

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
McKinley School of Arts	19-64881-6120265	5/20/25	June 26, 2025

## Purpose and Description

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

- Schoolwide Program
- Comprehensive Support and Improvement
- Targeted Support and Improvement

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

McKinley School of the Arts meets ESSA requirements by using data provided on the California Dashboard indicators to monitor and set goals for student achievement, attendance, and school climate. Ongoing progress monitoring supports a continuous improvement process to ensure that the strategies implemented yield positive student outcomes for all students including English Language Learners, Black/African American students, students with disabilities, underrepresented student groups, and students from low socioeconomic backgrounds.

## Educational Partner Involvement

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

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

Consultation with educational partners was ongoing throughout the school year. Teachers provided ongoing input during bimonthly "A" Monday staff meetings. Parents, caregivers, staff, and community members attended monthly School Site Council meetings to provide input during the development of the plan and funding allocations. The principal met with the English Language Advisory Committee to receive input regarding needs for English Language Learners and to create SPSA goals to meet those needs. McKinley's Instructional Leadership Team met weekly to discuss

students' needs, identify supports and resources, and plan funding allocations to support SPSA goals.

## Resource Inequities

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

N/A

## School Vision and Mission

McKinley Vision:

McKinley School envisions a community of academically engaged, compassionate, and globally-minded scholars who embrace diversity and celebrate the power of the Arts.

McKinley Mission Statement:

Our Mission is to provide an engaging and collaborative learning environment focused on high-quality, rigorous instruction that prepares all students for success in high school and beyond. Through intentional arts integration and community engagement, we nurture creativity, deepen academic learning, and foster a sense of belonging for every student.

## School Profile

2024-25 School Profile

McKinley School of the Arts is the only TK-8th grade school in Pasadena Unified School District and has a current enrollment of approximately 549 students. McKinley has a diverse student population with over 7 home languages spoken. 23.5% of students are classified as English Language Learners, 1.5% reside in foster care, 83.6% are socioeconomically disadvantaged, and 16.2% of students receive special education services.

School Demographics:

Hispanic/Latino: 13.27% (Elementary); 66.67% (Middle School)

Black/African American: 13.27% (Elementary); 19.11% (Middle School)

White: 9.26% (Elementary); 5.78% (Middle School)

Asian: 6.17% (Elementary); 4.0% (Middle School)

Filipino: 0.62% (Elementary); 1.78 % (Middle School)

American Indian/Alaskan Native: 0.31% (Elementary); 0.44% (Middle School)

Multi-Ethnic: 4.94% (Elementary); 2.22% (Middle School)

# School and Student Performance Data

## Student Enrollment 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	0.26%	0.15%	0.32%	2	1	2
African American	19.44%	18.52%	18.51%	147	120	114
Asian	4.76%	4.78%	4.71%	36	31	29
Filipino	2.91%	2.01%	1.95%	22	13	12
Hispanic/Latino	61.64%	64.51%	62.01%	466	418	382
Pacific Islander	%	0%	%	0	0	
White	7.67%	6.94%	8.28%	58	45	51
Multiple/No Response	2.51%	1.54%	2.76%	19	10	17
<b>Total Enrollment</b>				756	648	616

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	68	67	41
Grade 1	50	53	45
Grade 2	66	52	50
Grade3	60	64	53
Grade 4	65	58	62
Grade 5	68	54	62
Grade 6	128	87	86
Grade 7	116	106	90
Grade 8	135	107	103
<b>Total Enrollment</b>	756	648	616

Conclusions based on this data:

1.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	137	147	145	14.1%	18.1%	23.5%
Fluent English Proficient (FEP)	160	126	115	23.0%	21.2%	18.7%
Reclassified Fluent English Proficient (RFEP)				7.6%		

Conclusions based on this data:

1.

# School and Student Performance Data

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with 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	61	69	55	57	69	55	57	69	55	93.4	100.0	100
Grade 4	59	65	60	55	62	60	55	62	60	93.2	95.4	100
Grade 5	65	54	62	63	52	60	63	52	60	96.9	96.3	96.8
Grade 6	117	98	83	115	92	82	115	92	82	98.3	93.9	98.8
Grade 7	110	107	88	109	104	86	109	104	86	99.1	97.2	97.7
Grade 8	127	107	97	124	104	95	124	104	95	97.6	97.2	97.9
All Grades	539	500	445	523	483	438	523	483	438	97.0	96.6	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2355.	2384.	2372.	10.53	18.84	3.64	8.77	13.04	18.18	21.05	23.19	38.18	59.65	44.93	40.00
Grade 4	2425.	2400.	2410.	7.27	6.45	10.00	25.45	14.52	15.00	25.45	27.42	26.67	41.82	51.61	48.33
Grade 5	2412.	2455.	2395.	7.94	5.77	1.67	12.70	25.00	16.67	14.29	23.08	15.00	65.08	46.15	66.67
Grade 6	2470.	2447.	2473.	6.09	4.35	3.66	20.87	10.87	19.51	29.57	26.09	34.15	43.48	58.70	42.68
Grade 7	2491.	2488.	2481.	6.42	6.73	6.98	25.69	19.23	19.77	22.02	27.88	22.09	45.87	46.15	51.16
Grade 8	2562.	2520.	2543.	14.52	9.62	8.42	33.06	23.08	30.53	29.84	32.69	33.68	22.58	34.62	27.37
All Grades	N/A	N/A	N/A	8.99	8.49	5.94	22.94	17.60	20.78	24.86	27.33	28.54	43.21	46.58	44.75

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	7.02	18.84	9.09	56.14	47.83	65.45	36.84	33.33	25.45
Grade 4	9.09	4.84	10.00	70.91	64.52	53.33	20.00	30.65	36.67
Grade 5	9.52	7.69	1.67	47.62	71.15	48.33	42.86	21.15	50.00
Grade 6	10.43	7.61	8.54	48.70	42.39	50.00	40.87	50.00	41.46
Grade 7	8.26	9.62	6.98	51.38	64.42	54.65	40.37	25.96	38.37
Grade 8	20.97	5.77	14.74	59.68	57.69	54.74	19.35	36.54	30.53
All Grades	11.85	8.90	8.90	54.88	57.14	54.11	33.27	33.95	36.99

<b>Writing</b>									
<b>Producing clear and purposeful writing</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>	3.51	7.25	1.82	43.86	46.38	52.73	52.63	46.38	45.45
<b>Grade 4</b>	7.27	6.45	11.67	52.73	43.55	38.33	40.00	50.00	50.00
<b>Grade 5</b>	6.35	1.92	1.67	38.10	53.85	41.67	55.56	44.23	56.67
<b>Grade 6</b>	3.48	4.35	3.66	45.22	38.04	41.46	51.30	57.61	54.88
<b>Grade 7</b>	5.56	6.73	10.47	50.00	48.08	33.72	44.44	45.19	55.81
<b>Grade 8</b>	18.55	11.54	10.53	47.58	50.00	54.74	33.87	38.46	34.74
<b>All Grades</b>	8.24	6.83	7.08	46.55	46.38	43.84	45.21	46.79	49.09

