Strategy/Activity

Provide teacher resources and classroom support such as materials and supplies for the instructional program. Also includes copies and laminating. This includes a classroom budget of $25 per student

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)
22,100.00	Title I
2,500.00	LCFF

Strategy/Activity 7

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

All Students

Strategy/Activity

Engage parents in activities that will help them to better support their children in the area of English Language Arts, Mathematics, English Language Development and Integrated STEM. Activities such as Science nights, Math nights and Literacy nights.

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)
2000.00	Title I

Strategy/Activity 8

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

All Students

Strategy/Activity

Purchase replacement and new technology to support teaching and learning through the implementation of California State Standards. Replace light bulbs for projectors and computer software. Also replace document cameras and projectors 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)
2000.00	Title I
1,000.00	LCFF

Strategy/Activity 9

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

All Students

Strategy/Activity

Provide Professional Development for staff. Includes purchase of supplemental materials.

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)
10,000	Title I

Strategy/Activity 10

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

All Students

Strategy/Activity

Provide teachers and/or paras for afterschool intervention

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)
15000.00	Title I

Strategy/Activity 11

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

EL Students

Strategy/Activity

Provide professional development for teachers at CABE Conference

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)
12,492	LCFF - Supplemental

Strategy/Activity 12

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

EL Students

Strategy/Activity

Dedicate two Early Release Mondays to allow staff the opportunity to review EL data and the practice ELPAC test

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

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 13

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

All Students

Strategy/Activity

Provide MyPath K-12 program for reading and math support for 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)
0	District Funded

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

Each of the above strategies and services were successfully implemented for the 2023-2024 school year, with the exception of parent math/literacy nights. Our school staff continues to work in their professional learning communities to analyze data and plan interventions. Based on our last CAASPP results, our students need more focused instruction in mathematics, English language arts and English language development. According to our scores on the Dashboard more that approximately 45% of our students are scoring below the standard in math (problem solving) and approximately 34% scored below standard in English Language arts in the area of reading. We will offer afterschool intervention for students who need it and will begin earlier in the year in order to provide small group intervention to more students after school.

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

We allocated money for Parent/Family nights, but these did not happen. As a result, we did not spend as much money as we had allocated for strategy seven. We do plan on holding two parent nights in the 2024-2025 school year.

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 goal to prepare all pupils for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups was our focus in 2023-24. This goal will continue to be our priority in the 2024-25 school year. We will be implementing small group intervention afterschool earlier in the school year in order to meet the needs of more students. We will also be providing more professional development opportunities for teachers during the 2024-2025 school year. The goal is to have these teachers bring back what they learn and provide some professional development with other teachers at ERMs. We also plan to implement our family nights as we feel this builds a bridge between home and school.

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

Provide a safe and equitable learning environment for all students and staff.

Goal 2

Provide a safe and equitable learning environment for all students and staff.

Identified Need

To ensure that we are providing a safe and equitable learning environment that includes decreasing chronic absenteeism, suspension rates and increasing parent involvement. Student attendance is an important factor in student achievement. Our absences have improved over the past two years. The primary rationale for high-quality attendance data is the relationship between student attendance and student achievement. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism- Overall	29.5% of all students were chronically absent during the 2022-2023 school year	Increase attendance rate by 3% Annually based on ADA reports
Suspension Rate-Overall	1.8% of students were suspended at least 1 day during the 2022-2023 school year	Decrease suspension rate by 1% annually based on Aeries Discipline Dashboard

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Highlight the importance of attendance on Facebook, in newsletters, flyers and discuss with parent groups, attendance assemblies and School Site Council meetings. Continue to discuss attendance data in staff meetings. Include office supplies to support the academic program.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	LCFF
500	Title I

Strategy/Activity 2

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

All students

Strategy/Activity

Provide Social Emotional Learning programs such as Second Step as well as assemblies that focus on anti-bullying, Character Counts, Social Media, etc. Includes Tiger Tracks, certificates, incentives for students. Includes office supplies and copies to support the program.

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)
2500.00	Title I
500.00	LCFF

Strategy/Activity 3

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

All Students

Strategy/Activity

Provide Boys & Girls Club with funds to support the afterschool programs Includes the library technology to support reading and sports equipment. (ASES match) (Evidence: Program Roster)

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)
3000.00	Title I

Strategy/Activity 4

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

All students

Strategy/Activity

Provide Conflict Managers to monitor and support students during all recesses.

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

Amount(s)	Source(s)
0	None Specified

Strategy/Activity 5

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

Students identified as chronically absent.

Strategy/Activity

Continue to send SARB and SART letters and meet with parents to reverse our decline in attendance. Offer support services for students and families with regards to attendance from our District-provided counselor or Prevention Services

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

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 6

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

All

Strategy/Activity

Meet with staff during ERMs to discuss and create strategies to encourage students to come to school and arrive on time.

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

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Continue to invite parents to school related events. Offer parent education workshops to increase knowledge and capacity for parents in regards to their child's education. Information will be distributed to our parents via email, news letters, Remind app, and our phone messaging system. Parents will be involved in decision making through School Site Site Council, ELAC and the District Title 1 meetings. Translate materials and provide interpreters to makes phone calls and assist at events/ meetings when needed or requested. Postage and copies/Copier maintenance included. Also includes unexpected expenditures.

