School Year: **2026-27**



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
McKinley Elementary School	39-75499-6042857	May 6, 2025	

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

- Schoolwide Program
- Targeted Support and Improvement

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

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

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Plan Description

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

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

- Schoolwide Program
- Targeted Support and Improvement

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The Educational Partners involved in reviewing and updating this plan includes the School Site Council, ELAC, and the entire staff during Early Release Mondays.
The SPSA goals and Budget were discussed on the following dates:
12/03/2025 (Reviewed data and the SPSA goals and expenditures with School Site Council)
03/23/2026 (Reviewed SBAC and ELPAC Data with teachers and completed a needs assessment)
12/09/2025 (Reviewed EL Data with ELAC and completed a needs assessment)
04/07/2026 (Reviewed and voted on the SPSA goals and budget with our School Site Council for 2025-2026)

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

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

According to the California Dashboard, McKinley was in the "Red" or "Orange" performance category in the following categories: Suspension Rate, English Learner Progress, and Mathematics

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

State indicator categories which had student group levels two or more performance levels below the "all student" performance are as follows:
Chronically Absent: "All Student" level fell in the Yellow category. The "White" student group fell in the red category, 2 levels below Yellow.
English Language Arts fell in the Yellow category for "All Students." Our English Learner student group scored in the Red category, 2 levels below Yellow.

Other Needs

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.22%	0.46%	0.24%	1	2	1
African American	4.72%	5.73%	5.53%	21	25	23
Asian	11.69%	14.68%	14.90%	52	64	62
Filipino	3.82%	2.29%	2.16%	17	10	9
Hispanic/Latino	63.82%	61.93%	59.86%	284	270	249
Pacific Islander	1.12%	1.15%	1.68%	5	5	7
White	10.56%	9.63%	10.82%	47	42	45
Multiple/No Response	4.04%	4.13%	4.81%	18	18	20
			Total Enrollment	445	436	416

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		45	38
Kindergarten	74	63	54
Grade 1	69	74	67
Grade 2	51	68	66
Grade3	65	57	65
Grade 4	76	60	59
Grade 5	77	69	67
Total Enrollment	445	436	416

Conclusions based on this data:

1. The percentage of Hispanic/Latino students has roughly stayed the same the past 3 years, , 66.27%, and 63.82% and 61.93%.
2. The percentage of African American students has increased by 1%, from 4.72% in 2023-2024 to 5.73% in 2024-2025.
3. The total enrollment has remained relatively stable, ranging from 424 enrolled students to 445 enrolled students.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	23-24	**24-25**	**25-26**	**23-24**	**24-25**	**25-26**
English Learners	155	146	132	31.1%	34.8%	31.7%
Fluent English Proficient (FEP)	32	33	33	9.2%	7.2%	7.9%
Reclassified Fluent English Proficient (RFEP)				6.4%		

Conclusions based on this data:

1. English Learner enrollment has decreased from 34.8% in 2023-2024 to 33.5% in 2024-2025.
2. The number of students who are identified as RFEP stayed the same from 2022-2023 to 2023-2024.
3. The number of students identified as fluent English proficient has stayed steady with 7.6% of our EL population.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	74	66	60	72	65	59	72	65	59	97.3	98.5	98.3
Grade 4	75	77	64	74	75	64	74	75	64	98.7	97.4	100
Grade 5	71	79	68	71	75	67	71	74	67	100.0	94.9	98.5
All Grades	220	222	192	217	215	190	217	214	190	98.6	96.8	99

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2362.	2365.	2368.	6.94	7.69	10.17	15.28	21.54	10.17	30.56	18.46	33.90	47.22	52.31	45.76
Grade 4	2409.	2406.	2406.	10.81	9.33	17.19	14.86	18.67	9.38	20.27	14.67	17.19	54.05	57.33	56.25
Grade 5	2437.	2464.	2432.	7.04	12.16	10.45	23.94	27.03	17.91	14.08	18.92	14.93	54.93	41.89	56.72
All Grades	N/A	N/A	N/A	8.29	9.81	12.63	17.97	22.43	12.63	21.66	17.29	21.58	52.07	50.47	53.16