<b>Listening</b>									
<b>Demonstrating effective communication skills</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>	5.26	11.59	3.64	73.68	65.22	67.27	21.05	23.19	29.09
<b>Grade 4</b>	3.64	8.06	11.67	85.45	72.58	61.67	10.91	19.35	26.67
<b>Grade 5</b>	1.59	13.46	1.67	73.02	71.15	66.67	25.40	15.38	31.67
<b>Grade 6</b>	11.30	7.61	6.10	66.96	72.83	74.39	21.74	19.57	19.51
<b>Grade 7</b>	10.09	4.81	4.65	66.06	75.96	79.07	23.85	19.23	16.28
<b>Grade 8</b>	12.90	13.46	10.53	75.00	66.35	68.42	12.10	20.19	21.05
<b>All Grades</b>	8.80	9.52	6.62	72.08	70.81	70.32	19.12	19.67	23.06

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</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>	10.53	11.59	3.64	43.86	56.52	67.27	45.61	31.88	29.09
<b>Grade 4</b>	0.00	6.45	11.67	76.36	58.06	58.33	23.64	35.48	30.00
<b>Grade 5</b>	4.76	9.62	1.67	44.44	55.77	53.33	50.79	34.62	45.00
<b>Grade 6</b>	8.70	10.87	10.98	64.35	50.00	68.29	26.96	39.13	20.73
<b>Grade 7</b>	11.93	12.50	13.95	61.47	58.65	55.81	26.61	28.85	30.23
<b>Grade 8</b>	15.32	18.27	15.79	71.77	63.46	75.79	12.90	18.27	8.42
<b>All Grades</b>	9.75	12.22	10.50	62.14	57.35	63.93	28.11	30.43	25.57

**Conclusions based on this data:**

1.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with 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	61	69	55	58	69	55	58	69	55	95.1	100.0	100
Grade 4	59	65	60	55	62	60	55	62	60	93.2	95.4	100
Grade 5	65	54	62	63	52	60	63	52	60	96.9	96.3	96.8
Grade 6	117	98	83	115	92	82	115	92	82	98.3	93.9	98.8
Grade 7	109	107	88	108	104	85	108	104	85	99.1	97.2	96.6
Grade 8	127	107	97	125	104	95	125	104	95	98.4	97.2	97.9
All Grades	538	500	445	524	483	437	524	483	437	97.4	96.6	98.2

\* 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	2384.	2380.	2380.	5.17	10.14	1.82	24.14	11.59	23.64	22.41	33.33	34.55	48.28	44.93	40.00
Grade 4	2427.	2404.	2420.	5.45	8.06	8.33	16.36	6.45	15.00	41.82	25.81	31.67	36.36	59.68	45.00
Grade 5	2396.	2424.	2388.	3.17	3.85	3.33	1.59	7.69	8.33	19.05	32.69	10.00	76.19	55.77	78.33
Grade 6	2470.	2428.	2448.	12.17	4.35	7.32	8.70	7.61	10.98	26.09	17.39	23.17	53.04	70.65	58.54
Grade 7	2463.	2463.	2441.	8.33	10.58	4.71	11.11	8.65	3.53	23.15	23.08	21.18	57.41	57.69	70.59
Grade 8	2504.	2477.	2503.	15.20	8.65	13.68	8.80	3.85	9.47	17.60	16.35	21.05	58.40	71.15	55.79
All Grades	N/A	N/A	N/A	9.54	7.87	7.09	10.88	7.45	10.98	23.85	23.40	23.11	55.73	61.28	58.81

<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>	10.34	10.14	5.45	39.66	46.38	52.73	50.00	43.48	41.82
<b>Grade 4</b>	3.64	4.84	10.00	49.09	33.87	41.67	47.27	61.29	48.33
<b>Grade 5</b>	4.76	3.85	0.00	38.10	48.08	31.67	57.14	48.08	68.33
<b>Grade 6</b>	9.57	4.35	6.10	45.22	38.04	43.90	45.22	57.61	50.00
<b>Grade 7</b>	12.96	11.54	5.88	37.04	42.31	37.65	50.00	46.15	56.47
<b>Grade 8</b>	12.80	8.65	12.63	49.60	42.31	48.42	37.60	49.04	38.95
<b>All Grades</b>	9.92	7.66	7.09	43.51	41.61	42.79	46.56	50.72	50.11

<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>	6.90	4.35	1.82	63.79	53.62	70.91	29.31	42.03	27.27
<b>Grade 4</b>	7.27	8.06	11.67	63.64	35.48	53.33	29.09	56.45	35.00
<b>Grade 5</b>	1.59	5.77	0.00	38.10	46.15	30.00	60.32	48.08	70.00
<b>Grade 6</b>	12.17	5.43	8.54	53.04	43.48	50.00	34.78	51.09	41.46
<b>Grade 7</b>	6.48	10.58	3.53	62.04	47.12	54.12	31.48	42.31	42.35
<b>Grade 8</b>	11.20	7.69	13.68	55.20	52.88	50.53	33.60	39.42	35.79
<b>All Grades</b>	8.40	7.25	7.09	55.92	47.00	51.26	35.69	45.76	41.65

**Conclusions based on this data:**

1.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	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>	1404.8	1439.5	1413.2	1419.2	1445.7	1425.7	1370.9	1424.6	1383.9	24	26	20
<b>1</b>	*	1447.3	1421.4	*	1466.1	1421.3	*	1428.1	1421.2	10	15	13
<b>2</b>	1435.4	*	1474.9	1447.3	*	1478.1	1423.0	*	1471.1	16	8	15
<b>3</b>	1454.2	1480.1	*	1444.8	1488.7	*	1463.1	1470.8	*	11	15	8
<b>4</b>	*	1499.1	1497.9	*	1509.8	1498.9	*	1488.0	1496.6	9	12	15
<b>5</b>	*	*	1509.5	*	*	1512.2	*	*	1506.5	10	8	12
<b>6</b>	1518.8	1477.7	1529.8	1509.7	1481.7	1528.1	1527.5	1473.4	1530.9	23	20	17
<b>7</b>	1531.7	1550.6	1529.7	1533.9	1570.0	1533.6	1528.9	1530.6	1525.3	19	21	17
<b>8</b>	1548.3	1556.5	1568.5	1536.3	1577.9	1572.7	1560.0	1534.8	1564.1	12	15	13
<b>All Grades</b>										134	140	130