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)
11,617.00	LCFF
6500.00	Title I

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide a counselor for students that are in need of mental health support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2188.00	Title I
16,532.00	LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

Truancy prevention continues to be an area of need as we did not meet our intended outcomes. During the 2022-2023 school year 29.5% of McKinley students were chronically absent. Our suspension rate was 1.8%. We did have awards assemblies during the 2023-2024 school year. We would like to have more assemblies in the 2024-2025 school year. An analysis of the data and conversations with staff indicated a continued need for targeted strategies to increase attendance rates for all student groups. Communication with parents and stakeholders has become much more frequent using our different medias. We did mail home truancy notices throughout the year and while we did meet with some parents regarding attendance, we would like to increase the number of families reached We will continue to use multiple platforms to reach our families with information regarding absenteeism. Overall, our strategies for creating a safe and equitable environment have been successful.

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

We intended to have a mental health counselor on campus 5 days a week, but due to staffing, we were only able to have a counselor 3-4 days a week. Due to funding, we will have a mental health counselor on site 3 days a week for the 2024-2025 school year.

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

We did not meet our annual outcomes and would like to continue to work on attendance and suspension rates. We would like to increase parent involvement and how often parents receive communication regarding attendance as well as how they can help their 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

LCAP Goal #1

Goal 3

Prepare all students to meet grade level standards in the areas of Science.

Identified Need

With our focus on STEM, we have found academic performance in the area of science to be an issue based on our needs assessment. Almost a quarter of 5th grade students did not meet the standard as reported on the CAST assessment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CASSPP CAST Assessment	14.08% of students met or exceeded the standard	Increase performance at the Standard Met level by 10%
CASSPP CAST Assessment	57% of students nearly met the standard	Increase performance at the Near Standard level by 10%
CASSPP CAST Assessment	76.95% of students did not meet the standard	Decrease performance at the Standard not Met level by 10%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Designate weekly times for science instruction at each grade level which is student-centered and aligned to NGSS and Common Core State Standards and regularly incorporate informational science text into EL and ELA instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

0	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 Students

Strategy/Activity

Provide Professional Development for teachers in STEM strategies from both outside organizations as well as our site STEM Leaders. Includes materials for trainings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2500.00	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Include targeted discussions and review of specific student data, during PLC times, related to science instruction and student performance. Additionally, we will use data gathered from our site's STEM Implementation Team's monthly walkthroughs to share with the PLC teams.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Focus on science instruction monthly with the teacher Leadership Committee throughout the school year. Leadership team will meet during the school year, review data from observed science instructional practices aligned to our Rigor, Relevance, and Engagement rubrics to address trends, needs, and plan future professional development and support for three dimensional learning: Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts working directly with support from TUSD's Professional Learning and Curriculum Department staff.

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

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 5

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

All Students

Strategy/Activity

Provide additional materials for STEM assignments and projects, including SJCOE's Star Lab

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)
4500.00	Title I

Strategy/Activity 6

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

All students

Strategy/Activity

Our site's STEM ILT will look at science data collected from walkthroughs, aligned to the Rigor, Relevance, and Engagement Rubrics, to share with teachers, PLC teams, and Leadership to help develop and design targeted professional development needs to support our staff's and students' 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)
0	None Specified

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

Based on our 2022-2023 CAST results, the number of students achieving above or near the standard decreased. Through observations of classrooms and observations of PLCs as well as providing STEM Planning time, all strategies listed above were implemented. Teachers were observed using strategies and lessons in classrooms during instructional walkthroughs. Additional STEM materials were purchased and students were given opportunities to explore STEM activities using these supplies and materials.

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

Based on our monthly walkthroughs and AdvanceSTEM walkthroughs using our Rigor rubric, we have seen science instruction being implemented this past school year on a more consistent basis. We have had ongoing professional development using sense-making notebooks, science talks, and 5E lesson designs this past year, but would like to continue building upon this work this coming school year as we have seen an increase in positive growth mindsets, as our students view themselves talking and thinking like scientists and engineers. While we are making progress towards the integration of technology to support students' critical thinking, communication, collaboration, and creativity skills necessary for STEM integration, we feel we still need to make this a focus for the upcoming school year.

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.

Based on the reflection of the data, our expected outcome for CAST testing will remain to increase our percentage of students meeting or exceeding the standard by 10% annually. Our percentage of students meeting or exceeding standards on the CAST decreased from the 2021-2022 to 2022-2023 school years. We need to show growth in this area. All strategies will remain the same for the 2024-2025 school year so we can measure growth and effectiveness in those areas.

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

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)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator | Baseline/Actual Outcome | Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

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

Amount(s) | Source(s)

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$222,059.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I	$127,445.00

Subtotal of additional federal funds included for this school: $127,445.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
District Funded	$0.00
LCFF	$17,117.00
LCFF - Supplemental	$77,497.00
None Specified	$0.00

Subtotal of state or local funds included for this school: $94,614.00

Total of federal, state, and/or local funds for this school: $222,059.00

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

2 Other School Staff

4 Parent or Community Members

Name of Members	Role
Shannon Bancroft	Principal
Leslie Garcia	Classroom Teacher
Alexandria Prestia	Classroom Teacher
Alicia Moya	Classroom Teacher
Barbara Moser	Other School Staff
Ashley Fisher	Other School Staff
Monique Rico	Parent or Community Member
Samantha Naval	Parent or Community Member
Rogelio Quintero	Parent or Community Member
Steve Murdock	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

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

Attested:

Principal, Shannon Bancroft on May 15, 2024

SSC Chairperson, Rogelio Quintero on May 15, 2024

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan 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 the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

    b. use methods and instructional strategies that:

        i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019