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	12.50	4.62	5.08	47.22	58.46	59.32	40.28	36.92	35.59
Grade 4	10.81	10.67	9.38	54.05	54.67	57.81	35.14	34.67	32.81
Grade 5	7.04	9.46	7.46	64.79	63.51	52.24	28.17	27.03	40.30
All Grades	10.14	8.41	7.37	55.30	58.88	56.32	34.56	32.71	36.32

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	8.33	3.08	8.47	47.22	53.85	40.68	44.44	43.08	50.85
Grade 4	4.05	6.67	3.13	51.35	41.33	54.69	44.59	52.00	42.19
Grade 5	8.45	16.22	4.48	49.30	47.30	52.24	42.25	36.49	43.28
All Grades	6.91	8.88	5.26	49.31	47.20	49.47	43.78	43.93	45.26

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	4.17	4.62	3.39	63.89	66.15	71.19	31.94	29.23	25.42
Grade 4	6.76	4.00	6.25	66.22	74.67	62.50	27.03	21.33	31.25
Grade 5	11.27	6.76	5.97	60.56	71.62	58.21	28.17	21.62	35.82
All Grades	7.37	5.14	5.26	63.59	71.03	63.68	29.03	23.83	31.05

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	8.33	7.69	5.08	54.17	63.08	66.10	37.50	29.23	28.81
Grade 4	9.46	4.00	6.25	60.81	62.67	57.81	29.73	33.33	35.94
Grade 5	4.23	6.76	10.45	63.38	68.92	62.69	32.39	24.32	26.87
All Grades	7.37	6.07	7.37	59.45	64.95	62.11	33.18	28.97	30.53

Conclusions based on this data:

1. The percentage of students meeting or exceeding English Language Arts standards has decreased from 32.24% in 2023-2024 to 325.26% in 2024-2025.
2. The percentage of students in Grades 3-5 who are not meeting the standard in Reading increased from 32.71% in 2023-2024 to 36.32% in 2024-2025.
3. The percentage of students in grades 3-5 scoring above standard in Research/Inquiry increased from 6.07% in 2023-2024 to 7.37% in 2024-2025.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	74	66	60	72	65	59	72	65	59	97.3	98.5	98.3
Grade 4	75	77	64	74	77	64	74	77	64	98.7	100	100
Grade 5	71	78	68	71	76	66	71	76	66	100.0	97.4	97.1
All Grades	220	221	192	217	218	189	217	218	189	98.6	98.6	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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2399.	2378.	2389.	9.72	6.15	10.17	16.67	23.08	18.64	31.94	16.92	22.03	41.67	53.85	49.15
Grade 4	2422.	2398.	2393.	8.11	1.30	4.69	16.22	12.99	12.50	33.78	31.17	25.00	41.89	54.55	57.81
Grade 5	2428.	2432.	2410.	7.04	7.89	4.55	5.63	10.53	10.61	23.94	22.37	16.67	63.38	59.21	68.18
Grade 11															
All Grades	N/A	N/A	N/A	8.29	5.05	6.35	12.90	15.14	13.76	29.95	23.85	21.16	48.85	55.96	58.73

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	11.11	10.77	13.56	52.78	44.62	44.07	36.11	44.62	42.37
Grade 4	10.81	1.30	3.13	36.49	32.47	34.38	52.70	66.23	62.50
Grade 5	8.45	7.89	7.58	38.03	32.89	27.27	53.52	59.21	65.15
Grade 11									
All Grades	10.14	6.42	7.94	42.40	36.24	34.92	47.47	57.34	57.14

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	11.11	10.77	8.47	47.22	43.08	49.15	41.67	46.15	42.37
Grade 4	6.76	1.30	4.69	45.95	42.86	42.19	47.30	55.84	53.13
Grade 5	2.82	6.58	6.06	49.30	43.42	42.42	47.89	50.00	51.52
All Grades	6.91	5.96	6.35	47.47	43.12	44.44	45.62	50.92	49.21