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>	4.17	15.38	5.00	25.00	46.15	35.00	50.00	34.62	45.00	20.83	3.85	15.00	24	26	20
<b>1</b>	*	0.00	7.69	*	13.33	15.38	*	86.67	53.85	*	0.00	23.08	*	15	13
<b>2</b>	6.25	*	6.67	37.50	*	46.67	31.25	*	46.67	25.00	*	0.00	16	*	15
<b>3</b>	0.00	13.33	*	27.27	26.67	*	27.27	46.67	*	45.45	13.33	*	11	15	*
<b>4</b>	*	0.00	13.33	*	66.67	33.33	*	25.00	46.67	*	8.33	6.67	*	12	15
<b>5</b>	*	*	8.33	*	*	50.00	*	*	25.00	*	*	16.67	*	*	12
<b>6</b>	8.70	0.00	23.53	47.83	25.00	47.06	21.74	45.00	11.76	21.74	30.00	17.65	23	20	17
<b>7</b>	21.05	38.10	17.65	31.58	33.33	35.29	36.84	23.81	35.29	10.53	4.76	11.76	19	21	17
<b>8</b>	8.33	46.67	23.08	58.33	13.33	46.15	33.33	26.67	30.77	0.00	13.33	0.00	12	15	13
<b>All Grades</b>	8.21	17.14	12.31	32.84	34.29	38.46	39.55	39.29	36.92	19.40	9.29	12.31	134	140	130

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>	12.50	26.92	25.00	29.17	30.77	20.00	45.83	38.46	40.00	12.50	3.85	15.00	24	26	20
<b>1</b>	*	6.67	0.00	*	73.33	38.46	*	20.00	46.15	*	0.00	15.38	*	15	13
<b>2</b>	18.75	*	6.67	31.25	*	53.33	25.00	*	40.00	25.00	*	0.00	16	*	15
<b>3</b>	18.18	26.67	*	36.36	53.33	*	0.00	6.67	*	45.45	13.33	*	11	15	*
<b>4</b>	*	50.00	33.33	*	41.67	40.00	*	0.00	20.00	*	8.33	6.67	*	12	15
<b>5</b>	*	*	33.33	*	*	41.67	*	*	8.33	*	*	16.67	*	*	12
<b>6</b>	34.78	10.00	52.94	30.43	45.00	29.41	17.39	15.00	0.00	17.39	30.00	17.65	23	20	17
<b>7</b>	21.05	61.90	41.18	57.89	23.81	29.41	10.53	9.52	17.65	10.53	4.76	11.76	19	21	17
<b>8</b>	25.00	46.67	46.15	58.33	33.33	38.46	16.67	6.67	7.69	0.00	13.33	7.69	12	15	13
<b>All Grades</b>	20.90	34.29	30.77	40.30	41.43	35.38	23.13	15.00	21.54	15.67	9.29	12.31	134	140	130

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>	4.17	11.54	0.00	4.17	23.08	25.00	58.33	50.00	70.00	33.33	15.38	5.00	24	26	20
<b>1</b>	*	0.00	7.69	*	6.67	7.69	*	73.33	46.15	*	20.00	38.46	*	15	13
<b>2</b>	6.25	*	0.00	18.75	*	33.33	56.25	*	60.00	18.75	*	6.67	16	*	15
<b>3</b>	0.00	0.00	*	18.18	20.00	*	36.36	40.00	*	45.45	40.00	*	11	15	*
<b>4</b>	*	0.00	0.00	*	8.33	26.67	*	50.00	40.00	*	41.67	33.33	*	12	15
<b>5</b>	*	*	0.00	*	*	25.00	*	*	50.00	*	*	25.00	*	*	12
<b>6</b>	0.00	0.00	0.00	21.74	0.00	29.41	60.87	40.00	52.94	17.39	60.00	17.65	23	20	17
<b>7</b>	5.26	14.29	0.00	26.32	28.57	23.53	36.84	38.10	52.94	31.58	19.05	23.53	19	21	17
<b>8</b>	8.33	13.33	7.69	41.67	26.67	53.85	50.00	13.33	30.77	0.00	46.67	7.69	12	15	13
<b>All Grades</b>	3.73	6.43	1.54	17.91	18.57	27.69	47.76	42.86	50.00	30.60	32.14	20.77	134	140	130

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>	16.67	30.77	5.00	70.83	65.38	70.00	12.50	3.85	25.00	24	26	20
<b>1</b>	*	26.67	23.08	*	73.33	53.85	*	0.00	23.08	*	15	13
<b>2</b>	6.25	*	26.67	75.00	*	66.67	18.75	*	6.67	16	*	15
<b>3</b>	27.27	6.67	*	54.55	73.33	*	18.18	20.00	*	11	15	*
<b>4</b>	*	8.33	26.67	*	83.33	60.00	*	8.33	13.33	*	12	15
<b>5</b>	*	*	41.67	*	*	50.00	*	*	8.33	*	*	12
<b>6</b>	13.04	5.00	17.65	65.22	70.00	70.59	21.74	25.00	11.76	23	20	17
<b>7</b>	5.26	23.81	11.76	78.95	47.62	64.71	15.79	28.57	23.53	19	21	17
<b>8</b>	16.67	13.33	25.00	75.00	73.33	75.00	8.33	13.33	0.00	12	15	12
<b>All Grades</b>	17.16	21.43	20.16	66.42	65.00	64.34	16.42	13.57	15.50	134	140	129

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>	12.50	11.54	30.00	66.67	73.08	45.00	20.83	15.38	25.00	24	26	20
<b>1</b>	*	13.33	0.00	*	86.67	84.62	*	0.00	15.38	*	15	13
<b>2</b>	18.75	*	20.00	56.25	*	80.00	25.00	*	0.00	16	*	15
<b>3</b>	45.45	53.33	*	9.09	33.33	*	45.45	13.33	*	11	15	*
<b>4</b>	*	75.00	40.00	*	16.67	46.67	*	8.33	13.33	*	12	15
<b>5</b>	*	*	66.67	*	*	16.67	*	*	16.67	*	*	12
<b>6</b>	52.17	30.00	70.59	43.48	45.00	11.76	4.35	25.00	17.65	23	20	17
<b>7</b>	63.16	95.24	58.82	31.58	0.00	29.41	5.26	4.76	11.76	19	21	17
<b>8</b>	25.00	73.33	92.31	75.00	13.33	0.00	0.00	13.33	7.69	12	15	13
<b>All Grades</b>	32.09	52.14	46.15	52.24	37.14	40.00	15.67	10.71	13.85	134	140	130

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>	4.17	15.38	5.00	70.83	80.77	85.00	25.00	3.85	10.00	24	26	20
<b>1</b>	*	0.00	7.69	*	60.00	46.15	*	40.00	46.15	*	15	13
<b>2</b>	6.25	*	0.00	75.00	*	93.33	18.75	*	6.67	16	*	15
<b>3</b>	0.00	0.00	*	54.55	33.33	*	45.45	66.67	*	11	15	*
<b>4</b>	*	0.00	0.00	*	41.67	60.00	*	58.33	40.00	*	12	15
<b>5</b>	*	*	8.33	*	*	58.33	*	*	33.33	*	*	12
<b>6</b>	4.35	0.00	5.88	56.52	25.00	47.06	39.13	75.00	47.06	23	20	17
<b>7</b>	5.26	19.05	0.00	47.37	33.33	47.06	47.37	47.62	52.94	19	21	17
<b>8</b>	16.67	26.67	23.08	58.33	26.67	53.85	25.00	46.67	23.08	12	15	13
<b>All Grades</b>	6.72	9.29	5.38	58.21	47.14	60.00	35.07	43.57	34.62	134	140	130

