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 School of Arts	19-64881-6120265		June 27, 2024

Purpose and Description

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

Schoolwide Program

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

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

Resource Inequities

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

School Vision and Mission

School Profile

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	0.3%	0.26%	0.15%	3	2	1
African American	17.7%	19.44%	18.52%	165	147	120
Asian	6.0%	4.76%	4.78%	56	36	31
Filipino	2.6%	2.91%	2.01%	24	22	13
Hispanic/Latino	60.6%	61.64%	64.51%	567	466	418
Pacific Islander	0.1%	%	0%	1		0
White	10.1%	7.67%	6.94%	94	58	45
Multiple/No Response	2.0%	2.51%	1.54%	19	19	10
			Total Enrollment	935	756	648

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	77	68	48
Grade 1	75	50	50
Grade 2	76	66	52
Grade3	84	60	69
Grade 4	62	65	65
Grade 5	99	68	54
Grade 6	141	128	93
Grade 7	158	116	104
Grade 8	163	135	105
Total Enrollment	935	756	640

Conclusions based on this data:

1.

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	132	137	147	14.10%	10.1%	22.7%
Fluent English Proficient (FEP)	215	160	126	23.00%	21.2%	19.4%
Reclassified Fluent English Proficient (RFEP)	10			7.6%		

Conclusions based on this data:

1.

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	86	61	69	0	57	69	0	57	69	0.0	93.4	100.0
Grade 4	61	59	65	0	55	62	0	55	62	0.0	93.2	95.4
Grade 5	101	65	54	0	63	52	0	63	52	0.0	96.9	96.3
Grade 6	142	117	98	0	115	92	0	115	92	0.0	98.3	93.9
Grade 7	157	110	107	0	109	104	0	109	104	0.0	99.1	97.2
Grade 8	162	127	107	0	124	104	0	124	104	0.0	97.6	97.2
All Grades	709	539	500	0	523	483	0	523	483	0.0	97.0	96.6

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		2355.	2384.		10.53	18.84		8.77	13.04		21.05	23.19		59.65	44.93
Grade 4		2425.	2400.		7.27	6.45		25.45	14.52		25.45	27.42		41.82	51.61
Grade 5		2412.	2455.		7.94	5.77		12.70	25.00		14.29	23.08		65.08	46.15
Grade 6		2470.	2447.		6.09	4.35		20.87	10.87		29.57	26.09		43.48	58.70
Grade 7		2491.	2488.		6.42	6.73		25.69	19.23		22.02	27.88		45.87	46.15
Grade 8		2562.	2520.		14.52	9.62		33.06	23.08		29.84	32.69		22.58	34.62
All Grades	N/A	N/A	N/A		8.99	8.49		22.94	17.60		24.86	27.33		43.21	46.58

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		7.02	18.84		56.14	47.83		36.84	33.33
Grade 4		9.09	4.84		70.91	64.52		20.00	30.65
Grade 5		9.52	7.69		47.62	71.15		42.86	21.15
Grade 6		10.43	7.61		48.70	42.39		40.87	50.00
Grade 7		8.26	9.62		51.38	64.42		40.37	25.96
Grade 8		20.97	5.77		59.68	57.69		19.35	36.54
All Grades		11.85	8.90		54.88	57.14		33.27	33.95

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		3.51	7.25		43.86	46.38		52.63	46.38
Grade 4		7.27	6.45		52.73	43.55		40.00	50.00
Grade 5		6.35	1.92		38.10	53.85		55.56	44.23
Grade 6		3.48	4.35		45.22	38.04		51.30	57.61
Grade 7		5.56	6.73		50.00	48.08		44.44	45.19
Grade 8		18.55	11.54		47.58	50.00		33.87	38.46
All Grades		8.24	6.83		46.55	46.38		45.21	46.79

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		5.26	11.59		73.68	65.22		21.05	23.19
Grade 4		3.64	8.06		85.45	72.58		10.91	19.35
Grade 5		1.59	13.46		73.02	71.15		25.40	15.38
Grade 6		11.30	7.61		66.96	72.83		21.74	19.57
Grade 7		10.09	4.81		66.06	75.96		23.85	19.23
Grade 8		12.90	13.46		75.00	66.35		12.10	20.19
All Grades		8.80	9.52		72.08	70.81		19.12	19.67

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		10.53	11.59		43.86	56.52		45.61	31.88
Grade 4		0.00	6.45		76.36	58.06		23.64	35.48
Grade 5		4.76	9.62		44.44	55.77		50.79	34.62
Grade 6		8.70	10.87		64.35	50.00		26.96	39.13
Grade 7		11.93	12.50		61.47	58.65		26.61	28.85
Grade 8		15.32	18.27		71.77	63.46		12.90	18.27
All Grades		9.75	12.22		62.14	57.35		28.11	30.43

Conclusions based on this data:

1.

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	86	61	69	0	58	69	0	58	69	0.0	95.1	100.0
Grade 4	61	59	65	0	55	62	0	55	62	0.0	93.2	95.4
Grade 5	101	65	54	0	63	52	0	63	52	0.0	96.9	96.3
Grade 6	142	117	98	0	115	92	0	115	92	0.0	98.3	93.9
Grade 7	157	109	107	0	108	104	0	108	104	0.0	99.1	97.2
Grade 8	162	127	107	0	125	104	0	125	104	0.0	98.4	97.2
All Grades	709	538	500	0	524	483	0	524	483	0.0	97.4	96.6

* 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		2384.	2380.		5.17	10.14		24.14	11.59		22.41	33.33		48.28	44.93
Grade 4		2427.	2404.		5.45	8.06		16.36	6.45		41.82	25.81		36.36	59.68
Grade 5		2396.	2424.		3.17	3.85		1.59	7.69		19.05	32.69		76.19	55.77
Grade 6		2470.	2428.		12.17	4.35		8.70	7.61		26.09	17.39		53.04	70.65
Grade 7		2463.	2463.		8.33	10.58		11.11	8.65		23.15	23.08		57.41	57.69
Grade 8		2504.	2477.		15.20	8.65		8.80	3.85		17.60	16.35		58.40	71.15
All Grades	N/A	N/A	N/A		9.54	7.87		10.88	7.45		23.85	23.40		55.73	61.28

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		10.34	8.70		46.55	55.07		43.10	36.23
Grade 4		10.91	9.68		40.00	25.81		49.09	64.52
Grade 5		3.17	3.85		23.81	40.38		73.02	55.77
Grade 6		11.30	4.35		34.78	25.00		53.91	70.65
Grade 7		8.33	10.58		36.11	27.88		55.56	61.54
Grade 8		16.80	6.73		32.80	33.65		50.40	59.62
All Grades		10.88	7.45		35.11	33.54		54.01	59.01

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		10.34	10.14		39.66	46.38		50.00	43.48
Grade 4		3.64	4.84		49.09	33.87		47.27	61.29
Grade 5		4.76	3.85		38.10	48.08		57.14	48.08
Grade 6		9.57	4.35		45.22	38.04		45.22	57.61
Grade 7		12.96	11.54		37.04	42.31		50.00	46.15
Grade 8		12.80	8.65		49.60	42.31		37.60	49.04
All Grades		9.92	7.66		43.51	41.61		46.56	50.72

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		6.90	4.35		63.79	53.62		29.31	42.03
Grade 4		7.27	8.06		63.64	35.48		29.09	56.45
Grade 5		1.59	5.77		38.10	46.15		60.32	48.08
Grade 6		12.17	5.43		53.04	43.48		34.78	51.09
Grade 7		6.48	10.58		62.04	47.12		31.48	42.31
Grade 8		11.20	7.69		55.20	52.88		33.60	39.42
All Grades		8.40	7.25		55.92	47.00		35.69	45.76

Conclusions based on this data:

1.