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9.72	4.62	13.56	59.72	58.46	55.93	30.56	36.92	30.51
Grade 4	9.46	3.90	4.69	60.81	48.05	48.44	29.73	48.05	46.88
Grade 5	1.41	5.26	1.52	46.48	50.00	39.39	52.11	44.74	59.09
All Grades	6.91	4.59	6.35	55.76	51.83	47.62	37.33	43.58	46.03

Conclusions based on this data:

1. The percentage of 3rd Grade students exceeding Mathematics standards overall has increased from 6.15% in 2023-2024 to 10.17% in 2024-2025.
2. The percentage of 4th grade students meeting or exceeding standards in Problem Solving & Modeling/Data Analysis increased from 44.16% in 2023-2024 to 46.88% in 2024-2025.
3. The number of 5th grade students not meeting the standards overall increased from 59.21% in 2023-2024 to 68.18% in 2024-2025.

School and Student Performance Data

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

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1407.7	1407.6	1396.4	1415.0	1421.8	1402.4	1390.4	1374.1	1382.4	38	45	29
1	1445.7	1432.1	1432.6	1458.6	1450.6	1435.1	1432.4	1413.2	1429.8	16	30	32
2	1468.0	1485.8	1465.7	1470.3	1472.6	1478.5	1465.0	1498.6	1452.4	20	14	27
3	1495.0	1476.2	1479.9	1506.5	1497.7	1484.4	1483.2	1454.3	1474.9	23	20	16
4	1497.0	1501.4	1487.3	1503.4	1517.2	1491.9	1489.9	1485.0	1482.0	20	23	20
5	1530.1	1511.9	1519.3	1533.6	1524.6	1529.6	1526.2	1498.8	1508.5	21	25	16
All Grades										138	157	140

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	15.79	4.44	6.90	18.42	22.22	27.59	42.11	60.00	34.48	23.68	13.33	31.03	38	45	29
1	12.50	16.67	3.13	43.75	26.67	34.38	37.50	26.67	40.63	6.25	30.00	21.88	16	30	32
2	0.00	21.43	18.52	45.00	42.86	29.63	45.00	14.29	29.63	10.00	21.43	22.22	20	14	27
3	13.04	10.00	6.25	39.13	35.00	37.50	39.13	25.00	37.50	8.70	30.00	18.75	23	20	16
4	10.00	26.09	0.00	45.00	34.78	50.00	30.00	17.39	25.00	15.00	21.74	25.00	20	23	20
5	19.05	24.00	25.00	42.86	28.00	31.25	28.57	28.00	25.00	9.52	20.00	18.75	21	25	16
All Grades	12.32	15.29	9.29	36.23	29.30	34.29	37.68	33.76	32.86	13.77	21.66	23.57	138	157	140

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	15.79	6.67	6.90	23.68	31.11	34.48	26.32	46.67	24.14	34.21	15.56	34.48	38	45	29
1	18.75	30.00	15.63	50.00	26.67	40.63	25.00	26.67	28.13	6.25	16.67	15.63	16	30	32
2	20.00	35.71	25.93	40.00	28.57	37.04	35.00	14.29	22.22	5.00	21.43	14.81	20	14	27
3	52.17	45.00	31.25	34.78	25.00	31.25	8.70	15.00	18.75	4.35	15.00	18.75	23	20	16
4	30.00	56.52	25.00	50.00	21.74	60.00	5.00	8.70	10.00	15.00	13.04	5.00	20	23	20
5	42.86	48.00	43.75	52.38	32.00	37.50	0.00	4.00	12.50	4.76	16.00	6.25	21	25	16
All Grades	28.99	32.48	22.14	39.13	28.03	40.00	17.39	23.57	20.71	14.49	15.92	17.14	138	157	140

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		0.00	10.34		17.78	3.45		66.67	65.52		15.56	20.69		45	29
1		6.67	3.13		30.00	25.00		23.33	43.75		40.00	28.13		30	32
2		14.29	3.70		50.00	29.63		14.29	25.93		21.43	40.74		14	27
3		0.00	0.00		15.00	18.75		15.00	56.25		70.00	25.00		20	16
4		0.00	0.00		17.39	20.00		43.48	35.00		39.13	45.00		23	20
5		0.00	6.25		16.00	25.00		44.00	31.25		40.00	37.50		25	16
All Grades	3.62	2.55	4.29	23.91	22.29	20.00	47.83	40.13	43.57	24.64	35.03	32.14	138	157	140