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>	8.33	26.92	25.00	41.67	50.00	60.00	50.00	23.08	15.00	24	26	20
<b>1</b>	*	0.00	7.69	*	80.00	76.92	*	20.00	15.38	*	15	13
<b>2</b>	6.25	*	13.33	50.00	*	66.67	43.75	*	20.00	16	*	15
<b>3</b>	9.09	13.33	*	36.36	60.00	*	54.55	26.67	*	11	15	*
<b>4</b>	*	0.00	0.00	*	91.67	93.33	*	8.33	6.67	*	12	15
<b>5</b>	*	*	8.33	*	*	58.33	*	*	33.33	*	*	12
<b>6</b>	13.04	10.00	11.76	82.61	65.00	76.47	4.35	25.00	11.76	23	20	17
<b>7</b>	5.26	9.52	0.00	73.68	76.19	88.24	21.05	14.29	11.76	19	21	17
<b>8</b>	0.00	20.00	0.00	100.00	46.67	100.00	0.00	33.33	0.00	12	15	12
<b>All Grades</b>	6.72	12.86	8.53	64.18	65.71	77.52	29.10	21.43	13.95	134	140	129

Conclusions based on this data:

1.

# 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
616	83.6%	23.5%	1.5%
Total Number of Students enrolled in McKinley School of Arts.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	145	23.5%
Foster Youth	9	1.5%
Homeless	19	3.1%
Socioeconomically Disadvantaged	515	83.6%
Students with Disabilities	79	12.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	114	18.5%
American Indian	2	0.3%
Asian	29	4.7%
Filipino	12	1.9%
Hispanic	382	62%
Two or More Races	17	2.8%
Pacific Islander	0	0.0%
White	51	8.3%

### Conclusions based on this data:

1.

# 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.

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



### 2024 Fall Dashboard Overall Performance for All Students

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

#### Conclusions based on this data:

- 1.

# 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.

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



This section provides number of student groups in each level.



This section provides 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>58.2 points below standard</p> <p>Maintained 0.7 points</p> <p>410 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>86.2 points below standard</p> <p>Increased 3.0 points</p> <p>100 Students</p>	<p><b>Long-Term English Learners</b></p> <p>Red</p> <p>116.4 points below standard</p> <p>Declined 23.3 points</p> <p>33 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>9 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>80.2 points below standard</p> <p>Increased 14.3 points</p> <p>13 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>66.9 points below standard</p> <p>Maintained 1.9 points</p> <p>369 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>133.3 points below standard</p> <p>Increased 19.3 points</p> <p>55 Students</p>	<p><b>African American</b></p>  <p>Red</p> <p>91.2 points below standard</p> <p>Declined 5.5 points</p> <p>79 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>8 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>10 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>65.0 points below standard</p> <p>Increased 4.1 points</p> <p>268 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>10 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Yellow</p> <p>4.6 points above standard</p> <p>Declined 48.6 points</p> <p>33 Students</p>

**Conclusions based on this data:**

1.

# School and Student Performance Data

## Academic Performance Mathematics

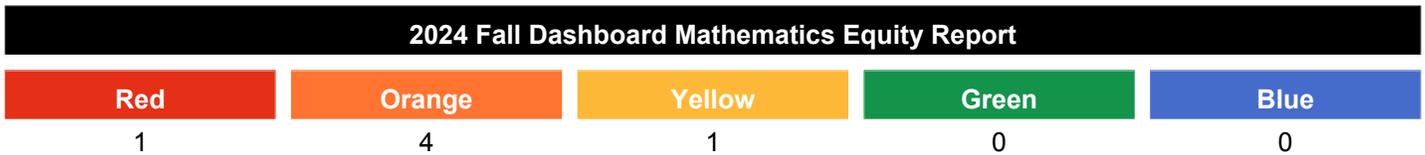
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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>94.7 points below standard</p> <p>Maintained 1.9 points</p> <p>412 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>118.9 points below standard</p> <p>Increased 11.7 points</p> <p>102 Students</p>	<p><b>Long-Term English Learners</b></p> <p>Red</p> <p>164.8 points below standard</p> <p>Maintained 0.8 points</p> <p>33 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>9 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>106.1 points below standard</p> <p>Increased 17.4 points</p> <p>13 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>103.1 points below standard</p> <p>Increased 5.8 points</p> <p>370 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>163.6 points below standard</p> <p>Increased 15.0 points</p> <p>55 Students</p>	<p><b>African American</b></p>  <p>Orange</p> <p>117.8 points below standard</p> <p>Increased 4.4 points</p> <p>79 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>10 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>10 Students</p>	<p><b>Hispanic</b></p>  <p>Red</p> <p>109.1 points below standard</p> <p>Maintained 1.6 points</p> <p>268 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>10 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Yellow</p> <p>10.6 points below standard</p> <p>Declined 35.4 points</p> <p>33 Students</p>

**Conclusions based on this data:**

1.

# 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.

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

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

2024 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  Orange 52% making progress. Number Students: 98 Students	<b>Long-Term English Learner Progress</b>  No Performance Color 72% making progress. Number Students: 25 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>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
21.4%	26.5%	0%	52%

### Conclusions based on this data:

- 1.



# 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.

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p><b>All Students</b></p>  Orange <p>30.8% Chronically Absent</p> <p>Declined 1.8</p> <p>650 Students</p>	<p><b>English Learners</b></p>  Yellow <p>26.1% Chronically Absent</p> <p>Declined 4.4</p> <p>153 Students</p>	<p><b>Long-Term English Learners</b></p>  Red <p>28.9% Chronically Absent</p> <p>Increased 2.6</p> <p>38 Students</p>
<p><b>Foster Youth</b></p>  No Performance Color <p>64.7% Chronically Absent</p> <p>Increased 17.3</p> <p>17 Students</p>	<p><b>Homeless</b></p>  No Performance Color <p>27.3% Chronically Absent</p> <p>Declined 26.9</p> <p>22 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow <p>32.1% Chronically Absent</p> <p>Declined 3.3</p> <p>558 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>48% Chronically Absent</p> <p>Increased 10.9</p> <p>100 Students</p>	<p><b>African American</b></p>  <p>Orange</p> <p>36.6% Chronically Absent</p> <p>Declined 1.2</p> <p>123 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>2 Students</p>
<p><b>Asian</b></p>  <p>Orange</p> <p>15.2% Chronically Absent</p> <p>Increased 4</p> <p>33 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>16.7% Chronically Absent</p> <p>Increased 9</p> <p>12 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>30.8% Chronically Absent</p> <p>Declined 3.7</p> <p>396 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>27.6% Chronically Absent</p> <p>Declined 12.4</p> <p>29 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Red</p> <p>29.1% Chronically Absent</p> <p>Increased 8.7</p> <p>55 Students</p>

**Conclusions based on this data:**

1.