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	1425.2	1404.8	1439.5	1430.9	1419.2	1445.7	1411.1	1370.9	1424.6	19	24	26
1	1418.5	*	1447.3	1443.3	*	1466.1	1393.4	*	1428.1	18	10	15
2	*	1435.4	*	*	1447.3	*	*	1423.0	*	10	16	8
3	1486.1	1454.2	1480.1	1501.0	1444.8	1488.7	1470.5	1463.1	1470.8	16	11	15
4	*	*	1499.1	*	*	1509.8	*	*	1488.0	9	9	12
5	1507.3	*	*	1515.1	*	*	1498.9	*	*	19	10	8
6	1510.9	1518.8	1477.7	1502.4	1509.7	1481.7	1518.8	1527.5	1473.4	19	23	20
7	*	1531.7	1550.6	*	1533.9	1570.0	*	1528.9	1530.6	13	19	21
8	*	1548.3	1556.5	*	1536.3	1577.9	*	1560.0	1534.8	10	12	15
All Grades										133	134	140

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	10.53	4.17	15.38	26.32	25.00	46.15	57.89	50.00	34.62	5.26	20.83	3.85	19	24	26
1	5.56	*	0.00	16.67	*	13.33	38.89	*	86.67	38.89	*	0.00	18	*	15
2	*	6.25	*	*	37.50	*	*	31.25	*	*	25.00	*	*	16	*
3	18.75	0.00	13.33	18.75	27.27	26.67	50.00	27.27	46.67	12.50	45.45	13.33	16	11	15
4	*	*	0.00	*	*	66.67	*	*	25.00	*	*	8.33	*	*	12
5	0.00	*	*	47.37	*	*	42.11	*	*	10.53	*	*	19	*	*
6	15.79	8.70	0.00	26.32	47.83	25.00	36.84	21.74	45.00	21.05	21.74	30.00	19	23	20
7	*	21.05	38.10	*	31.58	33.33	*	36.84	23.81	*	10.53	4.76	*	19	21
8	*	8.33	46.67	*	58.33	13.33	*	33.33	26.67	*	0.00	13.33	*	12	15
All Grades	9.23	8.21	17.14	30.00	32.84	34.29	43.85	39.55	39.29	16.92	19.40	9.29	130	134	140

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	26.32	12.50	26.92	21.05	29.17	30.77	47.37	45.83	38.46	5.26	12.50	3.85	19	24	26
1	16.67	*	6.67	22.22	*	73.33	44.44	*	20.00	16.67	*	0.00	18	*	15
2	*	18.75	*	*	31.25	*	*	25.00	*	*	25.00	*	*	16	*
3	25.00	18.18	26.67	56.25	36.36	53.33	12.50	0.00	6.67	6.25	45.45	13.33	16	11	15
4	*	*	50.00	*	*	41.67	*	*	0.00	*	*	8.33	*	*	12
5	31.58	*	*	57.89	*	*	5.26	*	*	5.26	*	*	19	*	*
6	15.79	34.78	10.00	42.11	30.43	45.00	26.32	17.39	15.00	15.79	17.39	30.00	19	23	20
7	*	21.05	61.90	*	57.89	23.81	*	10.53	9.52	*	10.53	4.76	*	19	21
8	*	25.00	46.67	*	58.33	33.33	*	16.67	6.67	*	0.00	13.33	*	12	15
All Grades	23.85	20.90	34.29	38.46	40.30	41.43	26.92	23.13	15.00	10.77	15.67	9.29	130	134	140

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	10.53	4.17	11.54	36.84	4.17	23.08	36.84	58.33	50.00	15.79	33.33	15.38	19	24	26
1	0.00	*	0.00	16.67	*	6.67	33.33	*	73.33	50.00	*	20.00	18	*	15
2	*	6.25	*	*	18.75	*	*	56.25	*	*	18.75	*	*	16	*
3	0.00	0.00	0.00	18.75	18.18	20.00	37.50	36.36	40.00	43.75	45.45	40.00	16	11	15
4	*	*	0.00	*	*	8.33	*	*	50.00	*	*	41.67	*	*	12
5	0.00	*	*	5.26	*	*	52.63	*	*	42.11	*	*	19	*	*
6	10.53	0.00	0.00	15.79	21.74	0.00	36.84	60.87	40.00	36.84	17.39	60.00	19	23	20
7	*	5.26	14.29	*	26.32	28.57	*	36.84	38.10	*	31.58	19.05	*	19	21
8	*	8.33	13.33	*	41.67	26.67	*	50.00	13.33	*	0.00	46.67	*	12	15
All Grades	4.62	3.73	6.43	18.46	17.91	18.57	41.54	47.76	42.86	35.38	30.60	32.14	130	134	140

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	15.79	16.67	30.77	73.68	70.83	65.38	10.53	12.50	3.85	19	24	26
1	16.67	*	26.67	72.22	*	73.33	11.11	*	0.00	18	*	15
2	*	6.25	*	*	75.00	*	*	18.75	*	*	16	*
3	37.50	27.27	6.67	37.50	54.55	73.33	25.00	18.18	20.00	16	11	15
4	*	*	8.33	*	*	83.33	*	*	8.33	*	*	12
5	0.00	*	*	73.68	*	*	26.32	*	*	19	*	*
6	15.79	13.04	5.00	68.42	65.22	70.00	15.79	21.74	25.00	19	23	20
7	*	5.26	23.81	*	78.95	47.62	*	15.79	28.57	*	19	21
8	*	16.67	13.33	*	75.00	73.33	*	8.33	13.33	*	12	15
All Grades	15.38	17.16	21.43	65.38	66.42	65.00	19.23	16.42	13.57	130	134	140

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	15.79	12.50	11.54	57.89	66.67	73.08	26.32	20.83	15.38	19	24	26
1	16.67	*	13.33	61.11	*	86.67	22.22	*	0.00	18	*	15
2	*	18.75	*	*	56.25	*	*	25.00	*	*	16	*
3	62.50	45.45	53.33	31.25	9.09	33.33	6.25	45.45	13.33	16	11	15
4	*	*	75.00	*	*	16.67	*	*	8.33	*	*	12
5	78.95	*	*	15.79	*	*	5.26	*	*	19	*	*
6	42.11	52.17	30.00	47.37	43.48	45.00	10.53	4.35	25.00	19	23	20
7	*	63.16	95.24	*	31.58	0.00	*	5.26	4.76	*	19	21
8	*	25.00	73.33	*	75.00	13.33	*	0.00	13.33	*	12	15
All Grades	42.31	32.09	52.14	44.62	52.24	37.14	13.08	15.67	10.71	130	134	140