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	15.79	11.11	10.34	60.53	68.89	72.41	23.68	20.00	17.24	38	45	29
1	31.25	26.67	25.00	62.50	56.67	59.38	6.25	16.67	15.63	16	30	32
2	5.00	28.57	25.93	85.00	42.86	62.96	10.00	28.57	11.11	20	14	27
3	13.04	15.00	6.25	73.91	65.00	68.75	13.04	20.00	25.00	23	20	16
4	15.00	43.48	0.00	50.00	43.48	85.00	35.00	13.04	15.00	20	23	20
5	4.76	8.00	12.50	90.48	68.00	68.75	4.76	24.00	18.75	21	25	16
All Grades	13.77	20.38	15.00	69.57	59.87	68.57	16.67	19.75	16.43	138	157	140

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	21.05	24.44	13.79	42.11	60.00	48.28	36.84	15.56	37.93	38	45	29
1	31.25	30.00	18.75	62.50	50.00	62.50	6.25	20.00	18.75	16	30	32
2	30.00	50.00	40.74	60.00	28.57	40.74	10.00	21.43	18.52	20	14	27
3	69.57	55.00	62.50	21.74	30.00	18.75	8.70	15.00	18.75	23	20	16
4	57.89	69.57	50.00	31.58	17.39	40.00	10.53	13.04	10.00	19	23	20
5	95.24	87.50	93.75	0.00	0.00	0.00	4.76	12.50	6.25	21	24	16
All Grades	48.18	48.08	40.00	35.77	35.90	40.00	16.06	16.03	20.00	137	156	140

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	7.89	0.00	6.90	63.16	71.11	62.07	28.95	28.89	31.03	38	45	29
1	25.00	13.33	15.63	37.50	46.67	50.00	37.50	40.00	34.38	16	30	32
2	5.00	7.14	3.70	70.00	71.43	55.56	25.00	21.43	40.74	20	14	27
3	8.70	5.00	0.00	60.87	35.00	56.25	30.43	60.00	43.75	23	20	16
4	0.00	0.00	0.00	60.00	60.87	50.00	40.00	39.13	50.00	20	23	20
5	19.05	4.00	18.75	52.38	48.00	37.50	28.57	48.00	43.75	21	25	16
All Grades	10.14	4.46	7.86	58.70	56.69	52.86	31.16	38.85	39.29	138	157	140

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	42.11	40.00	59.26	36.84	44.44	29.63	21.05	15.56	11.11	38	45	27
1	0.00	10.00	3.13	87.50	53.33	68.75	12.50	36.67	28.13	16	30	32
2	25.00	35.71	19.23	70.00	42.86	46.15	5.00	21.43	34.62	20	14	26
3	13.04	0.00	0.00	60.87	57.89	75.00	26.09	42.11	25.00	23	19	16
4	10.00	8.70	0.00	65.00	56.52	60.00	25.00	34.78	40.00	20	23	20
5	14.29	8.00	6.25	66.67	52.00	62.50	19.05	40.00	31.25	21	25	16
All Grades	21.01	19.23	16.79	60.14	50.64	55.47	18.84	30.13	27.74	138	156	137

Conclusions based on this data:

1. The percentage of students who scored at a level 3 in Overall Language increased from 29.30% in 2023-2024 to 34.29% in 2024-2025.
2. The percentage of students who scored at the Well-Developed level in the Reading Domain increased from 4.46% in 2023-2024 to 7.86% in 2024-2025.

3. The percentage of students who scored at a level 4 in Written Language increased from 2.55% in 2023-2024 to 4.29% in 2024-2025.

