



## School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
McKinley Elementary	43-69450-6047245	April 25, 2024	6/25/2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by McKinley Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

# Table of Contents

SPSA Title Page .....	1
Table of Contents.....	3
Plan Description.....	4
Educational Partner Involvement.....	4
Comprehensive Needs Assessment Components .....	6
California School Dashboard (Dashboard) Indicators.....	6
Other Needs.....	7
School and Student Performance Data .....	9
Student Enrollment.....	9
CAASPP Results.....	11
ELPAC Results .....	16
Student Population.....	20
Overall Performance .....	22
Academic Performance.....	23
Academic Engagement.....	28
Conditions & Climate.....	30
Goals, Strategies, & Proposed Expenditures.....	32
Goal 1.....	32
Goal 2.....	38
Goal 3.....	42
Budget Summary .....	45
Budget Summary .....	45
Other Federal, State, and Local Funds .....	45
Budgeted Funds and Expenditures in this Plan.....	46
Funds Budgeted to the School by Funding Source.....	46
Expenditures by Funding Source .....	46
Expenditures by Budget Reference .....	46
Expenditures by Budget Reference and Funding Source.....	46
Expenditures by Goal.....	47
School Site Council Membership .....	48
Recommendations and Assurances .....	49

# Plan Description

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

This plan is being used by McKinley Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

McKinley Elementary's School Plan for Student Achievement meets ESSA (Every Student Succeeds Act) requirements by aligning with the Franklin-McKinley Local Control and Accountability Plan (LCAP) and other federal, California state, and local programs through the following key elements:

### Data-Informed Goals and Strategies:

The plan starts with a comprehensive analysis of student data, including academic performance, attendance, and other relevant metrics. This data informs the setting of specific goals and strategies aligned with ESSA priorities, LCAP objectives, and state/local program requirements.

### Inclusive Educational Partner Engagement:

The development of this plan involved the collaboration with teachers and staff, parents/families, and community members. Student survey responses were also utilized to develop a plan that is responsive to students' experiences. This broad stakeholder engagement ensures that the plan reflects the needs and priorities of the entire McKinley community.

### Evidence-Based Practices and Interventions:

Our SPSA incorporates evidence-based instructional practices and interventions that have demonstrated effectiveness in improving student outcomes. This includes differentiated instruction, targeted support for at-risk student groups, and the use of data to drive decision-making. Our SPSA strategies outline the Multi-Tiered Systems of Support (MTSS) structures and systems our school team has been developing and refining.

### Resource Allocation and Integration:

Resources from federal, state, and local programs are strategically integrated into the SPSA to maximize impact and sustainability. This includes leveraging Title I funding, professional development opportunities, and support services for students with specific needs. The plan includes specific strategies to support all categories in orange and red on the 2023 CA Schools Dashboard: English Language Arts (all students, socioeconomically disadvantaged students, Hispanic students, and students with disabilities), Chronic Absenteeism (students with disabilities), and Suspension Rate (English Learners).

By incorporating these elements, McKinley's SPSA not only meets ESSA requirements but also fosters a comprehensive approach to improving student outcomes that is responsive to the unique needs and contexts of our school community.

## Educational Partner Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

Parents were consulted in formal School Site Council/English Language Advisory meetings as well as informal Tiger Talks Parent Meetings. Parents were provided with an overview of the local indicators (ELA, Math, EL Reclassification and progress on ELPAC, attendance rates, student responses on site and local surveys) and historical indicators from the California School Dashboard. Parents were asked about their areas of concern related to these indicators. Parents were also provided with a brief overview of the Franklin-McKinley School District Local Control and Accountability Plan Goals. Additionally, parents provided feedback on the 2023-2024 winter Panorama family survey.

During School Site Council, the team worked together to draft goals for the School Plan for Student Achievement.

- School Site Council Meetings on January 25, 2024, March 21, 2024. and April 25, 2024

Students feedback was included during the development of this SPSA. Student responses on the McKinley Trimester 1

Survey and McKinley Trimester 2 Student Survey were reviewed. These surveys included open-ended questions about what was going well at school and what areas there are for improvement. Students provided feedback on the 2023-2024 Panorama student surveys, including questions "About School" and "About Self".

Teachers and staff were consulted in formal School Site Council/English Language Advisory meetings as well as Multi-Tiered Systems of Support lead team meetings, Instructional Leadership Team meetings, staff meetings, and other site meetings. Teachers were provided with an overview of the local indicators (ELA, Math, EL Reclassification and progress, student responses on site and local surveys) and historical indicators from the California School Dashboard. Teachers were asked about their areas of concern related to the indicators. Teachers were also provided with a brief overview of the Franklin-McKinley School District Local Control and Accountability Plan Goals. During staff meetings, the team worked together to draft goals for the School Plan for Student Achievement. Additionally, staff provided feedback on the 2023-2024 winter Panorama staff survey

- School Site Council Meetings on January 25, 2024, March 21, 2024, and April 25, 2024
- Multi-Tiered Systems of Support lead team meetings on February 6, 2024, March 4, 2024, and April 23, 2024
- Instructional Leadership Team meetings on March 4, 2024 and April 15, 2024
- Staff Meetings on March 20, 2024 and April 9, 2024

During the 2020-2021 school year, McKinley qualified for the California Early Literacy Supplementary Block grant (ELSB). As part of developing the proposal for this grant, McKinley established an Literacy Lead Team that has met regularly since the spring of 2021 to do a root cause analysis and needs assessment of McKinley's literacy outcomes and devise a plan based on this analysis. During the 2023-2024 school year, highlights of McKinley's ELSB work include:

- Continued implementation of McKinley's Science of Reading-based literacy framework in all classrooms K-6th.
- Utilizing Souday Essential as a foundational skills program for all whole-class scope and sequence instruction and small group intervention.
- Hiring a full-time literacy intervention teacher to provide intervention, give feedback in classrooms, and support data collection and action planning.
- Implementing DIBELS foundational literacy skills screening 3x a year and providing staff time to analyze these data and plan classroom and pull-out intervention.
- Provide extra intervention for K-1st student needing intensive intervention through Cultivating Literacy.
- Hosting school-wide and community literacy events.

During the 2023-2024 school year, McKinley qualified for the California Community Schools grant. As part of developing the proposal for this grant, the site's Culture and Climate Committee reviewed historical data to determine priority areas for improving students' and families access points to a full range of academic, socio-emotional, and basic needs resources. During the 2023-2024 school year, highlights of McKinley's Community Schools work include:

- Hiring a full-time Student Linked Services Coordinator.
- Increasing after-school enrichment opportunities through CORAL and Little Heroes.
- Deepening collaboration with community partners, including CommUniverCity, the City of San Jose, Shop with a Cop, and others.

McKinley Elementary utilizes the following committee structures to support continual improvement:

#### **MULTI-TIERED SYSTEMS OF SUPPORT LEAD TEAM**

The MTSS Lead Team will lead the school-wide effort to improve literacy skills, math skills, other content learning, all within a framework of Social, Emotional, and Academic Development (SEAD). While the school's literacy focus will remain, the instructional leadership team will broaden the school's work to include other content areas and all aspects of students' experience at school. In 2023-2024, the MTSS lead team defined three equity priorities to promote literacy learning, engagement, and positive behavior/wellbeing. The MTSS lead team will continue to guide school-wide improvement efforts and facilitate communication and capacity-building around these efforts.

#### **INSTRUCTIONAL LEADERSHIP TEAM (formerly Lead Literacy Team and Culture and Climate Committee)**

The ILT will help operationalize priorities defined by the MTSS lead team to all grade levels. Integrating Sobrato Early Academic Language (SEAL) strategies into all K-3rd content instruction is a goal, along with increasing language/content learning for all grades K-6th. The Instructional Leadership Team will provide input on the assessment and analysis of students learning and wellbeing, help identify ongoing professional development, help identify needed instructional resources, help continually strengthen McKinley's MTSS tiers of support, and will lead the school in ensuring high levels of learning for all students.

# Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

## California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

### English Language Arts (orange)

To effectively meet ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs, McKinley Elementary has developed a comprehensive plan in collaboration with our educational partners that addresses the specific areas of our low performance student groups to improve student outcomes.

Our plan began with a thorough analysis of CA Dashboard data, local student performance, which includes academic data, attendance, behavior, and SEL metrics. Through root cause analysis and ongoing continuous improvement cycles our team has identified areas of need that may require targeted interventions. These needs include:

- Increasing teachers' knowledge of the Science of Reading and scientifically-supported literacy instruction
- Collecting valid and predictive literacy screening data for all students, K-6th
- Providing targeted, intensive intervention to students who were in Kindergarten, 1st grade, and 2nd grade during school closures and have lagged behind in their literacy development
- Facilitating home-to-school learning through an individualized home literacy program in primary grades
- Integrating effective ELD and literacy learning in content areas (note: McKinley utilizes the SEAL instructional model K-3rd, and 4th-6th teachers have received some training on SEAL strategies)
- Supporting data-driven collaboration for grade teams and site leadership teams

Based on our needs analysis, we have established clear goals and objectives aligned with the requirements of ESSA and the priorities outlined in our LCAP. Our school wide goals focus on improving student achievement in ELA and other content areas through research based instructional practices, supporting English Learners in language and literacy development, supporting the social emotional wellness for all students and staff, and continuing to engage our families and communities to support student success.