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	10.53	4.17	15.38	68.42	70.83	80.77	21.05	25.00	3.85	19	24	26
1	5.56	*	0.00	44.44	*	60.00	50.00	*	40.00	18	*	15
2	*	6.25	*	*	75.00	*	*	18.75	*	*	16	*
3	6.25	0.00	0.00	37.50	54.55	33.33	56.25	45.45	66.67	16	11	15
4	*	*	0.00	*	*	41.67	*	*	58.33	*	*	12
5	0.00	*	*	52.63	*	*	47.37	*	*	19	*	*
6	15.79	4.35	0.00	10.53	56.52	25.00	73.68	39.13	75.00	19	23	20
7	*	5.26	19.05	*	47.37	33.33	*	47.37	47.62	*	19	21
8	*	16.67	26.67	*	58.33	26.67	*	25.00	46.67	*	12	15
All Grades	9.23	6.72	9.29	42.31	58.21	47.14	48.46	35.07	43.57	130	134	140

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	47.37	8.33	26.92	42.11	41.67	50.00	10.53	50.00	23.08	19	24	26
1	0.00	*	0.00	38.89	*	80.00	61.11	*	20.00	18	*	15
2	*	6.25	*	*	50.00	*	*	43.75	*	*	16	*
3	0.00	9.09	13.33	62.50	36.36	60.00	37.50	54.55	26.67	16	11	15
4	*	*	0.00	*	*	91.67	*	*	8.33	*	*	12
5	0.00	*	*	78.95	*	*	21.05	*	*	19	*	*
6	26.32	13.04	10.00	63.16	82.61	65.00	10.53	4.35	25.00	19	23	20
7	*	5.26	9.52	*	73.68	76.19	*	21.05	14.29	*	19	21
8	*	0.00	20.00	*	100.00	46.67	*	0.00	33.33	*	12	15
All Grades	12.31	6.72	12.86	60.77	64.18	65.71	26.92	29.10	21.43	130	134	140

Conclusions based on this data:

1.

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**
648	**83.5**	**22.7**	**1.5**
Total Number of Students enrolled in McKinley School of Arts.	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	147	22.7
Foster Youth	10	1.5
Homeless	6	0.9
Socioeconomically Disadvantaged	541	83.5
Students with Disabilities	76	11.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	120	18.5
American Indian	1	0.2
Asian	31	4.8
Filipino	13	2
Hispanic	418	64.5
Two or More Races	10	1.5
White	45	6.9

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

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

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Language Arts

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 English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
3	2	0	0	1

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	205.2 points below standard
58.9 points below standard	89.2 points below standard	12 Students
Decreased -8.8 points	Maintained -2.3 points	
438 Students	103 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
94.4 points below standard	Orange	Red
Increased +9.8 points	68.8 points below standard	152.6 points below standard
14 Students	Decreased -5.8 points	Decreased Significantly -31.3 points
	391 Students	57 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	Less than 11 Students	33.9 points above standard	Less than 11 Students
85.7 points below standard	1 Student	Decreased -3.3 points	9 Students
Decreased -6.5 points		11 Students	
86 Students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Less than 11 Students	No Performance Color	Blue
69.2 points below standard	4 Students	0 Students	53.2 points above standard
Decreased -8.3 points			Increased Significantly +24.6 points
294 Students			30 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**
113.4 points below standard	17.4 points below standard	49.3 points below standard
Maintained +1.1 points	Increased +13.4 points	Maintained -2.8 points
77 Students	26 Students	256 Students

Conclusions based on this data:

1.

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
5	0	0	1	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
Red	Red	232.7 points below standard
96.6 points below standard	130.7 points below standard	12 Students
Decreased -10.7 points	Decreased -13.9 points	
437 Students	103 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
123.5 points below standard	Red	Red
Maintained -1 points	108.9 points below standard	178.6 points below standard
14 Students	Decreased -8.4 points	Decreased Significantly -36 points
	390 Students	57 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	Less than 11 Students	2.8 points below standard	Less than 11 Students
122.2 points below standard	1 Student	Decreased Significantly -41 points	9 Students
Maintained -1 points		13 Students	
85 Students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	Less than 11 Students	No Performance Color	Green
110.7 points below standard	4 Students	0 Students	24.8 points above standard
Decreased -7.8 points			Decreased -13.1 points
294 Students			30 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**
148.4 points below standard	78.2 points below standard	83 points below standard
Decreased -6.6 points	Decreased -11.6 points	Maintained -2.4 points
77 Students	26 Students	255 Students

Conclusions based on this data:

1.

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.

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

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Green
61.2% making progress towards English language proficiency
Number of EL Students: 103 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	31	0	63

Conclusions based on this data:

1.

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	3	4	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	Yellow	47.4% Chronically Absent
32.6% Chronically Absent	30.6% Chronically Absent	Declined -17.6
Declined Significantly -7.4	Declined Significantly -18.1	19 Students
709 Students	157 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
54.2% Chronically Absent	Yellow	Orange
Declined -0.8	35.4% Chronically Absent	37.1% Chronically Absent
24 Students	Declined Significantly -6.4	Declined -19.6
	590 Students	97 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Orange 37.8% Chronically Absent Declined -1.6 143 Students	Less than 11 Students 2 Students	 Yellow 11.1% Chronically Absent Declined -13.9 36 Students	7.7% Chronically Absent Increased 3.1 13 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 34.5% Chronically Absent Declined Significantly -10 441 Students	40% Chronically Absent Declined -5.8 20 Students	 No Performance Color 0 Students	 Orange 20.4% Chronically Absent Declined -4.6 54 Students

Conclusions based on this data:

1.

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.

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	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.

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
4	1	1	0	1

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
Red	Yellow	33.3% suspended at least one day
6.3% suspended at least one day	4.3% suspended at least one day	Increased 5.7
Increased 1.7	Declined Significantly -1.9	21 Students
728 Students	162 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
4.2% suspended at least one day	Red	Red
Declined -7.2	7.3% suspended at least one day	15% suspended at least one day
24 Students	Increased 1.9	Increased 2.6
	604 Students	100 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Orange 8% suspended at least one day Declined -0.4 150 Students	Less than 11 Students 2 Students	 Blue 0% suspended at least one day Maintained 0 36 Students	0% suspended at least one day Maintained 0 13 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Red 6.5% suspended at least one day Increased Significantly 2.4 447 Students	4.3% suspended at least one day Increased 1.1 23 Students	 No Performance Color 0 Students	 Red 7% suspended at least one day Increased 3.1 57 Students

Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 1

CAASPP ELA Average Distance From Standard for All Students will decrease the baseline of -58.9 (Orange) from 2023 by a total of 3 or more (to reach Yellow) with a stretch goal of 53.9 or more (to reach Green) to end at -55.9 or higher by the end of the 2024-2025 school year.
CAASPP ELA Average Distance From Standard for English Learners will decrease the baseline of -89.2 (Red) from 2023 by a total of 3 or more (to reach Orange) with a stretch goal of 19.2 or more (to reach Yellow) to end at -86.2 or higher by the end of the 2024-2025 school year.

CAASPP ELA Average Distance From Standard for Socioeconomically Disadvantaged will decrease the baseline of -68.8 (Orange) from 2023 by a total of 3 or more (to reach Yellow) with a stretch goal of 63.8 or more (to reach Green) to end at -65.8 or higher by the end of the 2024-2025 school year.

CAASPP ELA Average Distance From Standard for Students with Disabilities will decrease the baseline of -152.6 (Red) from 2023 by a total of 3 or more (to reach Orange) with a stretch goal of 82.6 or more (to reach Yellow) to end at -149.6 or higher by the end of the 2024-2025 school year.