School and Student Performance Data

Student Population

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

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

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

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
436	**84.2%**	**33.5%**	**0.0%**
Total Number of Students enrolled in McKinley Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	146	33.5%
Foster Youth	0	0.0%
Homeless	30	6.9%
Socioeconomically Disadvantaged	367	84.2%
Students with Disabilities	103	23.6%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	25	5.7%
American Indian	2	0.5%
Asian	64	14.7%
Filipino	10	2.3%
Hispanic	270	61.9%
Two or More Races	18	4.1%
Pacific Islander	5	1.1%
White	42	9.6%

Conclusions based on this data:

1. 84.2% of students are socioeconomically disadvantaged.

2. 6.9% of McKinley students are homeless.
3. The student population at MES includes 23.6% of students with disabilities.

School and Student Performance Data

Overall Performance

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Looking at overall performance for all students, absenteeism is a concern, falling in the orange category.
2. Our Math performance scored in the Low category.
3. Our English Learner Progress fell in the orange category.

School and Student Performance Data

Academic Performance
English Language Arts

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

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Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
2	2	0	0	0

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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Orange	 Red	
61 points below standard	85.4 points below standard	
Declined 5.5 points	Maintained 2.7 points	
176 Students	62 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	75.3 points below standard	61.6 points below standard
0 Students	Increased 8.7 points	Maintained 2.4 points
	15 Students	146 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
132.7 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Maintained -1.3 points	9 Students	1 Student
53 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
64.4 points below standard	Fewer than 11 students - No Data for Privacy	67.6 points below standard
Declined 10 points	6 Students	Maintained -1.5 points
17 Students		118 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	40.6 points below standard
6 Students	1 Student	Declined 24.6 points
		19 Students

Conclusions based on this data:

1. For 2023-2024, English Learners scored 85.4 points below standard.
2. Students with disabilities scored 132.7 points below standard.
3. Our homeless students scored 75.3 points below standard, but this was an increase of 8.7 points.

School and Student Performance Data

Academic Performance
Mathematics

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

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
1	3	0	0	0

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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Orange	
82.9 points below standard	104.9 points below standard	
Declined 5 points	Increased 6 points	
175 Students	62 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	102.5 points below standard	86.6 points below standard
0 Students	Maintained 2.8 points	Maintained -0.5 points
	15 Students	145 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
133.5 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Maintained 2.8 points	9 Students	1 Student
52 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
98 points below standard	Fewer than 11 students - No Data for Privacy	92.5 points below standard
Declined 36.9 points	6 Students	Maintained 1.3 points
17 Students		117 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	29.2 points below standard
6 Students	1 Student	Maintained -0.1 points
		19 Students

Conclusions based on this data:

1. Our English Learners scored in the low range with 104.9 points below standard in Math, but this was an increase of 6 points
2. Our students with disabilities scored in the low range at 133.5 points below standard.
3. Our socioeconomically disadvantaged students scored 86.6 points below standard.

School and Student Performance Data

Academic Performance
Science

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	0	0	0

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

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 No Performance Color	 No Performance Color
41 science points	42.3 science points	0 Students
Declined 4.1 points	Increased 10.2 points	
63 Students	25 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
0 Students	Fewer than 11 students - No Data for Privacy	40.7 science points
	5 Students	Maintained -1.9 points
		55 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
31.8 science points	Fewer than 11 students - No Data for Privacy	0 Students
Maintained 1.6 points	3 Students	
19 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	41.1 science points
7 Students	2 Students	Maintained -1.3 points
		47 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	0 Students	Fewer than 11 students - No Data for Privacy
		4 Students

Conclusions based on this data:

1. English Learners increased by 10.2 Science points
2. Socioeconomically Disadvantaged students scored 40.7 Science points.
3. McKinley had no areas score in the Red, or lowest performance, category.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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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.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
Orange	No Performance Color
47.1 making progress.	making progress.
Number Students: 102 Students	Number Students: 0 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
22.5%	30.4%	2%	45.1%

Conclusions based on this data:

1. 22.5% of English Learners decreased one ELPI level.
2. 45.1% of English Learners progressed at least one level.
3. 30.4% of English Learners maintained ELPI levels 1 through 3.