# School and Student Performance Data

## Academic Engagement Graduation 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.

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

Red                      Orange                      Yellow                      Green                      Blue  
Lowest Performance                      Highest Performance

This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- 1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

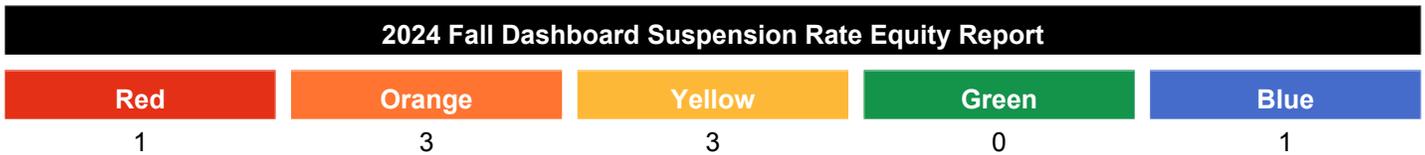
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 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>Yellow</p> <p>5.2% suspended at least one day</p> <p>Declined 1.1%</p> <p>673 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>4.4% suspended at least one day</p> <p>Maintained 0.1%</p> <p>158 Students</p>	<p><b>Long-Term English Learners</b></p> <p>Orange</p> <p>10.3% suspended at least one day</p> <p>Declined 4.4%</p> <p>39 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>45% suspended at least one day</p> <p>Increased 11.7%</p> <p>20 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>8.3% suspended at least one day</p> <p>Increased 4.2%</p> <p>24 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>5.7% suspended at least one day</p> <p>Declined 1.5%</p> <p>575 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>18.3% suspended at least one day</p> <p>Increased 3.3%</p> <p>109 Students</p>	<p><b>African American</b></p>  <p>Orange</p> <p>7.7% suspended at least one day</p> <p>Declined 0.3%</p> <p>130 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>2 Students</p>
<p><b>Asian</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>36 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>12 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>5.4% suspended at least one day</p> <p>Declined 1.1%</p> <p>406 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 4.3%</p> <p>29 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Yellow</p> <p>5.2% suspended at least one day</p> <p>Declined 1.8%</p> <p>58 Students</p>

**Conclusions based on this data:**

1.

# Goals, Strategies, & Proposed Expenditures

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

## LCAP Goal # 1

Goal 1: Students will demonstrate grade-level knowledge in all core subjects and graduate in four years, in line with the PUSD Graduate Profile. All students, English Learners, Foster Youth, students eligible for Free/Reduced Meal Program and others who have been less academically successful in the past, will have access to a robust course selection that meets their needs and will show academic achievement.

### Goal 1

All students including students who have been less academically successful in the past will increase by 3 or more percentage points in ELA on the 2025-2026 CAASPP.

### Identified Need

Area of Focus: ELA

California Dashboard:

ELA for all students will increase the baseline of -58.2 points (orange) from 2024 by a total of +3 points or more to reach yellow (-55.2) with a stretch goal of +15 points or more to reach green (-43.2) or higher by the end of the 2025-26 school year.

iReady:

1. By June 2026, the percent of students assessed in K-5 that score at grade level or above will increase by at least 3% or more based on growth data from the 2025-26 school year, as measured by i-Ready Reading Diagnostic 2 administered during the winter.
2. By June 2026, the percent of students assessed in grades 6th-8th that score at grade level or above will increase by at least 3% or more based on growth data from the 2025-26 school year, as measured by i-Ready Reading Diagnostic 2 administered during the winter.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready Reading Diagnostic 2 (2024-25)	<p>All Elementary:</p> <p>K: 19% at grade level (D2)</p> <p>Grade 1: 34% at grade level (D2)</p> <p>Grade 2: 28% at grade level (D2)</p> <p>Grade 3: 39% at grade level (D2)</p> <p>Grade 4: 22% at grade level (D2)</p> <p>Grade 5: 25% at grade level (D2)</p> <p>All Middle School:</p>	For 2025-26, the percentage of students scoring at or above grade level on i-Ready Reading Diagnostic 2 will increase by 3 percentage points when compared to i-Ready Reading Diagnostic 1.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Grade 6: 28% at grade level (D2) Grade 7: 11% at grade level (D2) Grade 8: 22% at grade level (D2)	

## Annual Review

### SPSA Year Reviewed: 2024-25

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

### ANALYSIS

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

Students with the greatest need for support were identified based on iReady Diagnostic 1 performance and provided with additional support and intervention that began in November 2024. Students met 1-2 days per week with a certificated teacher for small group intervention and remediation. Intervention strategies were implemented effectively and included progress monitoring. Challenges with students' attendance affected the effectiveness of the intervention strategies for some students.

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

N/A

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.

Intervention support will focus on vocabulary development, reading comprehension, and informational text. Intervention curriculum will be thoroughly reviewed to ensure alignment with targeted intervention areas as identified in Goal 1. Strategies to promote improved attendance and student participation are outlined in Goal 4.

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All students including students who have been less academically successful in the past

Strategy/Activity

Hire part-time, additional qualified teacher(s)/tutor(s) to provide small group instruction with a focus on vocabulary development, reading comprehension, and informational text.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

10,000

Source(s)

Title I Part A: Allocation

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

English Language Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, African American students, and students who have been less academically successful in the past

Strategy/Activity

Purchase materials and supplies to support classroom instruction.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

10,000

Source(s)

Title I Part A: Allocation

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

English Language Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, African American students, and students who have been less academically successful in the past

Strategy/Activity

Purchase software licenses to support mastery, intervention, and remediation (i.e. Lexia Learning, Scholastic News)

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

15,000

Title I Part A: Allocation

### **Strategy/Activity 4**

#### **Students to be Served by this Strategy/Activity**

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

All Students including students who have been less academically successful in the past.

#### **Strategy/Activity**

Provide professional development opportunities for staff (ex: subs for teachers to attend PDs, observe other classrooms, etc.)

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

5,000

Title I Part A: Allocation

# Goals, Strategies, & Proposed Expenditures

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

## LCAP Goal # 1

Goal 1: Students will demonstrate grade-level knowledge in all core subjects and graduate in four years, in line with the PUSD Graduate Profile. All students, English Learners, Foster Youth, students eligible for Free/Reduced Meal Program and others who have been less academically successful in the past, will have access to a robust course selection that meets their needs and will show academic achievement.

## Goal 2

All students including students who have been less academically successful in the past will increase by 3 or more percentage points in Mathematics on the 2025-26 CAASPP.