CAASPP ELA Average Distance From Standard for African American will decrease the baseline of -85.7 (Red) from 2023 by a total of 3 or more (to reach Orange) with a stretch goal of 15.7 or more (to reach Yellow) to end at -82.7 or higher by the end of the 2024-2025 school year.

CAASPP ELA Average Distance From Standard for Hispanic will decrease the baseline of -69.2 (Orange) from 2023 by a total of 3 or more (to reach Yellow) with a stretch goal of 64.2 or more (to reach Green) to end at -66.2 or higher by the end of the 2024-2025 school year.

Identified Need

CAASPP ELA Average Distance From Standard for English Learners will decrease the baseline of -89.2 (Red) from 2023 by a total of 3 or more (to reach Orange) with a stretch goal of 19.2 or more (to reach Yellow) to end at -86.2 or higher by the end of the 2024-2025 school year.
CAASPP ELA Average Distance From Standard for Socioeconomically Disadvantaged will decrease the baseline of -68.8 (Orange) from 2023 by a total of 3 or more (to reach Yellow) with a stretch goal of 63.8 or more (to reach Green) to end at -65.8 or higher by the end of the 2024-2025 school year.
CAASPP ELA Average Distance From Standard for Students with Disabilities will decrease the baseline of -152.6 (Red) from 2023 by a total of 3 or more (to reach Orange) with a stretch goal of 82.6 or more (to reach Yellow) to end at -149.6 or higher by the end of the 2024-2025 school year.
CAASPP ELA Average Distance From Standard for African American will decrease the baseline of -85.7 (Red) from 2023 by a total of 3 or more (to reach Orange) with a stretch goal of 15.7 or more (to reach Yellow) to end at -82.7 or higher by the end of the 2024-2025 school year.
CAASPP ELA Average Distance From Standard for Hispanic will decrease the baseline of -69.2 (Orange) from 2023 by a total of 3 or more (to reach Yellow) with a stretch goal of 64.2 or more (to reach Green) to end at -66.2 or higher by the end of the 2024-2025 school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Distance From Standard	From the 2023 SBAC results All: -58.9 EL: -89.2 SED: -68.8 SWD: -152.6 Black/AA: -85.7 Hispanic/Latino: -69.2	All:-55.9 or higher EL: -86.2 or higher SED: -65.8 or higher SWD:-149.6 or higher Black/AA: -82.7 or higher Hispanic/Latino:-66.2 or higher
iReady Reading	All: Grade 2:	increase by 5% points by the end of 2024-2025

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.

Standards aligned curriculum will be implemented in all core classrooms, to include differentiated strategies to meet the needs of students with disabilities and ELS. The new ELD curriculum will be implemented to ensure student mastery.

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

ELA departments and elementary teachers did not have adequate time to plan, review, and refine the curriculum. A consistent rubric for student performance needs to be used throughout each classroom.

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.

Need to embed more writing tasks throughout the lessons in different content areas. Teachers will model writing strategies.- Giving students the opportunities to write and experience the writing process. Strategy did occur but not consistently across the board. For 2023-2024 teachers will continue to improve on word study, phonics, guided reading groups, and quality implementation of Heggerty to increase the rigor of expected student outcomes.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners, students with disabilities, Foster Youth, Hispanic, and African-American students.

Strategy/Activity

Hire part time additional qualified teacher to teacher pride small group 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)
24953	Title I Part A: Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners, students with disabilities, Foster Youth, Hispanic, and African-American students.

Strategy/Activity

Use Gradient Learning materials and planning resource materials to insure proper rigor of instruction with support from Instructional Coach(s). Counselor will schedule students in Honors classes. Counselor will
schedule students in Innovation Club, and after school tutoring groups. Will partner with other organizations to provide after school opportunities for students.
Purchase supplemental materials: To meet student accommodations Lap Top Computers, Software, Printed material

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)
5000	Title I Part A: Allocation

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners, students with disabilities, Foster Youth, Hispanic, and African-American students.

Strategy/Activity

School-wide focus on phonics provided all students K-5 and differentiated support for individual needs. This support may come in form of: increased phonics instruction, individual conferences targeted on specific reading or writing need, or in a small group structure (ie. guided reading) to support students with similar areas of need. Provide electronic access to (software) magazine/journal access through the library to supplement.

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)
24000	Title I Part A: Allocation

Strategy/Activity 4

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

English Learners, students with disabilities, Foster Youth, Hispanic, and African-American students.

Strategy/Activity

Use iReady, CAASP and Gradient Learning data to create the differentiation need to support students in targeted groups. Professional development in an on-going and as-needed basis to ensure the use of common core best practices and other high yield strategies including strategies to address the "whole child."

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	Title I Part A: Allocation

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 2

1. McKinley will increase arts instruction in grades Tk-8 and increase students' access the arts to reach their artistic potential.
2. Support Lead Teachers to develop learning models to integrate CCSS and National Art Standards/ VAPA Standards.
3. Continue Arts-focused PD (Art Attack) to train McKinley teachers with ARTiculation curriculum and lesson planning.
4. Hire one teacher over formula to serve as the artist in residence.

Identified Need

McKinley continues to collaborate with PUSD Arts Education Division to develop an TK-8 Grade arts integrated curriculum based on the 2019 ARTiculation Art Curriculum with Lead Teachers.
For 2024-2025 school year,
Increase arts integration in the general curriculum - using ARTiculation Art curriculum
Maintain and increase student access to current performance arts specifically vocal instruction, theater /music productions and instrumental music in Middle School
.
Rehabilitate and upgrade the auditorium. - partially achieved. New sound equipment needed. Phase 2 remodeling plans for MKS is still pending.
Increase the profile of MKS as an arts-focused school.
Continue to partner with the Art Partners like: Music Center to provide Dance, Drumline and visual arts.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
All Team Meetings (Assemblies) MKS will Present and celebrate student artists. Celebrate the arts and academic achievement in each grade level.	All Team Meeting (August Sept, November, January, March, May). Academic / Arts Awards (Mid Year and End of Year).	Schedule 2024-2025 school calendar - 5 ATMs All School Meeting Awards assemblies or award events as needed - 2 scheduled
Increase Arts emphasis (events/ activities) on campus by partnering with Annual Fund (AF). Increase campus arts events and after school enrichment classes.	AF fundraising ($25K) targeting the following yearly events: Set Monthly Goals and report out at Arts Council Meetings.	The AF should maintain all current programs into 2024-2025 and look for new opportunities for fundraising. • Goal $30K

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Provide Monthly Goal Setting Progress to Parents/Community at SSC, PTA and ELAC meetings.	• Donations from McKinley Parents/Community
100% of Core and Art Teachers have access to arts integrated curriculum built upon art standards, including integrating arts into middle school content courses.	Continued Teacher PD led by Teacher Trainers (Arts Lead Teachers) during A-Mondays • Access to Scope/Sequence Arts Curriculum (Grades k-8) • Planned arts integrated lessons. At least one lesson	

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.

Gains noted was the introduction of drumline, dance, and visual arts for all students. The Art Lab was fully functional for all grade levels to use. Supplies were provided per teacher for additional classroom art lessons. Growing the Annual Fund events, focusing on arts at assemblies, and increased the funding for the percent of time of campus for the music director continues to be a goal.Two musical theater production were held.