Targeted goals outlined include:

- McKinley Goal 1a: Students will develop their literacy skills. All K-6th grade students will grow at least 1 year on local reading assessments in 2024-2025 (DIBELS Composite K-6th assessment and RenSTAR ELA 3rd-6th). This will correspond to a 15 point increase on the state CAASPP ELA assessment, including for socioeconomically disadvantaged students, Hispanic Students, and Student With Disabilities.
- McKinley Goal 1c: The percentage of English Learners progressing towards English language proficiency, as measured by advancing one English Language Performance Indicator level or maintaining level 4 on ELPAC, will be 60% or greater in 2024-2025.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Chronic Absenteeism: Students With Disabilities (orange)

Suspension Rate: English Learners (orange)

English Language Arts: English Learners (red), Socially Economically Disadvantaged Students (orange), Hispanic Students (orange)

To effectively address the needs of students with disabilities experiencing high chronic absenteeism, English Learners experiencing behavioral challenges, and English Learners, Socioeconomically Disadvantaged students, and Hispanic students experiencing low academic performance in ELA, McKinley's plan includes targeted and comprehensive student support strategies aligned with ESSA requirements and FMSD LCAP priorities.

**\*\*Data Analysis and Identification\*\***

Chronic Absenteeism (students with disabilities):

- Through our MTSS Lead Team, grade level PLC teams, Attendance team, and Multi-Disciplinary team: analyze students' attendance data in relation to other data that relates to student learning, wellbeing, and school experience. Through root cause analysis we identified individual barriers to attendance for students with disabilities.

ELA (English Learners, Hispanic students, and Socioeconomically Disadvantaged students):

- Through our MTSS Lead Team, ILT and grade level PLC teams: analyze student academic performance data specifically focusing on literacy development of Hispanic students, Socioeconomically Disadvantaged students, and English Learners. Through root cause analysis we identified trends and specific areas of need to better support our ELs with literacy development. On-going progress monitoring is conducted through 6-8 week cycles to check the fidelity of the identified intervention and ensure target interventions are effective.

Suspension Rate (English Learners):

- Through our MTSS Lead Team, ILT, and grade level PLC teams: analyze students behavioral and wellbeing data specifically focusing on English Learners. Action plan on a student-by-student basis to provide resources and services to support these students' wellbeing and positive behavior. Respond to student-reported concerns through site and district surveys.

#### **\*\*Targeted Interventions\*\***

Chronic Absenteeism (students with disabilities):

- Student IEPs are regulatory reviewed to incorporate targeted interventions to improve attendance. This includes discussing attendance during site Multi-Disciplinary Team meetings and also having case managers attend site Attendance Team meetings. Intervention are implemented based on these team discussions, and may include: personalized interventions, home visits, mentorship programs, or family engagement initiatives.

ELA (English Learners, Hispanic students, and Socioeconomically Disadvantaged students):

- Specialized Instructional Strategies: Utilizing evidence-based instructional practices specifically designed for English Learners in ELA. This may involve differentiated instruction, small group intervention, and integrated/designated ELD to support both word recognition and language comprehension elements of literacy development.

Suspension Rate (English Learners):

- Utilizing targeted social skills groups and individualized wellness services to support the wellbeing and positive behavior of English Learners.

#### **\*\*Collaborative Support Teams\*\***

- We establish collaborative support teams consisting of teachers, special education staff, counselors, support staff, administrators, and parents/guardians to regularly review students' academic, social-emotional, behavioral, and attendance data. Based on this data we determine and adjust intervention and provide ongoing support to students in areas of need.

#### **\*\*Resource Allocation\*\***

Our plan leverages resources from federal, state, and local programs to support these targeted interventions. This includes utilizing Title I funding for additional academic support, home-school learning programs, and access to specialized services and resources.

#### **\*\*Family and Community Engagement\*\***

We prioritize family and community engagement by providing workshops, resources, and support networks for parents/guardians of students. This collaborative approach ensures that families are partners in the educational process and can reinforce strategies at home.

By implementing these targeted student support strategies, McKinley aims to improve outcomes for students with disabilities experiencing high chronic absenteeism, English Learners experiencing behavioral challenges, and English Learners, Socioeconomically Disadvantaged students, and Hispanic students experiencing low academic performance in ELA. These coordinated efforts will ultimately promote equitable access to quality education and foster an inclusive learning environment for all students.

## **Other Needs**

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Based on the 2023-2024 Panorama Student Survey About School, student responses in the areas of Safety has the lowest reported score at 50% favorable, which is 21% lower than the next lowest category. Based on the 2023-2024

Panorama Student Survey About Self, student responses in the areas of Self-Efficacy has the lowest reported score at 47% favorable.



# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for McKinley Elementary. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.43%	0.42%	0.43%	1	1	1
African American	0.43%	0.85%	0.43%	1	2	1
Asian	9.13%	10.59%	9.01%	21	25	21
Filipino	1.74%	0.85%	0.43%	4	2	1
Hispanic/Latino	86.96%	86.44%	88.41%	200	204	206
Pacific Islander	0.87%	0.42%	%	2	1	
White	%	0%	0.43%		0	1
Two or More Races	%	0.42%	0.86%		1	2
Not Reported	0.43%	0%	%	1	0	
<b>Total Enrollment</b>				230	236	233

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	33	35	31
Grade 1	29	28	31
Grade 2	25	29	33
Grade 3	32	31	31
Grade 4	41	34	30
Grade 5	39	37	37
Grade 6	31	42	40
<b>Total Enrollment</b>	230	236	233

#### Conclusions based on this data:

1. Enrollment has been steady from 20-21 to 22-23.
2. Asian enrollment has increase, both as a percent in the number of students from 20-21 to 21-22 to 22-23.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	145	150	141	60.20%	63.0%	60.5%
Fluent English Proficient (FEP)	48	54	54	16.50%	20.9%	23.2%
Reclassified Fluent English Proficient (RFEP)				4.2%		

### Conclusions based on this data:

1. The percentage of students identified as English Learners increased between 20-21 and 22-23.
2. At the same time, the percentage of students classified as English Proficient increased between 20-21 and 22-23.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	35	29	33	31	27	31	31	27	31	88.6	93.1	93.9
Grade 4	39	36	34	39	33	30	39	33	30	100.0	91.7	88.2
Grade 5	41	37	37	39	36	34	39	36	34	95.1	97.3	91.9
Grade 6	28	40	39	26	36	38	26	36	38	92.9	90.0	97.4
All Grades	143	142	143	135	132	133	135	132	133	94.4	93.0	93

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2379.	2350.	2375.	6.45	3.70	9.68	19.35	14.81	9.68	25.81	25.93	35.48	48.39	55.56	45.16
Grade 4	2441.	2400.	2367.	12.82	3.03	3.33	28.21	15.15	0.00	23.08	33.33	23.33	35.90	48.48	73.33
Grade 5	2427.	2453.	2424.	10.26	13.89	0.00	15.38	19.44	17.65	12.82	19.44	23.53	61.54	47.22	58.82
Grade 6	2501.	2492.	2500.	15.38	11.11	15.79	7.69	27.78	18.42	42.31	22.22	42.11	34.62	38.89	23.68
All Grades	N/A	N/A	N/A	11.11	8.33	7.52	18.52	19.70	12.03	24.44	25.00	31.58	45.93	46.97	48.87

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	0.00	*	9.68	64.52	*	61.29	35.48	*	29.03
Grade 4	10.26	3.03	3.33	66.67	60.61	60.00	23.08	36.36	36.67
Grade 5	2.56	8.33	5.88	64.10	55.56	47.06	33.33	36.11	47.06
Grade 6	*	13.89	7.89	*	38.89	57.89	*	47.22	34.21
All Grades	5.93	6.82	6.77	60.00	54.55	56.39	34.07	38.64	36.84

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.45	*	6.45	54.84	*	41.94	38.71	*	51.61
Grade 4	10.26	0.00	0.00	53.85	54.55	40.00	35.90	45.45	60.00
Grade 5	5.13	5.56	0.00	53.85	52.78	55.88	41.03	41.67	44.12
Grade 6	*	16.67	13.16	*	47.22	44.74	*	36.11	42.11
All Grades	8.15	6.06	5.26	54.81	53.03	45.86	37.04	40.91	48.87

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	0.00	*	0.00	80.65	*	80.65	19.35	*	19.35
Grade 4	0.00	3.03	0.00	76.92	75.76	60.00	23.08	21.21	40.00
Grade 5	7.69	8.33	0.00	64.10	80.56	76.47	28.21	11.11	23.53
Grade 6	*	2.78	13.16	*	72.22	76.32	*	25.00	10.53
All Grades	4.44	4.55	3.76	74.81	75.00	73.68	20.74	20.45	22.56

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.45	*	6.45	61.29	*	58.06	32.26	*	35.48
Grade 4	17.95	3.03	3.33	64.10	69.70	56.67	17.95	27.27	40.00
Grade 5	5.13	11.11	2.94	48.72	63.89	55.88	46.15	25.00	41.18
Grade 6	*	13.89	15.79	*	66.67	65.79	*	19.44	18.42
All Grades	11.11	9.09	7.52	60.00	63.64	59.40	28.89	27.27	33.08

**Conclusions based on this data:**

1. Comparing 21-22 and 22-23 data, there was an overall average decrease in ELA mean scale score in all grades except grade 5.
2. Comparing 21-22 and 22-23 data, there was a small decrease in the percentage of students overall scoring at Standard Exceeded/Standard Met compared to Standard Nearly Met/Standard Not Met.