### Identified Need

Area of Focus: Math

California Dashboard:

Math rates for all students will increase the baseline of -94.7 points (orange) from 2024 by a total of +3 points or more to reach yellow (-91.7) with a stretch goal of 15 points or more (to reach green) to end at -79.4 or higher at the end of the 2025-26 school year.

i-Ready:

1. By June 2026, the percent of students assessed in K-5 that score at grade level or above will increase by at least 3% or more based on growth data from the 2025-26 school year, as measured by i-Ready Math Diagnostic 2 administered in the winter.
2. By June 2026, the percent of students assessed in grades 6th-8th that score at grade level or above will increase by at least 3% or more based on growth data from the 2025-26 school year, as measured by i-Ready Math Diagnostic 2 administered in the winter.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready Math Diagnostic 2 (2024-25)	<p>All Elementary:</p> <p>K: N/A</p> <p>Grade 1: 32% at or above grade level (D2)</p> <p>Grade 2: 21% at or above grade level (D2)</p> <p>Grade 3: 21% at or above grade level (D2)</p> <p>Grade 4: 24% at or above grade level (D2)</p> <p>Grade 5: 22% at or above grade level (D2)</p> <p>All Middle School:</p>	<p>For 2025-26, the percentage of students scoring at or above grade level on i-Ready Reading Diagnostic 2 will increase by 3 percentage points when compared to i-Ready Reading Diagnostic 1.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Grade 6: 24% at or above grade level (D2) Grade 7: 10% at or above grade level (D2) Grade 8: 14% at or above grade level (D2)	

## Annual Review

### SPSA Year Reviewed: 2024-25

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

### ANALYSIS

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

Strategies and activities that focused on mathematics intervention were not implemented effectively due to delays in onboarding a consistent math support provider until March 2025. Math tutors were onboarded through an outside service provider. Students received support 1-2 days per week for 45-60 minutes per session. Tutors assisted students in the whole group classroom setting with minimal small group instruction.

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

N/A

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.

Tutors will focus on providing small group instruction to target specific concepts and skills as opposed to whole class support (Goal 2 -Strategy 1).

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All students, including students who have been less academically successful in the past

#### Strategy/Activity

Hire part-time, additional qualified teacher(s)/tutor(s) to provide small group intervention and remediation with a focus on mathematics.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

10,000

Title I Part A: Allocation

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

English Language Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, African American students, and students who have been less academically successful in the past

Strategy/Activity

Hire contracted service providers to provide one-on-one and small group tutoring services focusing on math intervention (Community Schools funding).

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

0

Title I Part A: Allocation

0

LCFF Supplemental and Concentration (S/C)

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

English Language Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, African American students, and students who have been less academically successful in the past

Strategy/Activity

Purchase math manipulatives, materials, and supplies to support skill mastery, intervention, and remediation.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

1,000

Title I Part A: Allocation

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

All students, including those who have been less academically successful in the past.

**Strategy/Activity**

Provide professional development opportunities for staff that focus on effective math instruction and intervention strategies (ex: supplemental pay for PD participation, subs for pull-out, etc.)

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

5,000

Source(s)

Title I Part A: Allocation

# Goals, Strategies, & Proposed Expenditures

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

## LCAP Goal # 7

Goal 7: By 2027, PUSD will accomplish the following:  
 English Learners will increase at least one performance level on the California Assessment of Student Performance and Progress (CAASPP) English Language Arts (ELA) and Mathematics as measured by the California School Dashboard.  
 Reclassify English Learners (EL) at a rate of 30% or higher,  
 Reduce the number of long-term English Learners (LTEL) to less than 8.5%,  
 Increase percentage of English Learners making progress toward academic language proficiency as measured by the ELPI to 65%.

## Goal 3

Students classified as English Language Learners will increase 2 percentage points or more in ELA on the 2025-26 CAASPP.

### Identified Need

Area of Focus: ELA  
 California Dashboard:  
 ELA for English Language Learner students will increase the baseline of 52% (orange) from 2024 by a total of +1.9 percentage points or more to reach yellow (53.9%) with a stretch goal of +11.8 percentage points or more to reach green (63.8%) or higher by the end of the 2025-26 school year.

iReady:  
 1. By June 2026, the percent of English Language Learner students assessed in K-5 that score at grade level or above will increase by at least 2% or more based on growth data from the 2025-26 school year, as measured by i-Ready Reading Diagnostic 2 administered during the winter.  
 2. By June 2026, the percent of English Language Learner students assessed in grades 6th-8th that score at grade level or above will increase by at least 2% or more based on growth data from the 2025-26 school year, as measured by i-Ready Reading Diagnostic 2 administered during the winter.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready Reading Diagnostic 2 (2024-25)	All Elementary: 12% of students at or above grade level All Middle School: 0% of students at or above grade level	For 2025-26, the percentage of students scoring at or above grade level on i-Ready Reading Diagnostic 2 will increase by 2 percentage points or more when compared to i-Ready Reading Diagnostic 1.

# Annual Review

## SPSA Year Reviewed: 2024-25

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

### ANALYSIS

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

N/A

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

N/A

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.

N/A

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

English Language Learners

#### Strategy/Activity

Hire part-time, additional qualified teacher(s)/tutor(s) to provide focused English Language Development support and intervention.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5,000

Title I Part A: Allocation

5,000

LCFF Supplemental and Concentration (S/C)

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

English Language Learners

#### Strategy/Activity

Hire contracted service providers/tutors to provide additional intervention and support (Community Schools).

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

0

LCFF Supplemental and Concentration (S/C)

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

English Language Learners

Strategy/Activity

Provide Professional Development opportunities for staff to support English Language development in the general education setting (ex: supplemental pay to attend PD workshops).

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

2500

LCFF Supplemental and Concentration (S/C)

0

Title I Part A: Allocation

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

Title I Part A: Parent Involvement

# Goals, Strategies, & Proposed Expenditures

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

## LCAP Goal # 3

Goal 3: Students will be in school everyday in physical and cognitive environments that are safe, caring, clean, conducive to learning, and allow students to thrive. All facilities will be in good repair and equipped for 21st-century learning.

## Goal 4

Average daily attendance rate will increase to 95% or higher for the 2025-26 school year.

### Identified Need

Area of Focus: Attendance

Aeries:

By June 2026, elementary attendance will increase a minimum of 4.03% from baseline (90.97%) to reach 95%.

By June 2026, middle school attendance will increase a minimum of 2.7% from baseline (92.3%) to reach 95%.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Average Daily Attendance	All Elementary: 90.97% All Middle School: 92.3%	Average daily attendance for students in grades K-8 will be 95% or higher during the 2025-26 school year.

## Annual Review

### SPSA Year Reviewed: 2024-25

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

### ANALYSIS

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

Strategies included ongoing monitoring of attendance with intervention and support as needed, awards and special events to incentivize students, and communication with parents regarding attendance concerns.

The school gave out monthly attendance awards and hosted events to promote daily attendance. McKinley also hired a FTE attendance clerk to monitor daily attendance, update staff, schedule attendance meetings, and communicate with parents regarding attendance concerns.

Staffing turnover created a need for training and support for the new attendance clerk, which included training on the implementation of procedures and the use of applicable software. Challenges brought by the Eaton fire also affected student attendance.

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

N/A

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.

N/A

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

### **Strategy/Activity 1**

#### **Students to be Served by this Strategy/Activity**

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

English Language Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, African American students, Students residing in foster care, Students experiencing homelessness

Strategy/Activity

Hire .5 FTE attendance clerk to monitor daily attendance, develop strategies to combat chronic absenteeism and truancy, and communicate with families regarding attendance (middle school concentration)

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

10000

Source(s)

LCFF Supplemental and Concentration (S/C)

### **Strategy/Activity 2**

#### **Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Hire additional classified and hourly staff to increase student support and supervision.