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

The school was gifted furniture for the existing library. Additionally, the school received grant funding from Prop. 28 and Community Schools to purchase and hire for the arts.

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 deployment of the ART Lab allowed The Armory to support our 4th and 5th graders with arts instruction and art integration with math. After-school arts enrichment classes had accessibility for all students. grant funding from Prop. 28 and Community Schools to purchase and hire for the arts.

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 will have access to arts curriculum and instruction to include Art standards at grade level.

Strategy/Activity

MKS will continue celebrating visual and performance art at all school assemblies. Reflections, district art contests, and district instrumental and vocal concerts to include No Boundaries and Reflection.
Spring and fall music concerts and dramatic performances (Spring postponed due to shorten year 2024-2025
"Artist of the Month" selected for each classroom and/or grade level.
Students will participate in My Masterpieces field trips and activities,
TK-6th Grade: Performance Instruction
Middle School: Direct Instruction from Teachers with an Arts Education/Experience in Music, Theater, Voice and Visual.
Hire additional staffing to provide arts integration (electives and at the elementary school)

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)
3500	Title I Part A: Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students will have access to arts curriculum and instruction to include Art standards at grade level.

Strategy/Activity

A designated teacher/Artist in residence with be hired to work with All students, including English Learners, students with disabilities, Foster Youth, Hispanic, and African-American students to provide access and expand the current arts program, including, but not limited to:
Arts Council
Offer arts-based clubs, have monthly school-wide art themes, and seek out and enter student work in arts competitions, contact press to laud successes.
Bi-annual class art piece for silent auction.
MKS will provide a music director for music instruction and grade level shows TK-8.
Recruit parent volunteers to help write grants to support arts programs and increase them.
Hire 1 (1/2) teacher over formula
Hire Lead Instructional Fine Arts Specialists Prop 28.

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)
6000	Title I Part A: Allocation
1980	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 3

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

All Students will have access to arts curriculum and instruction to include Art standards at grade level.

Strategy/Activity

Increase art teacher staffing at Middle School to provide additional art selections. Provide monthly calendar for teachers to reserve the Art Lab for visual arts instruction taught by MKS teacher, hire an Artist in Residence, Visiting Artist or Community Partner. Create a calendar of Art Enrichment Offerings and after school classes for semester 1 and semester 2.

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)
2400	Title I Part A: Allocation

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 3

CAASPP Math Average Distance From Standard for All Students will decrease the baseline of -96.6 (Red) from 2023 by a total of 1.6 or more (to reach Orange) with a stretch goal of 3 or more (to reach Yellow) to end at -95 or higher by the end of the 2024-2025 school year.

Identified Need

CAASPP Math Average Distance From Standard for English Learners will decrease the baseline of -130.7 (Red) from 2023 by a total of 3 or more (to reach Orange) with a stretch goal of 35.7 or more (to reach Yellow) to end at -127.7 or higher by the end of the 2024-2025 school year.
CAASPP Math Average Distance From Standard for Socioeconomically Disadvantaged will decrease the baseline of -108.9 (Red) from 2023 by a total of 3 or more (to reach Orange) with a stretch goal of 13.9 or more (to reach Yellow) to end at -105.9 or higher by the end of the 2024-2025 school year.
CAASPP Math Average Distance From Standard for African American will decrease the baseline of -122.2 (Red) from 2023 by a total of 3 or more (to reach Orange) with a stretch goal of 27 or more (to reach Yellow) to end at -119.2 or higher by the end of the 2024-2025 school year.
CAASPP Math Average Distance From Standard for Hispanic will decrease the baseline of -110.7 (Red) from 2023 by a total of 3 or more (to reach Orange) with a stretch goal of 15 or more (to reach Yellow) to end at -107.7 or higher by the end of the 2024-2025 school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
IReady Fall 2023	Elementary student performance on iReady ELA went from 22% to 38% on final diagnostic. Elementary student performance on iReady Math went from 17% to 31% on final diagnostic. Middle school student performance on iReady ELA went from 22% to 30% on final diagnostic. Middle school student performance on iReady Math went from 14% to 21% on final diagnostic	Grade 1-5 - Diagnostic increase from 38% to 48% ELA (increase by 10% from baseline) Middle school students - Diagnostic increase from 30% to 40% ELA (increase by 10% from baseline) Grade 1-5 - Diagnostic increase from 31% to 41% Math (increase by 10% from baseline) Middle school students - Diagnostic increase from 21% to 31% ELA (increase by 10% from

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		baseline)

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.

In 24-25 overall teachers worked to improve data chats with iReady data to form small groups to improve and provide Tier II supports. Teachers attended a PD from I-Ready consultants.
Standards aligned curriculum will be implemented in all core classrooms, to include differentiated strategies to meet the needs of students with disabilities and ELS.
Math team reviewed SBAC data (iReady) with an emphasis on the communication standard.
Math Teachers implemented standards aligned units.
Master Schedule is limited in providing time for our Math team to observe best practices from other teachers within the department and our District.
Students with disabilities were mainstreamed into GenEd courses per IEP
PD Plan did not provide for regular collaboration between Math Team and District Coaches during "A" Meetings.
Students were provided with materials and use of standards aligned materials.
Math Team did not meet to select a specific strategy each month that will be assigned and practiced with students
Departmental planning time did not constantly occur nor did debriefing after the implementation of each strategy.

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

Math departments did not have adequate time to plan, review, and refine. A consistent implementation and pacing needs to used throughout each classroom. Student demonstrations were not align for 8th grade reflection piece because there was not enough professional development.
Having a 100% elementary coach will our professional development and instructional support needs.

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.

In 2024-2025, teachers will focus on writing/student discourse in mathematics (such as math journals). Gradient Learning will continue to use student mentoring on the platform. Administration and Coaches will work with teacher to track the implementation of the intended strategies throughout the year.

MTSS monitoring of Tier II/III students with input from teachers will receive additional support and tutoring opportunities.

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

Strategy/Activity 1

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

English Learners, students with disabilities, Foster Youth, Hispanic, and African-American students.

Strategy/Activity

Use of iReady Diagnostic Assessment for all students K-8 four times during the year and use of the CAASP at the start of the school year to develop individual goals for students.
Increase instructional planning time. Purchase programs software to assist students with basic skills. Programs like as: BrainPop, Flocabulary, Lexia and other identified programs to support literacy and vocabulary 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)
1500	LCFF Supplemental and Concentration (S/C)
5000	Title I Part A: Allocation

Strategy/Activity 2

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

English Learners, students with disabilities, Foster Youth, Hispanic, and African-American students.

Strategy/Activity

Collaborative planning between ELA and Math instructors and coaches to develop and incorporate consistent instructional language in math writing tasks. PD - Monday Meetings, Monday Modules and other team meetings.
Hire part time FTE to assist with providing small group, before/after school tutoring.

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	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners, students with disabilities, Foster Youth, Hispanic, and African-American students.

Strategy/Activity

Small-group instruction targeting individual student needs via guided math/ workshop/ math discourse and provide targeted math lessons; including the use of parent volunteers and instructional assistants in grades 1-3 (Math Power Hour Volunteers) for targeted small group math intervention during the school day.