3. Comparing 21-22 and 22-23 data, there were small increases in the percentage of students scoring Below Standard on Writing and Reading.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	35	29	33	34	28	31	34	28	31	97.1	96.6	93.9
Grade 4	39	36	34	39	36	34	39	36	34	100.0	100.0	100
Grade 5	41	37	37	40	36	35	40	36	35	97.6	97.3	94.6
Grade 6	28	40	39	27	40	39	27	40	39	96.4	100.0	100
All Grades	143	142	143	140	140	139	140	140	139	97.9	98.6	97.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2375.	2390.	2379.	0.00	3.57	9.68	23.53	14.29	12.90	29.41	39.29	22.58	47.06	42.86	54.84
Grade 4	2432.	2449.	2398.	5.13	11.11	0.00	20.51	22.22	8.82	33.33	30.56	29.41	41.03	36.11	61.76
Grade 5	2442.	2481.	2427.	10.00	13.89	5.71	12.50	19.44	8.57	22.50	22.22	22.86	55.00	44.44	62.86
Grade 6	2462.	2473.	2482.	11.11	12.50	10.26	14.81	12.50	20.51	22.22	25.00	17.95	51.85	50.00	51.28
Grade 11															
All Grades	N/A	N/A	N/A	6.43	10.71	6.47	17.86	17.14	12.95	27.14	28.57	23.02	48.57	43.57	57.55

<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	5.88	*	3.23	50.00	*	38.71	44.12	*	58.06
<b>Grade 4</b>	12.82	11.11	2.94	43.59	38.89	41.18	43.59	50.00	55.88
<b>Grade 5</b>	12.50	13.89	11.43	35.00	38.89	28.57	52.50	47.22	60.00
<b>Grade 6</b>	*	10.00	17.95	*	40.00	35.90	*	50.00	46.15
<b>Grade 11</b>									
<b>All Grades</b>	11.43	11.43	9.35	39.29	40.00	35.97	49.29	48.57	54.68

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	8.82	*	12.90	38.24	*	32.26	52.94	*	54.84
<b>Grade 4</b>	7.69	8.33	0.00	35.90	44.44	26.47	56.41	47.22	73.53
<b>Grade 5</b>	5.00	11.11	2.86	42.50	61.11	54.29	52.50	27.78	42.86
<b>Grade 6</b>	*	10.00	10.26	*	42.50	48.72	*	47.50	41.03
<b>All Grades</b>	8.57	7.86	6.47	37.86	50.00	41.01	53.57	42.14	52.52

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	0.00	*	12.90	73.53	*	61.29	26.47	*	25.81
<b>Grade 4</b>	7.69	11.11	0.00	58.97	61.11	47.06	33.33	27.78	52.94
<b>Grade 5</b>	2.50	2.78	0.00	47.50	72.22	34.29	50.00	25.00	65.71
<b>Grade 6</b>	*	17.50	7.69	*	47.50	69.23	*	35.00	23.08
<b>All Grades</b>	3.57	10.71	5.04	60.00	61.43	53.24	36.43	27.86	41.73

**Conclusions based on this data:**

1. Comparing 21-22 and 22-23 data, there was an overall average increase in ELA mean scale score in all grades tested.
2. Comparing 21-22 and 22-23 data, there was an increase in the percentage of students overall scoring at Standard Exceeded/Standard Met compared to Standard Nearly Met/Standard Not Met.

# School and Student Performance Data

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

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

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	1368.2	1435.2	1412.8	1376.5	1423.2	1423.3	1348.3	1462.9	1388.2	21	18	18
<b>1</b>	1401.4	1414.0	1432.8	1427.6	1443.1	1441.9	1374.5	1384.3	1423.3	14	22	16
<b>2</b>	1438.1	1444.4	1440.2	1465.3	1470.2	1457.1	1410.3	1418.0	1422.8	19	16	26
<b>3</b>	1463.8	1490.0	1462.2	1460.9	1506.8	1462.9	1466.0	1472.6	1461.2	18	21	17
<b>4</b>	1523.8	1520.4	1474.3	1523.1	1542.2	1465.4	1524.1	1497.9	1482.4	21	19	23
<b>5</b>	1498.8	1541.2	1481.1	1490.6	1547.4	1467.4	1506.4	1534.5	1494.3	27	18	20
<b>6</b>	1521.9	1542.8	1520.4	1501.8	1557.7	1521.2	1541.4	1527.4	1519.1	14	23	15
<b>All Grades</b>										134	137	135

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	4.76	27.78	27.78	33.33	55.56	33.33	33.33	5.56	16.67	28.57	11.11	22.22	21	18	18
<b>1</b>	0.00	0.00	0.00	7.14	22.73	43.75	35.71	59.09	37.50	57.14	18.18	18.75	14	22	16
<b>2</b>	0.00	0.00	3.85	26.32	12.50	34.62	42.11	75.00	38.46	31.58	12.50	23.08	19	16	26
<b>3</b>	0.00	25.00	0.00	38.89	20.00	29.41	27.78	45.00	41.18	33.33	10.00	29.41	18	20	17
<b>4</b>	28.57	21.05	4.35	38.10	47.37	34.78	23.81	26.32	30.43	9.52	5.26	30.43	21	19	23
<b>5</b>	7.41	35.29	10.00	40.74	23.53	20.00	29.63	35.29	35.00	22.22	5.88	35.00	27	17	20
<b>6</b>	7.14	39.13	13.33	57.14	34.78	53.33	28.57	8.70	26.67	7.14	17.39	6.67	14	23	15
<b>All Grades</b>	7.46	21.48	8.15	35.07	31.11	34.81	31.34	35.56	32.59	26.12	11.85	24.44	134	135	135



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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	4.76	22.22	33.33	33.33	50.00	27.78	33.33	16.67	11.11	28.57	11.11	27.78	21	18	18
<b>1</b>	7.14	9.09	12.50	14.29	54.55	62.50	57.14	22.73	12.50	21.43	13.64	12.50	14	22	16
<b>2</b>	15.79	6.25	19.23	36.84	50.00	34.62	36.84	43.75	23.08	10.53	0.00	23.08	19	16	26
<b>3</b>	16.67	50.00	11.76	38.89	30.00	35.29	16.67	15.00	29.41	27.78	5.00	23.53	18	20	17
<b>4</b>	42.86	52.63	26.09	47.62	42.11	30.43	9.52	0.00	13.04	0.00	5.26	30.43	21	19	23
<b>5</b>	25.93	47.06	15.00	44.44	41.18	35.00	7.41	11.76	10.00	22.22	0.00	40.00	27	17	20
<b>6</b>	28.57	65.22	33.33	42.86	13.04	40.00	21.43	4.35	20.00	7.14	17.39	6.67	14	23	15
<b>All Grades</b>	20.90	37.04	21.48	38.06	39.26	37.04	23.88	15.56	17.04	17.16	8.15	24.44	134	135	135

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	26.32	22.22	16.67	26.32	61.11	38.89	26.32	5.56	27.78	21.05	11.11	16.67	19	18	18
<b>1</b>	5.56	0.00	0.00	22.22	13.64	37.50	11.11	18.18	37.50	61.11	68.18	25.00	18	22	16
<b>2</b>	13.64	0.00	0.00	31.82	6.25	26.92	18.18	31.25	38.46	36.36	62.50	34.62	22	16	26
<b>3</b>	7.14	0.00	0.00	10.71	20.00	0.00	42.86	40.00	52.94	39.29	40.00	47.06	28	20	17
<b>4</b>	0.00	0.00	4.35	0.00	31.58	13.04	50.00	21.05	34.78	50.00	47.37	47.83	22	19	23
<b>5</b>	0.00	23.53	5.00	17.65	5.88	5.00	29.41	52.94	55.00	52.94	17.65	35.00	17	17	20
<b>6</b>	7.14	8.70	0.00	35.71	30.43	46.67	50.00	30.43	26.67	7.14	30.43	26.67	14	23	15
<b>All Grades</b>	3.73	7.41	3.70	17.91	24.44	22.96	41.79	28.15	39.26	36.57	40.00	34.07	134	135	135

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	4.76	11.11	33.33	66.67	77.78	44.44	28.57	11.11	22.22	21	18	18
<b>1</b>	21.43	18.18	18.75	57.14	63.64	68.75	21.43	18.18	12.50	14	22	16
<b>2</b>	21.05	6.25	11.54	57.89	93.75	65.38	21.05	0.00	23.08	19	16	26
<b>3</b>	22.22	25.00	17.65	38.89	60.00	70.59	38.89	15.00	11.76	18	20	17
<b>4</b>	66.67	26.32	30.43	28.57	68.42	34.78	4.76	5.26	34.78	21	19	23
<b>5</b>	22.22	29.41	15.00	62.96	64.71	55.00	14.81	5.88	30.00	27	17	20
<b>6</b>	28.57	17.39	40.00	64.29	78.26	53.33	7.14	4.35	6.67	14	23	15
<b>All Grades</b>	26.87	19.26	22.96	53.73	71.85	55.56	19.40	8.89	21.48	134	135	135

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	4.76	38.89	44.44	52.38	50.00	22.22	42.86	11.11	33.33	21	18	18
<b>1</b>	7.14	9.09	6.25	42.86	77.27	81.25	50.00	13.64	12.50	14	22	16
<b>2</b>	15.79	50.00	30.77	68.42	43.75	57.69	15.79	6.25	11.54	19	16	26
<b>3</b>	38.89	70.00	5.88	33.33	25.00	70.59	27.78	5.00	23.53	18	20	17
<b>4</b>	19.05	89.47	21.74	80.95	5.26	43.48	0.00	5.26	34.78	21	19	23
<b>5</b>	44.44	88.24	21.05	37.04	5.88	42.11	18.52	5.88	36.84	27	17	19
<b>6</b>	21.43	78.26	46.67	57.14	4.35	46.67	21.43	17.39	6.67	14	23	15
<b>All Grades</b>	23.13	60.00	25.37	52.99	30.37	51.49	23.88	9.63	23.13	134	135	134