School and Student Performance Data

Academic Performance
College/Career Report

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

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

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Orange	
25.7% Chronically Absent	21.7% Chronically Absent	
Declined 0.6	Declined 2.6	
486 Students	157 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Orange	 Orange
Fewer than 11 students - No Data for Privacy	34.1% Chronically Absent	25.7% Chronically Absent
3 Students	Declined 10	Declined 2.4
	44 Students	420 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
35% Chronically Absent	37.5% Chronically Absent	Fewer than 11 students - No Data for Privacy
Increased 5.4	Increased 2.7	3 Students
143 Students	32 Students	

Asian	Filipino	Hispanic
 Red	 No Performance Color	 Red
21.6% Chronically Absent	18.2% Chronically Absent	27.4% Chronically Absent
Increased 4.6	Increased 1.5	Maintained -0.1
74 Students	11 Students	292 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Orange
15% Chronically Absent	Fewer than 11 students - No Data for Privacy	20.4% Chronically Absent
Declined 5	5 Students	Declined 8.2
20 Students		49 Students

Conclusions based on this data:

1. In 2024-2025, 25.7% of all students are Chronically absent. This is a decrease of 0.6%
2. In the area of Students with Disabilities, 35% are chronically absent students, which is an increase of 5.4%.
3. 34.1% of McKinley's Homeless students are chronically absent. This is a decrease of 10%.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

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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.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

Conclusions based on this data:

1. There is no data in this section.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
5	1	0	1	0

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Red	 Red	
7.3% suspended at least one day	6.1% suspended at least one day	
Increased 0.9%	Increased 0.4%	
509 Students	164 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Orange	 Red
Fewer than 11 students - No Data for Privacy	6.5% suspended at least one day	7.5% suspended at least one day
3 Students	Declined 7%	Increased 0.5%
	46 Students	439 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
11.2% suspended at least one day	8.6% suspended at least one day	Fewer than 11 students - No Data for Privacy
Increased 0.7%	Declined 8.8%	3 Students
152 Students	35 Students	

Asian	Filipino	Hispanic
 Green	 No Performance Color	 Red
2.6% suspended at least one day	18.2% suspended at least one day	8.1% suspended at least one day
Declined 1.1%	Increased 12.6%	Increased 2.4%
78 Students	11 Students	297 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Red
9.1% suspended at least one day	Fewer than 11 students - No Data for Privacy	6.9% suspended at least one day
Declined 5.9%	5 Students	Increased 1.1%
22 Students		58 Students

Conclusions based on this data:

1. All students at McKinley School scored in the Red range, with 7.3% of students being suspended for at least one day.
2. In 2024-2025, 11.2% of Students with Disabilities were suspended at least one day.
3. Our Homeless Students scored in the orange range, with 6.5% of students being suspended at least one day. This is a decline (improvement) of 7%

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP in the area of English Language Arts	36.32% performed at the below Standard Level in the area of Reading, 25.26% met or exceeded the standard overall	The percent of students meeting the standard will increase by 2%.
CAASPP in the area of Mathematics	49.21% performed at the below Standard Level in the area of Problem Solving and Data Analysis, 20.11% met or exceeded the Standard overall	The percent of students meeting the standard will increase by 2%
ELPAC Data in the area of English Language Development	56.43% of English Learners scored a 1 or 2 on the Summative ELPAC. 43.58% of students scored a 3 or a 4 on the Summative ELPAC	Increase our reclassification level by 2% annually.
ELPAC Data in the area of English Learner Progression	22.5% of English Learners decreased 1 ELPI Level. 45.1% of English Learners progressed at least 1 ELPI Level.	The percent of students increasing by at least 1 ELPI level will increase by 2%.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	All teachers will meet weekly in Professional Learning Communities using an agenda, norms, and groups roles to discuss student performance. Teachers will identify students that need targeted support through on-site interventions by the classroom teacher and grade level team (Tier 1 and 2). During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards and design common formative assessments.	All Students	0 District Funded
1.2	Provide two paraprofessionals to support English Learners by providing designated English Language Development. (Includes possible salary increase)	English Learners	44,391 Title I
1.3	Provide one paraprofessional to support English Learners in small groups in and out of the classroom. She will assist with organizing all ELD paperwork and assessments. (include possible salary increase)	English Learners	40,425 LCFF - Supplemental 13,476 LCFF - Supplemental
1.4	Provide Accelerated Reader, Library Support and books, Student Planners and Agendas, and supplemental classroom supplies for Priority Learners, field trips (including transportation);	TK -5th grade	15,896 Title I 981.00 LCFF
1.5	Provide teacher release time and subs. May include Team coaching, classroom observations, curriculum planning.	All Students	8,879 Title I
1.6	Provide teacher resources and classroom support such as materials and supplies for the instructional program. Also includes copies and laminating. This includes a classroom budget of $25 per student	All Students	22,530 Title I 3,000 LCFF
1.7	Engage parents in activities that will help them to better support their children in the area of English Language Arts, Mathematics, English Language Development and Integrated STEM. Activities such as Science nights, Math nights and Literacy nights.	All Students	3000.00 Title I
1.8	Purchase replacement and new technology to support teaching and learning through the implementation of California State Standards. Replace light bulbs for projectors and computer software. Also replace document cameras and projectors as needed.	All Students	1000.00 Title I 800.00 LCFF
1.9	Provide Professional Development for staff. Includes purchase of supplemental materials.	All Students	1,600 Title I 1412 LCFF - Supplemental