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)
17000	LCFF Supplemental and Concentration (S/C)
5000	Title I Part A: Allocation

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners, students with disabilities, Foster Youth, Hispanic, and African-American students.

Strategy/Activity

Provide parent training on curriculum Gradient Learning, Heggerty and iReady to support math learning at home and online apps for 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)
700	Title I Part A: Parent Involvement

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 4

By June 2024, the average daily attendance rate will be 95% or higher.
By June 2040, the chronic absenteeism rate will be less than 3%
By June 2024, the suspension rate will be below 2% overall and 5% for Students with Disabilities

Identified Need

Increase incentive programs and attendance recognition awards for student who reduce chronic absences.
Increase communication regarding their child's attendance (ADA) with Parents of at-risk Hispanic, African American, English learners, students with disabilities, foster youth and socially economically disadvantaged students.
Increase a support systems for homeless families to provide resources needed to increase their child(s) attendance.
Maintain Emergency Preparation Monthly Planning to increase knowledge of safety should an emergency occur.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate - Aeries Discipline Report	Suspension Rate for All Students will increase the baseline of 6.3 (Red) from 2023 by a total of 3 or more (to reach Orange) with a stretch goal of 1 or more (to reach Yellow) to end at 9.3 or higher by the end of the 2024-2025 school year. Chronic Absenteeism for Students with Disabilities will decrease the baseline of -17 (Orange) from by a total of 12 or more (to reach Yellow) with a stretch goal of 14 or more (to reach Green) to end at -5 or higher by the end of the 1-2 school year.	Suspension Rate for All Students will increase the baseline of 6.3 (Red) from 2023 by a total of 3 or more (to reach Orange) with a stretch goal of 1 or more (to reach Yellow) to end at 9.3 or higher by the end of the 2024-2025 school year. Chronic Absenteeism for Students with Disabilities will decrease the baseline of -17 (Orange) from by a total of 12 or more (to reach Yellow) with a stretch goal of 14 or more (to reach Green) to end at -5 or higher by the end of the 1-2 school year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Chronic Absenteeism for African American will decrease the baseline of (Orange) from by a total of 1 or more (to reach Yellow) with a stretch goal of 5 or more (to reach Green) to end at 1 or higher by the end of the 1-2 school year.	Chronic Absenteeism for African American will decrease the baseline of (Orange) from by a total of 1 or more (to reach Yellow) with a stretch goal of 5 or more (to reach Green) to end at 1 or higher by the end of the 1-2 school year.
Chronic Absenteeism - Aeries Attendance Reports	Chronic Absenteeism for All Students will decrease the baseline of -7 (Orange) from 2023 by a total of 10 or more (to reach Yellow) with a stretch goal of 5 or more (to reach Green) to end at 3 or higher by the end of the 2024-2025 school year. Chronic Absenteeism for English Learners will decrease the baseline of (Yellow) from by a total of 10 or more (to reach Green) with a stretch goal of 5 or more (to reach Blue) to end at 10 or higher by the end of the 1-2 school year. Chronic Absenteeism for Students with Disabilities will decrease the baseline of -17 (Orange) from by a total of 12 or more (to reach Yellow) with a stretch goal of 14 or more (to reach Green) to end at -5 or higher by the end of the 1-2 school year. Chronic Absenteeism for African American will decrease the baseline of (Orange) from by a total of 1 or more (to reach Yellow) with a stretch goal of 5 or more (to reach Green) to end at 1 or higher by the end of the 1-2 school year.	Increase average daily attendance rate by 1% school wide and by 3% for academically at-risk students until 95% or better is achieved. Decrease % of students school wide who are absent 10% or more of enrolled days to 3% overall and to 6% for students with disabilities.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Daily (average) attendance rates (ADA)-Daily/ Weekly/ Monthly ADA reports.	2023-2024 NEED TO ADD Elementary Middle School Month 1 Month 2 Month 3 Month 4 Month 5 Month 6	Increase average daily attendance rate by 1% school wide and between 3% for chronically absent students for Foster Youth, African America, Hispanic, English learner, SED and students with Disabilities.
Healthy Kid Survey		Increase % of students scoring high on school connectedness (measured by CHKS) by 15% over three years.

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.

Trauma Informed Care, Alternatives to Suspension and restorative justice practices reduced suspension of African American, Hispanic and a students with disabilities by over 50% by Fall of 2024.Increase effectiveness of our emergency procedures.
Progress was made towards increasing communication during emergency situations.
Purchased new radios to provide one radio all campus aides, security, office
Regular set of drills were scheduled to practice the use of our fire alarm, radios & P.A.system.
Budget maintained a comprehensive student support team to include an additional Security Guard, Behavior Guidance Aide & Campus Aide.
Analyzed and revamped evacuation routes
Active Shooter Training was provided for staff by CWA
School Tours were conducted
Teacher/Staff list of cell phone remains a work in progress.

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

The academic/ behavior interventions was in place at the start of the school year Fall 2023. The MTSS team identified students at Tier II/ III with attendance, behavior and academics separately.
MTSS Team/Admin Team defined criteria for Tier II and Tier III students. This systematic approach to behavior alternatives (using SIM-Form) to implement alternatives.
Second Steps curriculum was implemented as part of each week's Advisory Lesson.

Peer Mentoring was formally established
School wide Kindness Challenge was implemented as part of Advisory and Morning Round Up
Presentations by guest speakers & groups (i.e. Veteran's Day Celebration) promoted social & emotional well being and responsibility.
Tiger Bucks & Expanded Student Store were utilized

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.

MKS needs to focus on early attendance and behavior interventions. Scheduled and/or increased training and use of restorative justice practices. Re-Introduction of the school compact to increase communication and expectations of students. The compact is a tool to support positive academic achievement and smart behavioral choices.

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)

At Risk Students with disabilities - strategies to reduce suspension.

Strategy/Activity

Re-Introduction of the school compact to students, parents, teachers and staff to set a positive culture and communicate expectations. The McKinley Compact is a tool to support positive academic achievement, attendance and behavioral goals and create and maintain positive school climate for learning.

Teacher and additional .5 FTE attendance clerk will monitor student absences and contact parents as needed.

Attendance clerk will advise and share data on a weekly and/or monthly basis, with SEL Coach and administrator. Interventionist will meet with student (and parents if needed) develop an attendance plan.
Monthly MTSS meetings will include data sharing with a focus on at- risk students data. This team will monitor school wide programs and assess needs with SEL coach and administration. Team will provide targeted and specific Tier II and Tier III intervention instruction to students identified as being at-risk. Monitor students who are also below grade level in ELA and Math due to chronic absences and / or behavior.

Schedule an SST. Monitor progress of SST and determine further support/ action based on follow up meetings with parent and SST Team. Provide classroom coverage for teacher attendance at SST and IEP meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3000	LCFF Supplemental and Concentration (S/C)
3000	Title I Part A: Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

At Risk Students with disabilities - strategies to reduce suspension.

Strategy/Activity

Continue to decrease suspension rates using Alternative to Suspension (ATS) and/or increase the use of the Restorative Justice (RJ)Practices for all students.
Provide training for teachers to use Restorative Justice practices in their classroom.
Increase communication with parent groups during orientation regarding RJ. Offer Saturday school for students as an opportunity to catch up on assignments and receive instructional assistance.
Teacher assistance at Saturday School

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Foster Youth, SPED, Homeless, and otherwise At-Risk Students, including ELs, SPED, LPBGS, Hispanic, and African American students.