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	0.00	27.78	0.00	76.19	61.11	77.78	23.81	11.11	22.22	21	18	18
<b>1</b>	0.00	9.09	0.00	0.00	9.09	75.00	100.00	81.82	25.00	14	22	16
<b>2</b>	0.00	0.00	0.00	42.11	31.25	65.38	57.89	68.75	34.62	19	16	26
<b>3</b>	0.00	0.00	0.00	38.89	40.00	17.65	61.11	60.00	82.35	18	20	17
<b>4</b>	19.05	0.00	4.35	52.38	52.63	39.13	28.57	47.37	56.52	21	19	23
<b>5</b>	3.70	23.53	5.00	44.44	52.94	45.00	51.85	23.53	50.00	27	17	20
<b>6</b>	14.29	13.04	0.00	64.29	43.48	53.33	21.43	43.48	46.67	14	23	15
<b>All Grades</b>	5.22	10.37	1.48	47.01	40.74	53.33	47.76	48.89	45.19	134	135	135

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	23.81	72.22	38.89	42.86	16.67	44.44	33.33	11.11	16.67	21	18	18
<b>1</b>	0.00	0.00	12.50	50.00	77.27	68.75	50.00	22.73	18.75	14	22	16
<b>2</b>	0.00	0.00	11.54	57.89	75.00	61.54	42.11	25.00	26.92	19	16	26
<b>3</b>	0.00	10.00	0.00	77.78	65.00	82.35	22.22	25.00	17.65	18	20	17
<b>4</b>	33.33	26.32	13.04	47.62	47.37	52.17	19.05	26.32	34.78	21	19	23
<b>5</b>	11.11	23.53	5.00	70.37	64.71	65.00	18.52	11.76	30.00	27	17	20
<b>6</b>	14.29	13.04	13.33	78.57	69.57	80.00	7.14	17.39	6.67	14	23	15
<b>All Grades</b>	12.69	20.00	13.33	60.45	60.00	63.70	26.87	20.00	22.96	134	135	135

**Conclusions based on this data:**

1. In 22-23, the most common overall ELPAC score is a "2", followed by "3", "4", and "1".

- 
2. The largest area of need is the Reading Domain with 49% of English Learners scoring at Beginning proficiency.

# School and Student Performance Data

## Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
233	79.8%	60.5%	0.0%
Total Number of Students enrolled in McKinley Elementary.	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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	141	60.5%
Foster Youth	0	0.0%
Homeless	3	1.3%
Socioeconomically Disadvantaged	186	79.8%
Students with Disabilities	30	12.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.4%
American Indian	1	0.4%
Asian	21	9%
Filipino	1	0.4%
Hispanic	206	88.4%
Two or More Races	2	0.9%
Pacific Islander	0	0.0%
White	1	0.4%

### Conclusions based on this data:

- 75% of students are identified as Socioeconomically Disadvantaged based on free and reduced price meals.

2. The largest Race/Ethnicity group is Hispanic.

3. The second largest Race/Ethnicity group is Asian.

# School and Student Performance Data

## Overall Performance

The 2024 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.”



### 2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Blue
<b>Mathematics</b>  Orange		
<b>English Learner Progress</b>  Red		

#### Conclusions based on this data:

1. Suspension rates rose from the blue category in 2022 to the yellow category in 2023.
2. Chronic Absenteeism improved from the orange category in 2022 to the yellow category in 2023.
3. English Learner Progress improved from the orange category in 2022 to the blue category in 2023.

# School and Student Performance Data

## Academic Performance English Language Arts

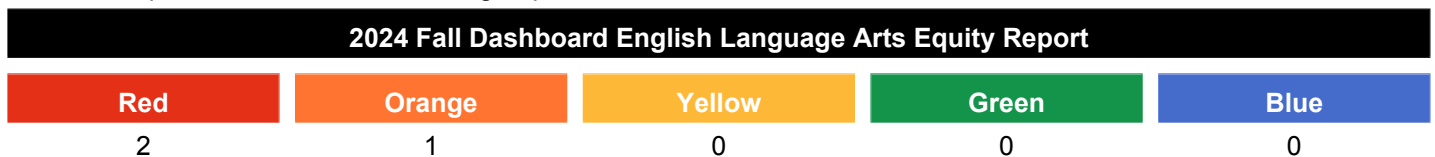
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



This section provides 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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>61.2 points below standard</p> <p>Declined 3.3 points</p> <p>129 Students</p>	<p><b>English Learners</b></p> <p>Red</p> <p>72.2 points below standard</p> <p>Maintained 1.6 points</p> <p>90 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>69.6 points below standard</p> <p>Declined 10.1 points</p> <p>105 Students</p>

<p><b>Students with Disabilities</b></p> <p> No Performance Color</p> <p>103.8 points below standard</p> <p>Increased 34.9 points</p> <p>20 Students</p>	<p><b>African American</b></p> <p> No Performance Color</p> <p>0 Students</p>	<p><b>American Indian</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p><b>Asian</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p><b>Filipino</b></p> <p> No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p> <p> Red</p> <p>71.8 points below standard</p> <p>Declined 4.2 points</p> <p>118 Students</p>
<p><b>Two or More Races</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p><b>Pacific Islander</b></p> <p> No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p> <p> No Performance Color</p> <p>0 Students</p>

**Conclusions based on this data:**

1. Socioeconomically Disadvantaged students and Hispanic students were in the orange category, with English Learners in the red category.
2. There were decreases in scores compared to 2022 for all student groups.
3. Reclassified English Learners scored 11.3 points above standard in ELA, whereas current English Learners scored 101.5 points below standard.



# School and Student Performance Data

## Academic Performance Mathematics

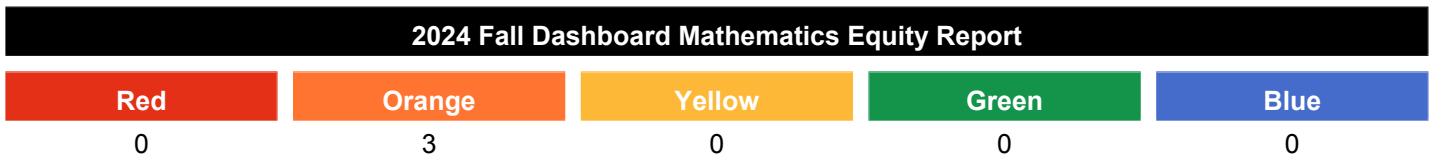
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












This section provides number of student groups in each level.



This section provides 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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Orange</p> <p>72.6 points below standard</p> <p>Declined 20.5 points</p> <p>131 Students</p>	<p><b>English Learners</b></p>  <p>Orange</p> <p>83.3 points below standard</p> <p>Declined 16.8 points</p> <p>92 Students</p>	<p><b>Long-Term English Learners</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>
<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Orange</p> <p>80 points below standard</p> <p>Declined 19.1 points</p> <p>107 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>101.5 points below standard</p> <p>Increased 16.6 points</p> <p>20 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>83.2 points below standard</p> <p>Declined 25.7 points</p> <p>120 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>0 Students</p>

**Conclusions based on this data:**

1. All categories of students (English Learners, Socioeconomically Disadvantaged, and Hispanic) were in the yellow category.
2. There was improvement in scores compared to 2022 for all student groups.
3. Reclassified English Learners scored 10.7 points above standard in Math, whereas current English Learners scored 91.5 points below standard.

# School and Student Performance Data



## Academic Performance English Learner Progress

The 2024 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.

2024 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  Red 38.9% making progress. Number Students: 108 Students	<b>Long-Term English Learner Progress</b>  No Performance Color making progress. Number Students: 2 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b> 29.6%	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b> 28.7%	<b>Maintained ELPI Level 4</b> 1.9%	<b>Progressed At Least One ELPI Level</b> 37%

### Conclusions based on this data:

1. The majority of students (62%) progressed at least one ELPI level.
2. The second largest group of students (27%) maintained ELPI Level 1, 2L, 2H, 3L, or 3H.
3. A much smaller percentage of students decreased on ELPI level in 2023 (17%) compared to in 2022 (27.5%).