1.10	Provide teachers and/or paras for afterschool intervention	All Students	8000.00 Title I
1.11	Provide teachers for additional EL Student support after school	EL Students	488 LCFF - Supplemental
1.12	Provide professional development for teachers at CABE Conference	EL Students	2,077 LCFF - Supplemental
1.13	Dedicate two Early Release Mondays to allow staff the opportunity to review EL data and the practice ELPAC test	EL Students	0 District Funded
1.14	Provide MyPath K-12 program for reading and math support for students	All Students	0 District Funded
1.15	Provide $100 per teacher for purchase of classroom library books	All Students	2000.00 Title I

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Each of the above strategies and services were successfully implemented for the 2025-2026 school year. Our school staff continues to work in their professional learning communities to analyze data and plan interventions. Based on our CAASPP results, our students need more focused instruction in mathematics, English Language Arts and English language development. According to our scores on the Dashboard, more than approximately 50% of our students are scoring below the standard in math (problem solving) and approximately 32% scored below standard in English Language Arts in the area of reading. We will offer afterschool intervention for students who need it and will begin earlier in the year to provide small group intervention to more students after school.

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

We allocated money for Afterschool Intervention and while we did offer this, we did not spend all that was allocated. We do plan on offering afterschool intervention earlier in the year and structuring it so that we can rotate more students through it.

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

The goal to prepare all pupils for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups was our focus in 2025-2026. This goal will continue to be our priority in the 2026-2027 school year. We will be implementing small group intervention afterschool earlier in the school year in order to meet the needs of more students. We will also be adding small group intervention afterschool for our EL students who need more English Language Development.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism- Overall	25.7% of all students were chronically absent during the 2024-2025 school year	Increase attendance rate by 3% Annually based on ADA reports
Suspension Rate-Overall	7.3% of students were suspended at least 1 day during the 2024-2025 school year	Decrease suspension rate by 1% annually based on Aeries Discipline Dashboard

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Highlight the importance of attendance on Facebook, in newsletters, flyers and discuss with parent groups, attendance assemblies and School Site Council meetings. Continue to discuss attendance data in staff meetings. Include office supplies to support the academic program.	All students	200 LCFF 500 Title I
2.2	Provide Social Emotional Learning programs such as Second Step as well as assemblies that focus on anti-bullying, Character Counts, Social Media, etc. Includes certificates, incentives for students. Includes office supplies and copies to support the program.	All students	2000.00 Title I 200.00 LCFF