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

27206

Source(s)

Title I Part A: Allocation

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Purchase materials and supplies to support health and fitness (ex: sports equipment).

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3,000

Source(s)

Title I Part A: Allocation

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

English Language Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, African American students, Students residing in foster care, Students experiencing homelessness

Strategy/Activity

Hire FTE attendance clerk to monitor daily attendance, develop strategies to combat chronic absenteeism and truancy, and communicate with families regarding attendance (elementary concentration).

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

19000

Source(s)

LCFF Supplemental and Concentration (S/C)

25,000

Title I Part A: Allocation

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

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

English Language Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, African American students, Students residing in foster care, Students experiencing homelessness

Strategy/Activity

Host monthly awards assemblies and events to encourage daily school attendance.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

2500

Source(s)

LCFF Supplemental and Concentration (S/C)

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

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

English Language Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, African American students, Students residing in foster care, Students experiencing homelessness

Strategy/Activity

Host parent meetings, workshops, and events to increase parent participation and engagement.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

2,515

Source(s)

Title I Part A: Parent Involvement

# Goals, Strategies, & Proposed Expenditures

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

## LCAP Goal # 1

Goal 1: Students will demonstrate grade-level knowledge in all core subjects and graduate in four years, in line with the PUSD Graduate Profile. All students, English Learners, Foster Youth, students eligible for Free/Reduced Meal Program and others who have been less academically successful in the past, will have access to a robust course selection that meets their needs and will show academic achievement.

## Goal 5

Facilitate arts integration into core content subject areas for TK-8th grades as measured by at least two culminating exhibits/performances by June 2026.

### Identified Need

Integration of visual, performing, and technical arts into core content subject areas to increase access to The Arts for all students especially English Language Learners.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Exploring the Arts Grant (Middle School)	Teachers curate arts-integrated lessons for ELA, Social Studies, and Science. Teachers participate in 3 or more professional development opportunities focused on arts integration.	Arts integration into ELA, Social Studies, and Science

## Annual Review

### SPSA Year Reviewed: 2024-25

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

### ANALYSIS

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

N/A

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

N/A

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.

N/A

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

### **Strategy/Activity 1**

#### **Students to be Served by this Strategy/Activity**

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

All Students; Students with ELD as the required elective

#### **Strategy/Activity**

Provide teachers supplemental pay to develop arts-integrated lessons for core content areas to curate a curriculum library.

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

5,000

Source(s)

Title I Part A: Allocation

### **Strategy/Activity 2**

#### **Students to be Served by this Strategy/Activity**

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

All Students; Students with ELD as the required elective

#### **Strategy/Activity**

Provide arts integration professional development opportunities and planning time for staff (ex: supplemental pay to attend PD workshops, hire consultants to provide workshops, etc.)

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

3,880

Source(s)

LCFF Supplemental and Concentration (S/C)

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

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

All Students; Students with ELD as the required elective

Strategy/Activity

Host arts-focused events, performances, and activities to showcase students' work.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

5,000

Source(s)

Title I Part A: Allocation

# Goals, Strategies, & Proposed Expenditures

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

## LCAP Goal # 3

Goal 3: Students will be in school everyday in physical and cognitive environments that are safe, caring, clean, conducive to learning, and allow students to thrive. All facilities will be in good repair and equipped for 21st-century learning.

## Goal 6

The percentage of favorable responses by participating students to statements that measure Supportive Relationships, Sense of Belonging (School Connectedness), and School Safety will increase by 5 or more percentage points on the Panorama Core & Student & Student Climate Survey in Spring 2026.

### Identified Need

Areas of Focus: Supportive Relationships

By Spring 2026, the percentage of favorable responses will increase by 5 or more percentage points for Elementary (from 87% to 92%) and Middle School (from 83% to 88%).

Area of Focus: Sense of Belonging (School Connectedness)

By Spring 2026, the percentage of favorable responses will increase by 5 or more percentage points for Elementary (from 72% to 77%) and Middle School (from 53% to 58%).

Area of Focus: School Safety

By Spring 2026, the percentage of favorable responses will increase by 5 or more percentage points for Elementary (from 42% to 47%) and Middle School (from 46% to 51%).

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome			Expected Outcome
Panorama Core & Student Climate Survey	Supportive Relationships:			Favorable responses to statements that measure Supportive Relationships, Sense of Belonging (School Connectedness), and School Safety will increase by 5 percentage points or more for elementary and middle school students on the Panorama Core & Student Climate Survey administered in Spring 2026.
	2024	2025	Change	
	ES: 86%	87%	+1	
	MS: 75%	83%	+8	
	Sense of Belonging:			
	2024	2025	Change	
	ES: 72%	72%	0	
	MS 45%	53%	+8	
	School Safety:			
	2024	2025	Change	
ES: 43%	42%	-1		
MS: 39%	46%	+7		

# Annual Review

## SPSA Year Reviewed: 2024-25

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

### ANALYSIS

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

N/A

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

N/A

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.

N/A

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

#### Strategy/Activity 1

##### Students to be Served by this Strategy/Activity

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

All Students

##### Strategy/Activity

Hire an additional FTE District Security Officer to provide supervision and support.

##### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

43,000

Source(s)

LCFF Supplemental and Concentration (S/C)

#### Strategy/Activity 2

##### Students to be Served by this Strategy/Activity

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

All Students

##### Strategy/Activity

Implement a Peer Mediation Program through the Western Justice Center.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

0

Source(s)

LCFF Supplemental and Concentration (S/C)

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Host culturally relevant activities and events to celebrate cultural diversity (Hispanic Heritage Month, Black History Month, Asian American and Pacific Islander Month, etc.)

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

2500

Source(s)

LCFF Supplemental and Concentration (S/C)

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

Implement mentorship program to train middle school students to serve as mentors for elementary students.

Strategy/Activity

Purchase materials and supplies to support relationship building such as games, arts and crafts materials, and sports equipment (Community Schools)

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

0

Source(s)

LCFF Supplemental and Concentration (S/C)

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$128721
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Title I and CSI Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$128721
Other State/Local Funds provided to the school	\$88380

## Other Federal, State, and Local Funds

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

Federal Programs Funding Sources	Allocation (\$)
----------------------------------	-----------------

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

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

State or Local Programs Funding Sources	Allocation (\$)
---	-----------------

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

Total of federal, state, and/or local funds available for this school: \$217,101

# Summary: Budgeted Resources

## Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
LCFF Supplemental and Concentration (S/C)	88380	0.00
Title I Part A: Parent Involvement	2515	0.00
Title I Part A: Allocation	126206	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental and Concentration (S/C)	88,380.00
Title I Part A: Allocation	126,206.00
Title I Part A: Parent Involvement	2,515.00

# 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
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Maria Toliver	Principal
Emily Brink	Classroom Teacher
Topaze Fraser Lake	Classroom Teacher
Felicia Lee	Other School Staff
Quiana Turner	Classroom Teacher
Stephanie Acosta	Parent or Community Member
Meg Matasci	Parent or Community Member
Hanna Christenson	Parent or Community Member
Ah-heyon Lee	Parent or Community Member
Natasha Mahone	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 .