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p><b>All Students</b></p> <p> Yellow</p> <p>24.6% Chronically Absent</p> <p>Declined 4.7</p> <p>248 Students</p>	<p><b>English Learners</b></p> <p> Orange</p> <p>27.7% Chronically Absent</p> <p>Declined 2.6</p> <p>155 Students</p>	<p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>
<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Orange</p> <p>25.7% Chronically Absent</p> <p>Declined 1.1</p> <p>202 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>33.3% Chronically Absent</p> <p>Increased 3.3</p> <p>39 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>13.6% Chronically Absent</p> <p>Declined 1.7</p> <p>22 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>25.5% Chronically Absent</p> <p>Declined 5.2</p> <p>220 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>

**Conclusions based on this data:**

1. Chronic Absenteeism for English Learners, Socioeconomically Disadvantaged students, and Hispanic students were in the yellow category, declining significantly for all groups.
2. Chronic Absenteeism for Students with Disabilities was in the orange category, declining by 11%.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

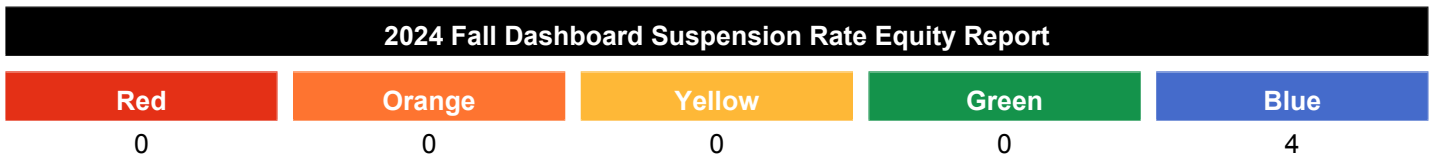
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p> Blue</p> <p>0.4% suspended at least one day</p> <p>Declined 0.4%</p> <p>252 Students</p>	<p><b>English Learners</b></p> <p> Blue</p> <p>0% suspended at least one day</p> <p>Declined 1.2%</p> <p>158 Students</p>	<p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>
<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Blue</p> <p>0.5% suspended at least one day</p> <p>Declined 0.5%</p> <p>206 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>39 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>22 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>Hispanic</b></p>  <p>Blue</p> <p>0.4% suspended at least one day</p> <p>Declined 0.5%</p> <p>224 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>

**Conclusions based on this data:**

1. Suspension rates overall (All students), Hispanic Students, and for Socioeconomically Disadvantaged students were in the yellow category.
2. Suspension rates for Students with Disabilities were in the blue category.
3. Suspension rates for English Learners were in the orange category, and increased from 0% in 2022 to 1.2% in 2023.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Pupil Outcomes

McKinley Goal 1a: Students will develop their literacy skills. All K-6th grade students will grow at least 1 year on local reading assessments in 2024-2025 (DIBELS Composite K-6th assessment and RenSTAR ELA 3rd-6th). This will correspond to a 15 point increase on the state CAASPP ELA assessment, including for socioeconomically disadvantaged students, Hispanic Students, and Student With Disabilities.

McKinley Goal 1b: Students will develop their math skills. All K-6th grade students will grow their math skills by at least 1 year on local math assessments in 2024-2025 (site measures for K and RenSTAR Math 1st-6th). This will correspond to a 10 point increase on the state CAASPP Math assessment.

McKinley Goal 1c: The percentage of English Learners progressing towards English language proficiency, as measured by advancing one English Language Performance Indicator level or maintaining level 4 on ELPAC, will be 60% or greater in 2024-2025.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Achievement for All: With equity at the core, FMSD will increase the level of success for all students while closing learning gaps.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Data from the CA Schools Dashboard indicate all students declined in ELA achievement (orange category), including Hispanic students and Socioeconomically Disadvantaged students (orange categories) and English Learners (red category). Specific strategies to support literacy achievement for all students (and specifically for English Learners, Hispanic Students, and Socioeconomically Disadvantaged students) are included in the school plan.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1a) 1+ year's growth on DIBELS K-6th and RenSTAR ELA 3rd-6th.	<p>2022-2023 DIBELS Growth BOY to EOY:</p> <ul style="list-style-type: none"> <li>-13% increase of students in Core/Core+</li> <li>-15% decrease in students in Intensive</li> </ul> <p>2023-2024 DIBELS Growth BOY to MOY:</p> <ul style="list-style-type: none"> <li>-2% increase in students in Core/Core+</li> </ul> <p>2023-2024 RenSTAR ELA growth BOY to Tri 2: 3rd-6th students have grown an average of 0.69 years in reading. 3th-6th ELs have grown an average of 0.73 years in reading.</p>	<p>By Tri 3 of 2023-2024, 3rd-6th graders will average 1.0+ year's growth for all students in reading on RenSTAR ELA.</p> <p>By EOY of 2023-2024, we will have a 15% increase in students scoring on Core/Core+ on DIBELS.</p>
1a) 15 point increase CAASPP ELA	2023 CAASPP ELA: 11 point decline for all students, with a 20 point decline for ELs, 11 point decline for Hispanic students, and 6 point decline for low-SES students.	2024 CAASPP ELA: 15 point increase for all students, ELs, Hispanic students, and low-SES students.
1b) 1+ year's growth on RenSTAR Math 1st-6th.	<p>BOY to Tri 2 for 2023-2024: All students have grown an average of 0.81 years in math. All ELs have grown an average of 0.86 years in math. 1-3rd students have grown an average of 0.69 years in math. 1-3rd ELs have grown an average of 0.75 years in math. 4th-6th students have grown an average of 0.89 years in math. 4th-6th ELs have grown an average of 0.90 years in math.</p>	By Tri 3 of 2023-2024, 1.0+ year's growth for all students in math (K-6th and English Learners)
1b) 10 point increase CAASPP Math	2022 CAASPP Math: 14 point increase for all students, with an 8 point increase for ELs, 17 point increase for Hispanic students, and 11 point increase for low-SES students.	2024 CAASPP Math: 10 point increase for all students and student subgroups
1c) English Learner Progress Indicator	2023 ELPI: 59% of students grew one ELPI level or maintained level 4.	2024 ELPI: 60% of students will grow one ELPI level or maintain level

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	A Student Support Specialists, under the direction of Ed Services, plan, implement, monitor, assess, and provide direct intervention support for students who have not met the district's adopted standards of proficiency and require additional support to attain these standards.	Identified students with need	150000 District Funded  PLCs (including SPED) will meet on a regular basis to engage in Results Oriented

			<p>Cycle of Inquiry (ROCI) to set goals, reflect, and adjust.</p> <p>1000-1999: Certificated Personnel Salaries Teacher Release Time for Professional Development Include (but are not limited to):</p> <ul style="list-style-type: none"> <li>• SEAL PD &amp; Planning</li> <li>• Instructional Rounds</li> <li>• Thinking Maps</li> <li>• Writing</li> <li>• Reading</li> <li>• PLC Development</li> </ul> <p>1000-1999: Certificated Personnel Salaries Teacher Release Time for Professional Development Include (but are not limited to):</p> <ul style="list-style-type: none"> <li>• SEAL PD &amp; Planning</li> <li>• Instructional Rounds</li> <li>• Thinking Maps</li> <li>• Writing</li> <li>• Reading</li> <li>• PLC Development</li> </ul>
<b>1.2</b>	Through a Multi-Tiered Systems of Support framework, implement McKinley Literacy Block, including ongoing Science of Reading training and additional collaboration for Kinder-6th grade teachers	All students	4,000 LCFF Concentration 1000-1999: Certificated Personnel Salaries
<b>1.3</b>	Implement DIBELS benchmark assessments 3x a year in K-6th	All students	1000 LCFF Concentration 5000-5999: Services And Other Operating Expenditures
<b>1.4</b>	Support effective ELA, ELD, and content area instruction through collaboration and coaching provided by a full-time SEAL coach	All K-3rd students, specifically including ELs, Hispanic, and low SES	District Funded 1000-1999: Certificated Personnel Salaries
<b>1.5</b>	Strengthen integration of SEAL strategies across all content areas K-3rd to increase language and content learning, especially for multilingual learners.	All K-3rd students, specifically ELs, Hispanic, and low SES	
<b>1.6</b>	Reprographics for supplemental materials	All students	1,500 LCFF Supplemental

			5000-5999: Services And Other Operating Expenditures
1.7	Instructional materials	All students	13,583 General Fund 4000-4999: Books And Supplies  7114 LCFF Supplemental 4000-4999: Books And Supplies
1.8	Copy machine lease	All students	9,477 LCFF Supplemental 5000-5999: Services And Other Operating Expenditures
1.9	Literacy and ELD intervention for long-term English Learners provided by half-time Literacy Intervention Teacher	English Learners and other students identified with need	77,000 Other 1000-1999: Certificated Personnel Salaries
1.10	Home-School literacy learning program through Cultivating Literacy for K-2nd grade students	Identified students with need	3000 Title I 5000-5999: Services And Other Operating Expenditures
1.11	Field trip assistance to enrich the instructional program.	All students	5,000 LCFF Supplemental
1.12	Science camp stipend	All 6th grade students	600 LCFF Supplemental
1.13	Online supplemental programs: district purchases (Imagine Learning, Learning A-Z K-3rd, Lexia), site purchase (Accelerated Reader, Learning A-Z grades 4-6th), and common site math programs (no cost: Zearn and Khan Academy)	All students	6,500 Title I
1.14	Grade-team planning days to supporting instructional planning and implementation of school-wide MTSS priorities	All students, especially English Learners, Hispanic, and low-SES students	3,454 Title I  2,641 LCFF Concentration
1.15	Additional grade-team planning days for 4th-6th around content area instruction to support academic and language learning across content areas.	All 4th-6th students, especially English Learners, Hispanic, and low-SES students	1,600 LCFF Concentration
1.16	Site MTSS and ILT release time to plan and implement school-wide systems of support.	All students	1600 LCFF Concentration

1.17	The district will utilize SJ Learns Grant funding and ELOP funding to partner with Cultivating Literacy who will provide their Individualized Literacy Plan Program to students grades K-2 where each family will be paired with a reading teacher to guide them throughout a 9-week reading program implemented using a provided reading kit and program plan.	All Students	7,315 District Funded 5000-5999: Services And Other Operating Expenditures
------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------	-------------------------------------------------------------------------------------