Strategy/Activity

To support student's SEL needs:
1. SEL/Wellness teacher and/or counselor and/or parent will determine is student would benefit from a School based Mental Health Referral.
2. Seek a District based and community-based mentor if needed.
3. Schedule an SST/IEP meetings. Monitor progress of SST and determine further support/ action based on follow up meetings with parent and SST Team.
4. Use of Child Find, Triage Meeting, and Behavioral Therapeutic Meetings to identify Foster Youth. Provide targeted needs and classroom supports including tutoring and SEL support to close achievement gaps (Tier III).
5. Begin the SART/SARB Process if no actionable change.
6.Provide Tier III pull out instruction on Social-Emotional Learning and self-regulation provided by the Interventionist in grades K- 5 and by the middle school counselor in grades 6-8
7.Provide positive incentive programs for individual Tier III students.

8. Maintain a safe environment for all students/
9. Maintain comprehensive support team for campus supervision
10. Purchase new computer software to record attendance data, complete SST/IEP paperwork, access SEIS for Foster Youth, SPED, Homeless, and otherwise At-Risk 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)
5000	Title I Part A: Allocation

Strategy/Activity 4

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

Foster Youth, SPED, Homeless, and otherwise At-Risk Students, including ELs, SPED, LPBGS, Hispanic, and African American students.

Strategy/Activity

Provide training to 100% Project Aides/ Noon Aides before the start of school (and an additional training at the end of semester 1 to include:
1. Conflict resolution strategies
2. Safe monitoring techniques
Partner with Western Justice Center, CWA and EIR Grant to provide training to project aides and non aides.
Hire additional Project aides

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)
67500	LCFF Supplemental and Concentration (S/C)
17000	Title I Part A: Allocation

Strategy/Activity 5

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

Foster Youth, SPED, Homeless, and otherwise At-Risk Students, including ELs, SPED, LPBGS, Hispanic, and African American students.

Strategy/Activity

1. Quarterly Attendance Celebrations
2. School-wide campaign to educate parents on attendance rules and importance of attending every day

3. Make proactive parent contacts (phone calls, home visits) when a student is at risk of becoming truant
4. Proactively schedule parent workshops to train all parents on Aeries Parent Portal and GradientLearning.
5. Frequent parent reminders on clearing absences and how to utilize home school for extended absences from the attendance clerk.
6. Provide attendance presentations to all parent groups and on school-wide parent nights.
7. Identify at-risk and college bound middle school students, preferable 1st generation college students, to participate in CAP
8. Awards assemblies quarterly.

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)
3500	LCFF Supplemental and Concentration (S/C)
5000	Title I Part A: Allocation

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 5

Improve training for Signature Instructional Programs (Workshop Model and (Gradient Learning) and improve teacher and support staff quality.
Professional Development: By June 2025 85% McKinley teachers will attend and the following:
1. Middle School Teachers will attend professional development initial training or reconvening trainings yearly. Training may be led by Gradient Learning staff (off site) or MKS (Site) Train the Trainer Model. Teachers will attend at least 5 Site or Offsite based PD events.
2. Elementary School Teaches will attend professional development with initial and/or additional training with the Workshop Model. Trainings may be led using the Train the Trainer Model by MKS Teachers.

Identified Need

Increase instructional strategies using Workshop Model (ES) and Gradient Learning Platform (MS) for Teachers and Instructional Coaches to reduce a student's achievement gap .

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
By Spring of 2025, McKinley teachers will be at least 85% proficiency using the instructional model, based on grade level.	All general education teachers will attend training in The Workshop Model or (Gradient Learning) Heggerty and phonics, depending on grade level.	Teacher implementation with fidelity.
By Spring 2025 Counselor/SEL Coach will monitor Tier II/ Tier III students progress. By June of 2025: 10% of students will move from Tier III to Tier II. 10% of students will move from Tier II	By June of 2025: 10% of students will move from Tier III to Tier II. 10% of students will move from Tier II to Tier I.	By June of 2025: 15% of students will move from Tier III to Tier II. 15% of students will move from Tier II to Tier I.

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.

All middle school teachers need to be trained in Gradient Learning. Additional support is needed to ensure effective strategies are used to increase the number of students who successfully complete the assignments. There are many new teachers. McKinley need to provide additional training in instructional programs such as Workshop Model and Gradient Learning strategies with integrity based on teacher movement. The training will build capacity and ensure students have consistency in elementary and middle school programs.

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

This goal will require an annual self-study using HMRI/ IReady assessment data for academic growth and MTSS data tracking with attendance, SEL, math and ELA.

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

This goal involves a commitment to ensure McKinley's instructional programs, staff and administration. All should be well versed, data analysis, instructional strategies and implementation.

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 MKS Students, including English Learners, students with disabilities, Foster Youth, Hispanic, and African-American students.

Strategy/Activity

McKinley Teaches, Coach and Counselor will continue to monitor students progress using the MTSS protocols to include attendance, SEL, Behavior and academic growth. Teachers, Coach and counselor will build their capacity to support the needs of struggling students in math and English.

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	Title I Part A: Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All MKS students, including English Learners, students with disabilities, Foster Youth, Hispanic, and African-American students.

Strategy/Activity

McKinley middle school teachers will participate in at least two Gradient Learning trainings per year. and one instructional round with a coach in a MKS classroom. Substitutes will support teachers for at least one period to attend the instructional round.

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	Title I Part A: Allocation

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All MKS students, including English Learners, students with disabilities, Foster Youth, Hispanic, and African-American students.

Strategy/Activity

Additional resources, curriculum supports and technology will be purchased to assist students that are struggling with Gradient Learning. Students from the identified group (All students, including English Learners, students with
disabilities, Foster Youth, Hispanic, and African-American students) need additional ways to access the digital curriculum.
Computers, sofetware additional curriculum units will be purchased to provide students additional practice.

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	Title I Part A: Allocation

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 6

Increase the number of parents attending parents meetings and overall parent participation.
1. By the end of August 2024/25 Parent Orientation Meeting (Translation will be provided)
- Signed Agreement of MKS
- Gradient Platform Training for all Middle School Parents.
- Parent Portal - Training for all families
- Canvas Platform - TBD
- October 2024 - Students are registered in Aeries, contact information including family data populated.
- October 2024 - Blackboard Group set up to include specific group identified for message distribution.

By the end of September 2024 - Community Assistant will set up tracking system to include
- monthly participation updates to Administration and Parent Group Leaders, as reported by Leaders - 85% attendance for Parent Group Leaders
85% attendance for Parent Group Leaders, 90% Administrator attendance, 95% attendance with Community Assistant
- monthly participation of volunteers to campus including classroom support, field trip attendance,

By the end of June 2024
- Parents will have been offered various Parent Workshops on campus/virtually
- Parents will have attended at least one event (Back to School, ATM, Parent Workshop, Gradient Training, Aeries Training)

Develop a Social Media/Marketing Plan for communication and recruitment.
- by end of September 2024, a process to post and manage Weekly School Webpage, Facebook, blackboard messages, Twitter, Peach Jar, Instagram
- Identify staff member (s) who communicates with Admin to plan message distribution.