Attested:



Principal, Maria Toliver, Ed. D on 5/20/2025



SSC Chairperson, Felicia Lee on 5/20/2025

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE’s Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Educational Partner Involvement**

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

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

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

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

## **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

## **Students to be Served by this Strategy/Activity**

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

*[This section meets the requirements for CSI.]*

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

## **Proposed Expenditures for this Strategy/Activity**

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## **Appendix C: Select State and Federal Programs**

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

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

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

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

Developed by the California Department of Education, January 2019

# 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 .

Attested:



Principal, Maria Toliver, Ed. D on 5/20/2025



SSC Chairperson, Felicia Lee on 5/20/2025



# PASADENA UNIFIED SCHOOL DISTRICT

## Title I - Other Authorized Activities Reservations

*Our Children. Learning Today. Leading Tomorrow*

The following amount of dollars reflects Title I Other Authorized Activities Reservations for the District Central Office to provide direct services to school sites. This amount does NOT include the Indirect and Administrative Cost (which generally cannot exceed 15%). In 2025-26, PUSD will provide the following services to the school sites as part of the Title I Other Authorized Activities Reservations total amount of \$2,853,685.00:

- a. MTSS Coaches and Curriculum (Math, Science, Literacy (Including ELA and History) Coaches/Resource Teachers, paid by the District, providing direct services/supports to the school sites to increase the unduplicated group students' academic achievements;
- b. District Curriculum, Instruction and Professional Development leadership and staff who are providing direct, hands-on instructional services to the teachers and students at school sites;
- c. Families in transition/ Foster Youth support staff and services including transportation;
- d. Parent and Community Engagement;

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

Your school's share of the Other Authorized Activities Reservation for Direct Services cost is calculated for school year of 2025-26 is as below:

**School: McKinley K-8**

Resource Code	Title I	Total District Other Authorized Activities Reservation	# of FRL Student at District Title I Eligible Schools	Per Student shared Cost to School	#of FRL Student at School	Total Shared Cost to School
30100	Central Intervention Activities For Sites	\$2,853,685	7,990	\$357.16	411	\$146,791.56



**Pasadena Unified School District  
Student Wellness and Support Services**

**PUSD School-Site Attendance Improvement Plan**

<b>School:</b>	McKinley School of the Arts	<b>Principal:</b>	Maria Toliver
<b>School Number:</b>	(626) 396-5630	<b>Counselor:</b>	Jane Leong
<b>Date Completed:</b>	5/15/25	<b>Principal Signature:</b>	<i>Maria Toliver</i>

**Goal:** Decrease the percentage of chronically absent students to 10% or less.

<b>2024-2025 Current Chronic Absentee Rate</b>	<b>2024-2025 Chronic Absentee End-Of-Year Goal</b>	<b>2025-2026 Chronic Absentee Goal</b>
30 % ES/21% MS	10 %	10% or lower

<b>GOAL 1: TEAMS &amp; DATA</b>			
<b>Goal Item</b>	<b>Strategy &amp; Activity Description</b>	<b>Frequency</b> Daily/Weekly/Monthly/Yearly	<b>Measure of Success</b>
a. <b>Use of Data:</b> Is school-wide attendance data used to identify students who are struggling with regular school attendance (chronic absentee, truant, etc.)? What sources of data are used? How often is the data reviewed? How is this data used to monitor student progress?	<p>Aeries and Everyday Labs are used to track attendance, create reports and communicate attendance concerns.</p> <p>Hold weekly meetings with Admin, counselor and clerk to identify students of concern and refer to appropriate intervention.</p>	<p><i>Attendance reports are reviewed weekly.</i></p> <p><i>Everyday Labs notifications are sent out as needed.</i></p> <p><i>Annual attendance data is reviewed each year and shared on the School Report Card</i></p>	<p>Percent of students chronically absent.</p> <p>Attendance percentages</p>

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## Pasadena Unified School District Student Wellness and Support Services

<p>b. <b>Attendance Improvement Team:</b> Does the school have an Attendance Improvement Team? Does the team meet at least monthly? Does the team use a current action plan?</p>	<p>Attendance Improvement Team for 25-26 will consist of the following:</p> <ul style="list-style-type: none"> <li>● Attendance Clerk</li> <li>● Assistant Principal</li> <li>● Senior Community Advocate</li> <li>● MTSS Coach</li> <li>● Community Assistant</li> <li>● Middle School Counselor</li> </ul>	<p>Team will meet monthly to review the action plan, attendance data, and students of concern.</p>	<p>Regular meeting agendas, quarterly attendance incentives and chronic absenteeism rate.</p>
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GOAL 2: PREVENTION			
Goal Item	Strategy & Activity Description	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
<p>a. <b>Prevention Strategies:</b> What prevention strategies are used to ensure that students are engaged at school and do not become at-risk due to poor attendance?</p>	<p>Positive incentive system is in place including attendance competitions, high interest activities, and attendance awards.</p> <p>Individual MS check ins for students who demonstrate attendance concerns.</p> <p>Site attendance team meetings</p>	<p>Quarterly events/incentives</p> <p>Attendance awards each semester for MS and ES.</p> <p>ongoing as needed</p> <p>twice monthly</p>	<p>participation in events</p> <p>number of students honored for perfect attendance and excellent attendance categories</p> <p>Improvement of target students.</p> <p>student daily attendance rates.</p>
<p>b. <b>Outreach:</b> How does the school provide regular outreach to students, families, and community members regarding the importance of regular school attendance?</p>	<p>Parent outreach and education about attendance policies.</p> <p>Individual and group SART meetings.</p>	<p>weekly in Principal’s Message</p> <p>as needed</p>	<p>Student daily attendance rates</p> <p>Chronic absenteeism rates</p>

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## Pasadena Unified School District Student Wellness and Support Services

	EveryDay Labs auto generated communication	as needed	
	Information about attendance at Tiger Days, Back to School Night and parent meetings such as SSC, ELAC, PTA	Monthly	Daily attendance rates, monthly attendance reports.

<b>GOAL 3: INTERVENTION &amp; RE-ENGAGEMENT</b>			
<b>Goal Item</b>	<b>Strategy &amp; Activity Description</b>	<b>Frequency</b> Daily/Weekly/Monthly/Yearly	<b>Measure of Success</b>
a. <b>Attendance Intervention:</b> Does the school have intervention strategies to address the specific barriers and needs of students struggling with attendance?	Check-in in with MS counselor	As needed	Chronic absentee rates
	Check In with AP	As needed	Daily attendance
	Referral to Senior Community Advocate	Ongoing	Monthly attendance reports
	Community resources referrals such as bus passes etc...	Ongoing	
b. <b>Student Re-Engagement:</b> What re-engagement strategies are used to help students find and maintain success in the classroom?	High interest activities to incentivize engagement.	Quarterly	Chronic absentee rates
	Scheduled student check-ins	Ongoing	Daily attendance Monthly attendance reports

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