# 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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

During the 2023-2024 school year, McKinley is approaching being on track to meet our literacy goal 1a (average student growth BOY to Tri 2 of 0.57 years for all students and 0.56 years for English Learners), is on track to surpass our math goal (average student growth BOY to Tri 2 of 0.81 years for all students and 0.86 years for English Learners), and is making strong progress goal 1c of English Learner progress (increase to "blue" category on the CA Schools Dashboard with 59% of students growing one ELPI level or maintaining level 4). Based on these results, our strategies for supporting Math learning and English Language Development for English Learners was effective, but our strategies for supporting Literacy learning need continued refinement. McKinley is implementing our site's structured literacy block, including utilizing Sonday as a foundational skills program in grades K-3rd. We are utilizing DIBELS as a benchmark literacy screener three times a year in grades K-6th, and primary grade teams are utilizing DIBELS data as the basis for data-drive team instructional cycles. We are utilizing the SEAL model in grades K-3rd with increased fidelity and increasingly strategic implementation of strategies across content areas. We also are utilizing a Student Support Specialist and Literacy Intervention Teacher to provide extra small group intervention in foundation skills and to increase teacher feedback, colleague observations, and strategic data collection/use. It is pertinent that the data we collected for grades K-3rd are based on NSGRA, an assessment measure that does not align with the structured literacy model we are implementing and does not align with the Science of Reading. Comparing DIBELS BOY to MOY data from 2022-2023 and 2023-2024, growth is more consistent across all grades in the 2023-2024, although there is not as dramatic of a jump in Kindergarten this year as last year. This overall consistent growth is promising, as it shows foundational skills are advancing broadly. At MOY in 2022-2023, 29% of students school-wide were in the Core+/Core intervention categories. At MOY in 2023-2024, 39% of students school-wide were in the Core+/Core intervention categories.

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

One difference between our 2023-2024 SPSA plan and the actual expenditures is that some grade level teams were not able to secure subs to hold grade level planning days. This may have affected how strong first instruction was in those grade-levels. Another difference is that we had \$10,000 budgeted for extra hours for literacy intervention and \$10,000 budgeted for professional learning to support implementation of our literacy block. Site teachers did not have interest in providing extra intervention, and the retired teacher we previously partnered with was not available when this intervention was needed at the site. Additionally, less than \$10,000 was spent on professional learning expenses. While some of that savings went towards a higher than projected costs for a literacy intervention teacher, other funds went towards buying decodable books that would be available across school and home to help providing additional foundational skills practice. Lastly, it is important to note that McKinley will no longer be receiving state grant funding through the Early Literacy Supplemental Block grant program in 2024-2025, and we shifted towards sustainability in our site-wide practices this year.

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

Based on this analysis, further literacy support is needed for students at high risk of reading challenges (coming from the categories of English Learners, Hispanic Students, and Socioeconomically Disadvantaged students) and more needs to be done to ensure that grade teams can collaborate effectively to plan literacy, language, and content instruction. We will continue to implement a structured literacy model (1.2), collect foundational skills data K-6th (1.3), and focus on grade level collaboration to improve literacy instruction and outcomes, as these efforts are resulting in improving outcomes. Our updated SPSA strategies relating to SEAL (1.4 and 1.5) specifically call out the academic results we

need to see as a result of implementing effective strategies for English Learners. In hiring a part time Literacy Intervention Teacher that will target English Learner ELA and ELD instruction (1.9), we plan to address the slower than expected progress for these groups. Families will be enlisted in supporting students needing urgent intervention through partnership with an outside organization that provides home literacy kits (1.10), and this will support many Spanish-speaking, Hispanic families. Lastly, grade team collaboration for all grades (1.14) and for content area learning that includes ELD (1.15) will focus on the needs of English Learners and their language, literacy, and content learning.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Conditions For Learning

McKinley Goal 2a: The percentage of students who are Chronically Absent in K-6th grade will decrease 3% as measured by the California State Dashboard from 29.3% in 2023-2024 to 26.3% in 2024-2025. The percentage of Chronically Absent Students with Disabilities in K-6th grades will decrease 4% from 30% in 2023-2024 to 26% in 2024-2025.

McKinley Goal 2b: The percentage of students who feel safe at school, as measured by the overall safety category on the Panorama Student Survey, will increase from 50% in winter of 2023-2024 to 60% by winter 2024-2025.

McKinley Goal 2c: The percentage of students who feel they can succeed at school, as measured by overall self-efficacy category on the Panorama Student Survey, will increase from 47% in winter 2023-2024 to 57% by winter 2024-2025.

McKinley Goal 2d: McKinley students will be supported to have positive behavior. This will be evidenced by an increase in the percentage of students reporting not having seen, heard, or experienced bullying at school on the Panorama Student Survey from 52% in winter 2023-2024 to 67% by winter 2024-2025. Additionally, suspension rates for English Learners will be 1% or below on the 2024 CA Dashboard.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Positive School Environment and School Culture: Prioritize and support the physical, mental and social well-being of all students and staff by establishing restorative and equitable systems and creating a safe, welcoming and inclusive environment that allows students to fully participate in learning and the school community.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The CA School Dashboard indicates that Attendance for Students with Disabilities is in the orange category despite improving 11%. Additionally, The CA School Dashboard indicates that the Suspension Rate for English Learners is in the orange category, with 1.2% suspended at least one day. Students' responses on the Panorama surveys indicate that safety is the area students mark least favorably on the "About School" survey while self-efficacy is the area that students mark least favorably on the "About Self" survey. Students reported an 8% decline in feelings of safety, and a 10% decline in feelings of self-efficacy.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2a) Chronic Absenteeism as indicated by the CA Schools Dashboard	In 2022, 35.5% of students were Chronically Absent. In 2022, 41% of Students with Disabilities were Chronically Absent.	In 2023, 30.5% of students will be Chronically Absent. In 2023, 33% of Students with Disabilities will be Chronically Absent.
2b) The percentage of students who feel safe talking about their feelings and ideas in class as measured by the Panorama Student Survey.	In winter of 2021-2022, 40% students responded favorably. In fall of 2022-2023, 41% of students responded favorably. In winter of 2022-2023, 40% of students responded favorably.	In the winter of 2023-2024, 50% of students will respond favorably.

2c) The percentage of students who feel they can succeed in achieving academic outcomes (self-efficacy) at school as measured by the Panorama Student Survey.	In winter of 2021-2022, 43% students responded favorably. In fall of 2022-2023, 53% of students responded favorably. In winter of 2022-2023, 57% of students responded favorably.	In the winter of 2023-2024, 63% of students will respond favorably.
2d) The percentage of students who report having seen, heard, or experienced bullying at school as measured by the Panorama Student Survey.	In winter of 2021-2022, 61% students responded favorably. In fall of 2022-2023, 61% of students responded favorably. In winter of 2022-2023, 61% of students responded favorably.	In the winter of 2023-2024, 66% of students will respond favorably.
2d) Additionally, suspension rates for English Learners will be 1% or below on the 2024 CA Dashboard.	Suspension rates were at 1.2% on the 2023 CA Dashboard, an increase from the prior year when there was a 0% suspension rate for all student groups.	On the 2024 CA Dashboard, English Learners will have a suspension rate of 1% or lower.

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Develop McKinley’s Multi-Tiered Systems of Support (MTSS) in order to support students’ attendance, positive behavior, wellbeing, and learning from a whole-child perspective, including: <ul style="list-style-type: none"> <li>Emphasize Social Emotional Learning (SEL) throughout the day</li> <li>Provide differentiated and small group instruction across the day</li> <li>Trimester academic and character goal setting</li> <li>Whole-school goal tracking</li> <li>School-wide activities that encourage attendance and academic engagement</li> <li>Classroom T-I-G-E-R-S attendance trackers</li> <li>Student leadership through student council, buddy classes, and other campus roles</li> <li>Student feedback through McKinley student surveys every trimester</li> <li>Collaboration between teachers, admin, and support team members around student learning, wellbeing, and attendance (office hours and check-ins)</li> </ul>	All students	0
2.2	A full-time School Social Worker will be assigned to each school site. School Social Workers will support the needs of All students and families. Wellness is an essential part of learning and as such, School Social Workers will foster a healthy community of students and adults where each person’s mental, social, and emotional health, are both safe and supported on their learning journey.	All students	150,000 District Funded
2.3	Trauma-Skilled activities to support school connection and belonging: <ul style="list-style-type: none"> <li>Monthly character trait assemblies</li> <li>Weekly recital of McKinley Tiger Creed</li> <li>Weekly Wellness Den activities</li> </ul>	All students	

	<ul style="list-style-type: none"> <li>• Buddy Classes</li> <li>• Culminating activities for Kindergarten and 6th graders</li> <li>• Students of the week</li> <li>• Staff celebrations and recognition</li> </ul>		
<b>2.4</b>	<p>Trauma-Skilled activities to support students' feeling of achievement, self-control, and fulfillment</p> <ul style="list-style-type: none"> <li>• Social Worker skillstreaming lessons and classroom support</li> <li>• Strengths spotlight hosted by wellness team</li> <li>• Classroom morning meeting/community circles</li> <li>• Community service projects</li> <li>• Teacher and principal mailboxes</li> <li>• Student Council suggestion box</li> <li>• Link to bullying reporting for students and families, along with education around what bullying is and how to prevent it</li> </ul>	All students	
<b>2.5</b>	Social-emotional programming for newcomers and English Learners through our site wellness team	English Learners	
<b>2.6</b>	Students will have access to music, art and/or theater educational experiences as part of their academic program. Consultants will be hired to provide these classes to students during the school day.	All Students	District Funded
<b>2.7</b>	Noon Duty to provide supervision and support student safety during lunch and lunch recess and to promote a positive school climate.	All students	22,500 LCFF Supplemental 2000-2999: Classified Personnel Salaries
<b>2.8</b>	Include Special Education case managers during monthly attendance team meetings to help plan targeted attendance outreach and support for students with disabilities.	Students with Disabilities	
<b>2.9</b>	Science camp	6th Graders	10,000 District Funded 5000-5999: Services And Other Operating Expenditures
<b>2.10</b>	The district will allocate Proposition 28 funds to implement visual and performing arts enrichment programs for students in grades K-3, delivered by organizations such as Starting Arts	All Students	10,500 District Funded 5000-5999: Services And Other Operating Expenditures