Identified Need

Create a system or use sign in sheets to track parent attendance at parent group meeting, campus event, and/or volunteering (through hours and field trips); create systems to improve collaboration and communication across all parent groups to improve relations, cohesion, and to work on common initiatives in support of school needs and goals so that we could increase % of parents attending a parent group meeting, campus event, and/or volunteering (through hours and field trips) by 20% overall. In 2022-23 MKS needs to have a clear social marketing plan to increase communications across various platforms. Focus should include school awareness for prospective current parents and students. The website and school's Facebook page and increase the use of blackboard messenger, Twitter, Peach Jar, etc. is a consistent means for communication. The Community

Assistant collected attendance data at parent meetings and events. and there was a rise in all parent groups for attendance and participation By end September 2024 a survey parent needs to be developed to provide feedback. Admin team and SSC should develop the survey. McKinley School would like to increase the number of parents with Parent Portal Accounts.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
In the 2023-2024 school year, MKS increased the percentage of parents who actively engage in the school by 10%. Refine systems to track parents attending a parent group meeting, campus event, and/or volunteering (through hours and field trips).	MKS currently has 50 parent volunteer, sign up sheets. MKS will invite parent to attend Back To School, Open House, Parent Workshops, Parent Meetings, School Performances.	MKS should have at least 100 engaged volunteers by the end of May 2025.
Increase parent participation with Aeries and Gradient Learning to access student grades, progress, attendance and programs.	65% Middle School Parents will attend a GradientParent Workshop. 85% of Parents will use Aeries to access student Grades 30% of 5th grade parents will attend Middle School Orientation Parents will be introduced to Canvas -	15% Increase the number of parents involved in specific school needs projects.
Develop a Survey to gather parent data to develop a plan to increase parent participation.	Goal is 10% of parents to participate	Publish the results and for action plan.
Determine a baseline for parent engagement in terms of their feeling engaged and welcome on campus as measured by a campus-wide parent survey for MKS.	Sign in Sheets at Parent Meetings.	Community Assistant will ensure volunteers are certified with PUSD.

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.

Continue to use various forms of Communication (Teachers send home information, Phone Blasts, Weekly emails, Flyers, Webpage, and Social Media). 2.Scheduled Parent Group Leaders meeting to set goals for school/ students needs.

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

1. Challenges with concerns within parent groups
2. Continued need to develop a survey
3. Work with teachers to recruit parents
4. Increase PTA membership

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.

1. The changes for 2024-2025 school year are intended to increase parents participation, involvement and support for the school and student needs.
2. Increased activities where all stakeholders can engage in a social event which benefits the school's needs and fosters community.
3. Create systems to track parent attendance a parent group meeting, campus event, and/or volunteering (through hours and field trips); create systems to improve collaboration and communication across all parent groups.
4. In 2024-25 MKS needs to have a clear social marketing plan to increase communications across various platforms. Focus should include school awareness for prospective current parents and students. The website and school's Facebook page and increase the use of blackboard messenger, Peach Jar, etc. is a consistent means for communication.
During the school year, SSC should develop a parent survey.

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 Families and Students.

Strategy/Activity

The Community Assistant, administrator or designee, will attend Parent Group meetings. A sign-in sheets to track attendance numbers, track the number of volunteer hours, track the percent of parents who serve as volunteers. Provide parent volunteer surveys to assess what categories and grade level parents are most comfortable with volunteering. Create an ongoing parent involvement sign-up list for all school activities to align interest with needs for effective volunteering
Re-establish room parents
Community Liaison to create volunteer database with grade-level voluntary categories generated from parent volunteer surveys. All parent volunteers will adhere to the guidelines of the district volunteer handbook to ensure the effectiveness

Compile and circulate a list of parent volunteer opportunities
Community Assistant will: promote parent group enrollment, Tract volunteers, Provide translation as needed. Organize parent workshops with District support, provide technology assistance so parents may participate remotley.

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)
3200	Title I Part A: Allocation

Strategy/Activity 2

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

All Families and Students.

Strategy/Activity

Develop a Social Media/marketing plan to improve the quantity and quality of communications across the mediums and continue to update the school's web site and facebook page and other social media messaging platforms. Update calendars on webpage, newsletters, and Sunday Messages
Teachers to send welcome letters or postcards prior to the start of school.
Teachers make positive phone calls within the first four weeks the beginning of each semester.
School Plan for Student Achievement (SPSA) Page 70 of 109 McKinley School of Arts
Hard copies of events distributed via the Tiger Folders.
Continue Coffee and Conversation with the Principal
Roaring Tiger sent via email and phone blast
Continued parent-teacher conferences
Continued classroom newsletters/Facebook pages
Purchase software system to create weekly newsletters. News letters will be translated to ensure access for Foster Youth, SPED, Homeless, and English Language Learners.
SMORE software purchase

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)
1513	Title I Part A: Parent Involvement

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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.

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

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

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.

LCAP Goal

Goal 8

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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.

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

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

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.

LCAP Goal

Goal 9

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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.

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

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

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.

LCAP Goal

Goal 10

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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.

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

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

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	$125766
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Title I and CSI Funds Budgeted for Strategies to Meet the Goals in the SPSA	$125766
Other State/Local Funds provided to the school	$96480

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 Funding Sources	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs Funding Sources	Allocation ($)

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

Total of federal, state, and/or local funds available for this school: $222,246

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
LCFF Supplemental and Concentration (S/C)	96480	0.00
Title I Part A: Parent Involvement	2213	0.00
Title I Part A: Allocation	123553	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental and Concentration (S/C)	96,480.00
Title I Part A: Allocation	123,553.00
Title I Part A: Parent Involvement	2,213.00

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:

School Principal

Classroom Teachers

Name of Members	Role

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 .

Attested:

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

PASADENA UNIFIED SCHOOL DISTRICT

Title I - Other Authorized Activities Reservations

Our Children. Learning Today. Leading Tomorrow

The following amount of dollars reflects Title I Other Authorized Activities Reservations for District central Office to provide direct services to school sites. This is NOT the Indirect and Administrative Cost (which generally cannot exceed 15%). In 2024-25, PUSD will provide the following direct services to the school sites with Title I Other Authorized Activities Reservations total amount of $2,057,070.00:

a. Instructional Coaches and Curriculum (Math, Science, Literacy (Including ELA and History) Coaches/Resource Teachers, paid by the District, providing direct services/supports to the school sites to increase the unduplicated group students' academic achievements;
b. District Curriculum, Instruction and Professional Development leadership and staff who are providing direct, hands-on services to the school sites;
c. Supplemental to CDE identified 3 Comprehensive Support and improvement (CSI) schools;
d. Supplemental to schools with the CDE identified Low Performing Students;
e. Families in transition/Homeless and support staff;
f. Parent and Community Engagement;
g. Multi-Tier System of Support (MTSS) intervention (such as Behavior Intervention Aides assigned to the identified school sites).

Title I guidelines require consultation and input from SSC, not approval.

Your school's share of the Other Authorized Activities Reservation for Direct Services cost is calculated for school year of 2024-25 is as below:

School: McKinley

Resource Code	Title I	Total District Other Authorized Activities Reservation	# of FRL Student at District Title I Eligible Schools	Per Student shared Cost to School	#of FRL Student at School	Total Shared Cost to School
30100	Intervention Activities	$2,057,070.00	9,440	$217.90	505	$110,039.50