## 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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

During the 2023-2024 school year, McKinley met our prior goals 2a on improved attendance (from very low, 35.5% chronically absent in 2022 to yellow, 29.3% in 2023) including meeting our sub goal about improved attendance for Students with Disabilities (from 41% chronically absent in 2022 to 30% in 2023). However, we did not meet our prior goal 2b on feeling safe sharing feelings and ideas in class (declined from 40% positive in 2022-2023 to 37% positive in 2023-2024 on the Panorama Student Survey), our prior goal 2c on self-efficacy (declined from 57% positive in 2022-2023 to 47% positive in 2023-2024 on the Panorama Student Survey), or our prior goal 2d on students reporting a decrease in seeing, hearing or experiencing bullying (declined from 61% positive in 2022-2023 to 52% positive in 2023-2024 on the Panorama Student Survey). Based on these results, we need to continue our strategies for supporting improved attendance while adjusting strategies for increasing students' feelings of safety and self-confidence. The strategies and activities from our 2023-2024 SPSA centered around activities as part of our Trauma-Skilled Schools work and also our MTSS efforts. While these efforts have had some positive effects (as evidences by improved attendance and academic outcomes), clearly they are not yet supporting the positive school climate all our students need.

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

The strategies detailed in our 2023-2024 SPSA were implemented, with the exception of a school yearbook. It should be noted that, while McKinley did collaborate with the National Dropout Prevention Center and hold professional development with them around de-escalation strategies, further professional development was canceled by the partner organization. However, other elements of both the Trauma-Skilled Schools effort and MTSS systems work were implemented per the site SPSA. Some activities showed a clear positive impact, such as having SPED case managers participate in attendance team meetings, school-wide attendance/engagement activities, and specific sub strategies within our site Trauma-Skilled Schools work and MTSS efforts. However, given the declines in students' favorable responses on the Panorama Student Surveys, our Trauma-Skilled Schools implementation and MTSS efforts were either not adequate to support student wellbeing, not responsive enough to students' needs in real time, or both.

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.

Given the declines in students' favorable responses on the Panorama Student Survey, our updated goal 2b will focus on students' feeling of safety as a composite category rather than just focusing on students feeling safe sharing feelings and ideas in class. Additionally, for goal 2d about positive behavior we added the metric of expecting a decline of suspension rates for English Learners to be at or below 1%.

The strategies for our positive school environment and school culture goals have been revised to reflect the needs our data indicate and also to reflect the progress of our ongoing Trauma-Skilled Schools and MTSS efforts. Updates within the MTSS and Trauma-Skilled Schools categories include: school-wide goal tracking, classroom attendance trackers, weekly recital of our Tiger Creed, and strengths spotlights and social skills lessons done by the site wellness team. An additional strategy of Newcomer and English Learner social-emotional programming was added based on student suspension data. This programming was offered this year with positive response from students and school staff. Also, the added strategy of putting a link to report bullying on students online district portal and highlighting the current parent link on our school website were added based on the need to reduce students' experiences of bullying. Further student and parent education around bullying will go with these resources, and staff and family feedback indicated that students often describe many types of social conflict as "bullying".

Lastly, based on reduced district funding, the site will not be able to support a recess coach through Little Heroes. The amount allocated for Noon Duty Supervisors was increased compared to last year in order to be able to fund three positions to support a safe environment during breakfast, brunch, and lunch/lunch recess.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Engagement

McKinley Goal 3: Families' feelings of engagement with their children's school will increase. The percentage of parents who report overall family engagement, as measured by the Panorama Family Survey, will increase 5% from 93% in 2023-2024 to 98% in 2024-2025.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Family and Community Engagement: FMSD will fully engage parents/guardians and community members in support of educational outcomes for all students.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

On the Panorama Family Survey, parent engagement was one of the lowest categories at 93% favorable.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The percentage of parents who report overall family engagement, as measured by the Panorama Family Survey, will increase 5% from 93% in 2023-2024 to 98% in 2024-2025.	In winter of 2023-2024, 93% of parents responded favorably. In winter of 2022-2023, 97% of students responded favorably.	By the winter of 2024-2025, 98% of parents will respond favorably.

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Monthly school newsletters and parent meetings	All students	
3.2	Learning expositions for K-6th classrooms	All students	
3.3	Community events such as movie nights, winter performance, math/literacy nights, game nights, family lunch, etc.	All students	
3.4	Family empathy interviews, conferences, and weekly progress reports	All students	
3.5	Extra hours for staff to support community events	All students	1000 LCFF Supplemental 2000-2999: Classified Personnel Salaries
3.6	Food or materials for community events	All students	1000

			LCFF Supplemental 4000-4999: Books And Supplies
3.7	Family engagement/empowerment programming through PIQE	All students	2,000 Title I 5000-5999: Services And Other Operating Expenditures  4,000 LCFF Concentration 5000-5999: Services And Other Operating Expenditures
3.8	Translators	English Learners	500 Title I
3.9	Full-time Student Support Specialist to increase community engagement and connect students and families to community resources.	All students	Other

## 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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

During the 2023-2024 school year, McKinley nearly met our prior goal of increasing the percentage who report they have participated in school activities other than parent-teacher conferences (improved from 88% favorable in 2022-2023 to 92% favorable in 2023-2024 on the Family Panorama Survey). We did not meet our prior goal of getting 100 responses on the Family Panorama Survey, as 81 families responded. The strategies from our 2023-2024 SPSA were largely implemented, though it is worth noting that parents' rating on the Family Panorama Survey did decline slightly in favorability from 96%-100% favorable in 2022-2023 to 92%-94% favorable in 2023-2024. These ratings were still at or above the district average.

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

The strategies from our 2023-2024 SPSA were largely implemented, although less was spent on translation and extra staff hours at community events than was allocated as we worked with the Parent Institute for Quality Education and Cultivating Literacy to host some of these events, and this reduced cost. Based on availability of funding through McKinley's Community Schools grant, the site could afford parent programming through the Parent Institute for Quality Education and Cultivating Literacy, which goes well beyond the \$2,000 allocated for family engagement programming. In addition, events including children and babysitting was not utilized or expensed.

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

Based on parents' overall feedback on the Family Panorama Survey, we framed our engagement goal around the composite parent engagement category, including parents' feeling that their opinions are taken into consideration and that staff are available to support them. The biggest strategy change in relation to this updated goal is the addition of a School Linked Services Coordinator, which is being funded by our site's Community Schools grant. This position supports community events, increases family communication, and helps connect students and families to community resources. Based on spending in 2023-2024 and feedback from staff and family stakeholders, we reduced the budget for extra hours for staff to support community events and eliminated the allocation for babysitting. We increased the

allocation to support parent programming through the Parent Institute for Quality Education, as it is not yet determined if Community Schools Grant funding will continue to be allocated for this program. We also added the strategy of empathy interview, family conferences, and weekly progress reports, as all these were being implemented but were not detailed in our SPSA. Finally, we added learning expositions for Kindergarten-6th grade as this practice is well-established in our K-3rd classrooms and is a great opportunity for increasing parent engagement in 4th-6th grade.

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$496,884.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)
Title I	\$15,454.00

Subtotal of additional federal funds included for this school: \$15,454.00

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

State or Local Programs	Allocation (\$)
	\$0.00
District Funded	\$327,815.00
General Fund	\$13,583.00
LCFF Concentration	\$14,841.00
LCFF Supplemental	\$48,191.00
Other	\$77,000.00

Subtotal of state or local funds included for this school: \$481,430.00

Total of federal, state, and/or local funds for this school: \$496,884.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	15454	0.00
LCFF Supplemental	48191	0.00
LCFF Concentration	14841	0.00
General Fund	13583	0.00

## Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	327,815.00
General Fund	13,583.00
LCFF Concentration	14,841.00
LCFF Supplemental	48,191.00
Other	77,000.00
Title I	15,454.00

## Expenditures by Budget Reference

Budget Reference	Amount
	307,600.00
1000-1999: Certificated Personnel Salaries	81,000.00
2000-2999: Classified Personnel Salaries	23,500.00
4000-4999: Books And Supplies	21,697.00
5000-5999: Services And Other Operating Expenditures	48,792.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	District Funded	300,000.00

5000-5999: Services And Other Operating Expenditures	District Funded	27,815.00
4000-4999: Books And Supplies	General Fund	13,583.00
	LCFF Concentration	5,841.00
1000-1999: Certificated Personnel Salaries	LCFF Concentration	4,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Concentration	5,000.00
	LCFF Supplemental	5,600.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental	23,500.00
4000-4999: Books And Supplies	LCFF Supplemental	8,114.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	10,977.00
1000-1999: Certificated Personnel Salaries	Other	77,000.00
	Title I	10,454.00
5000-5999: Services And Other Operating Expenditures	Title I	5,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	295,384.00
Goal 2	193,000.00
Goal 3	8,500.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Daniel Dennedy-Frank	Principal
Lisa Bracamonte	Classroom Teacher
Thanh Ta	Classroom Teacher
Maureen Casey	Classroom Teacher
Palmira Gonzalez	Other School Staff
Sinthia Diaz	Parent or Community Member
Alejandro Lopez Garcia	Parent or Community Member
Griselda Pimentel	Parent or Community Member
Nerely Campos	Parent or Community Member
	Parent or Community Member

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



# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on April 25, 2024.

Attested:

Principal, Jahsve Worthy on April 25, 2024

SSC Chairperson, Alejandro Garcia on April 25, 2024

**Goal 1: Achievement for All: With equity at the core, FMSD will increase the level of success for all students while closing learning gaps.**

- **McKinley Goal 1a:** Students will develop their literacy skills. All K-6th grade students will grow at least 1 year on local reading assessments in 2024-2025 (DIBELS Composite K-6th assessment and RenSTAR ELA 3rd-6th). This will correspond to a 15 point increase on the state CAASPP ELA assessment, including for socioeconomically disadvantaged students, Hispanic Students, and Student With Disabilities.
- **McKinley Goal 1b:** Students will develop their math skills. All K-6th grade students will grow their math skills by at least 1 year on local math assessments in 2024-2025 (site measures for K and RenSTAR Math 1st-6th). This will correspond to a 10 point increase on the state CAASPP Math assessment.
- **McKinley Goal 1c:** The percentage of English Learners progressing towards English language proficiency, as measured by advancing one English Language Performance Indicator level or maintaining level 4 on ELPAC, will be 60% or greater in 2024-2025.

**Goal 2: Positive School Environment and School Culture: Prioritize and support the physical, mental and social well-being of all students and staff by establishing restorative and equitable systems and creating a safe, welcoming and inclusive environment that allows students to fully participate in learning and the school community.**

- **McKinley Goal 2a:** The percentage of students who are Chronically Absent in K-6th grade will decrease 3% as measured by the California State Dashboard from 29.3% in 2023-2024 to 26.3% in 2024-2025. The percentage of Chronically Absent Students with Disabilities in K-6th grades will decrease 4% from 30% in 2023-2024 to 26% in 2024-2025.
- **McKinley Goal 2b:** The percentage of students who feel safe at school, as measured by the overall safety category on the Panorama Student Survey, will increase from 50% in winter of 2023-2024 to 60% by winter 2024-2025.
- **McKinley Goal 2c:** The percentage of students who feel they can succeed at school, as measured by overall self-efficacy category on the Panorama Student Survey, will increase from 47% in winter 2023-2024 to 57% by winter 2024-2025.
- **McKinley Goal 2d:** McKinley students will be supported to have positive behavior. This will be evidenced by an increase in the percentage of students reporting not having seen, heard, or experienced bullying at school on the Panorama Student Survey from 52% in winter 2023-2024 to 67% by winter 2024-2025. Additionally, suspension rates for English Learners will be 1% or below on the 2024 CA Dashboard.

**Goal 3: Family and Community Engagement: FMSD will fully engage parents/guardians and community members in support of educational outcomes for all students.**

- **McKinley Goal 3:** Families' feelings of engagement with their children's school will increase. The percentage of parents who report overall family engagement, as measured by the Panorama Family Survey, will increase 5% from 93% in 2023-2024 to 98% in 2024-2025.

Goal	Specific Actions <b>McKinley</b> Will Undertake to Meet Goal	Expenditure	Funding Source	Total Expenditure By Source
1	Through a Multi-Tiered Systems of Support framework, implement McKinley Literacy Block, including ongoing Science of Reading training and additional collaboration for Kinder-6th grade teachers	\$4,000	LCFF Concentration	<b>Total Expenditures LCFF Supp.</b>  <b>Allocation: \$48,191</b>
1	Implement DIBELS benchmark assessments 3x a year in K-6th	\$1,000	LCFF Concentration	
1	Support effective ELA, ELD, and content area instruction through collaboration and coaching provided by a full-time SEAL coach	\$0	District	
1	Strengthen integration of SEAL strategies across all content areas K-3rd to increase language and content learning, especially for multilingual learners.	\$0	-	<b>Total Expenditures LCFF Conc.</b>  <b>Allocation: \$14,841</b>
1	Reprographics	\$1,500	LCFF Supplemental	
1	Instructional materials	\$13,583 \$ 7,114	A-Budget LCFF Supplemental	
1	Copy machine lease	\$9,477	LCFF Supplemental	
1	Literacy and math intervention for students scoring at urgent intervention, specifically English Learners, Low-Income Students, and Hispanic Students, provided by full-time Student Support Specialist	\$0	District	
1	Literacy and ELD intervention for long-term English Learners provided by half-time Literacy Intervention Teacher	\$77,000	Grant	
1	Home-School literacy learning program through Cultivating Literacy for K-2nd grade students	\$3,000	Title 1	
1	Field trip assistance	\$5,000	LCFF Supplemental	
1	Science camp stipend	\$600	LCFF Supplemental	
1	Online supplemental programs: district purchases (Imagine Learning, Learning A-Z K-3rd, Lexia), site purchase (Accelerated Reader, Learning A-Z grades 4-6th), and common site math programs (no cost: Zearn and Khan Academy)	\$6,500	Title 1	
1	Grade-team planning days to supporting instructional planning and implementation of school-wide MTSS priorities (3x annually)	\$2,772 \$2,641	Title 1 LCFF Concentration	
1	Additional grade-team planning days for 4th-6th around content area instruction to support academic and language learning across..	\$1,600	LCFF Concentration	
1	Site MTSS and ILT release time to plan and implement school-wide systems of support	\$1,600	LCFF Concentration	

2	Science camp		District	Total Expenditures General Fund
2	Develop McKinley's Multi-Tiered Systems of Support (MTSS) in order to support students' attendance, positive behavior, wellbeing, and learning from a whole-child perspective, including: <ul style="list-style-type: none"> <li>- Emphasize Social Emotional Learning (SEL) throughout the day</li> <li>- Provide differentiated and small group instruction across the day</li> <li>- Trimester academic and character goal setting</li> <li>- Whole-school goal tracking</li> <li>- School-wide activities that encourage attendance and academic engagement</li> <li>- Classroom T-I-G-E-R-S attendance trackers</li> <li>- Student leadership through student council, buddy classes, and other campus roles</li> <li>- Student feedback through McKinley student surveys every trimester</li> <li>- Collaboration between teachers, admin, and support team members around student learning, wellbeing, and attendance (office hours and check-ins)</li> </ul>	\$0	-	<b>Allocation:</b> <b>\$13,583</b>
2	Trauma-Skilled activities to support school connection and belonging: <ul style="list-style-type: none"> <li>- Monthly character trait assemblies</li> <li>- Weekly recital of McKinley Tiger Creed</li> <li>- Weekly Wellness Den activities</li> <li>- Buddy Classes</li> <li>- Culminating activities for Kindergarten and 6th graders</li> <li>- Students of the week</li> <li>- Staff celebrations and recognition</li> </ul>	\$0	-	<b>Community Schools grant</b>  <b>~\$55,270</b>
2	Trauma-Skilled activities to support students' feeling of achievement, self-control, and fulfillment <ul style="list-style-type: none"> <li>- Social Worker skillstreaming lessons and classroom support</li> <li>- Strengths spotlight hosted by wellness team</li> <li>- Classroom morning meeting/community circles</li> <li>- Community service projects</li> <li>- Teacher and principal mailboxes</li> <li>- Student Council suggestion box</li> <li>- Link to bullying reporting for students and families, along with education around what bullying is and how to prevent it</li> </ul>	\$0		<b>Community Schools grant</b>  <b>Carryover</b> <b>~\$50,000</b>
2	Social-emotional programming for newcomers and English Learners through our site wellness team	\$0		
2	Noon Duty Supervisors	\$22,500	LCFF Supplemental	
2	Include Special Education case managers during monthly attendance team meetings to help plan targeted attendance outreach and support for students with disabilities.	\$0		


<b>3</b>	Monthly school newsletters and parent meetings	\$0	-	
<b>3</b>	Learning expositions for K-6th classrooms	\$0		
<b>3</b>	Community events such as movie nights, winter performance, math/literacy nights, game nights, family lunch, etc.	\$0		
<b>3</b>	Family empathy interviews, conferences, and weekly progress reports	\$0		
<b>3</b>	Extra hours for staff to support community events	\$1,000	LCFF Supplemental	
<b>3</b>	Food or materials for community events	\$1,000	LCFF Supplemental	
<b>3</b>	Family engagement programming through PIQE	\$2,000 \$4,000	Title 1 LCFF Concentration	
<b>3</b>	Translators	\$500	LCFF Supplemental	
<b>3</b>	Full-time Student Support Specialist to increase community engagement and connect students and families to community resources.		Community Schools Grant	

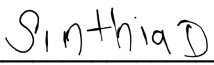
The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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 April 25, 2024.


  
Chairperson and DELAC Rep–Parent

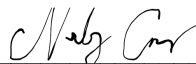
  
Vice-Chairperson–Classified Staff


  
DAC Representative–Parent

  
Secretary–Certificated Staff


  
Parent

  
DAC Representative–Certificated Staff

  
Parent

  
Certificated Staff

\_\_\_\_\_  
Parent

  
DELAC Representative–Principal