2.4	Provide Conflict Managers to monitor and support students during all recesses.	All students	0 None Specified
2.5	Continue to send SARB and SART letters and meet with parents to reverse our decline in attendance. Offer support services for students and families with regards to attendance from our District-provided counselor or Prevention Services	Students identified as chronically absent.	0 District Funded
2.6	Meet with staff during ERMs to discuss and create strategies to encourage students to come to school and arrive on time.	All	0 District Funded
2.7	Continue to invite parents to school related events. Offer parent education workshops to increase knowledge and capacity for parents in regards to their child's education. Information will be distributed to our parents via email, news letters, Parent Square, and our phone messaging system. Parents will be involved in decision making through School Site Site Council, ELAC and the District Title 1 meetings. Translate materials and provide interpreters to makes phone calls and assist at events/ meetings when needed or requested. Postage and copies/Copier maintenance included.	All students	10,300 LCFF 2500 Title I
2.9	Contract with Boys and GIrls Club of Tracy to provide structured activities and mentoring during lunch recess	All Students	10,800 LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Truancy prevention continues to be an area of need even though we met our intended outcomes. During the 2024-2025 school year, 25.7% of McKinley students were chronically absent. Our suspension rate was 7.3%. This was increase of 1.0%. We did have awards assemblies during the 2025-2026 school year along with other assemblies. We would like to continue to provide a variety of assemblies during the 2026-2027 school year. An analysis of the data and conversations with staff indicated a continued need for targeted strategies to increase attendance rates for all student groups. Communication with parents and stakeholders has become much more frequent with the use of Parent Square along with other medias. We did mail home truancy notices throughout the year and while we did meet with some parents regarding attendance, we would like to increase the participation of families. we will continue to use multiple platforms to reach our families with information regarding absenteeism. Overall, our strategies for creating a safe and equitable environment have been successful.

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

There are no major differences between intended implementation and the budgeted expenditures or strategies. We will continue to contract with Boys and Girls Club during lunch to provide mentoring and structured activities.

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.

While we did meet our annual outcome for attendance, we did not meet our goal for suspension rates. We will continue to work on both areas during the 2026-2027 school year. We would also like to continue to increase parent involvement with attendance and involvement in general.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal #1

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CASSPP CAST Assessment	15% of students met or exceeded the standard	Increase performance at the Standard Met level by 5%
CASSPP CAST Assessment	85% of students did not meet the standard	Decrease performance at the Standard not Met level by 5%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Designate weekly times for science instruction at each grade level which is student-centered and aligned to NGSS and Common Core State Standards and regularly incorporate informational science text into EL and ELA instruction.	All Students	0 District Funded
3.2	Provide Professional Development for teachers in STEM strategies from both outside organizations as well as our site STEM Leaders. Includes materials for trainings.	All Students	2000 Title I
3.3	Include targeted discussions and review of specific student data, during PLC times, related to science instruction and student performance. Additionally, we will use data gathered from our site's STEM Implementation Team's monthly walkthroughs to share with the PLC teams.	All Students	0 District Funded

3.4	Focus on science instruction monthly with the teacher Leadership Committee throughout the school year. Leadership team will meet during the school year, review data from observed science instructional practices aligned to our Rigor, Relevance, and Engagement rubrics to address trends, needs, and plan future professional development and support for three dimensional learning: Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts working directly with support from TUSD's Professional Learning and Curriculum Department staff.	All students.	0 District Funded
3.5	Provide additional technology and programs for teacher and student use	All Students	1800 Title I
3.6	Provide additional materials for STEM assignments and projects, including SJCOE's Star Lab	All Students	3000 Title I
3.7	Our site's STEM ILT will look at science data collected from walkthroughs, aligned to the Rigor, Relevance, and Engagement Rubrics, to share with teachers, PLC teams, and Leadership to help develop and design targeted professional development needs to support our staff's and students' needs.	All students	0 None Specified

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Based on our 2024-2025 CAST results, we had a decrease of students who met or exceeded the standard. Through observations of classrooms, PLCs, and STEM Instructional Leadership Team-provided professional development, all strategies listed above were implemented. Teachers were observed implementing the District adopted science curriculum as well as supplemental materials such as Mystery Science. Additional STEM Units were purchased and students were given opportunities to explore STEM Activities using these supplies and materials.

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

Based on our walkthroughs, we have seen science instruction being implemented this past school year on a more consistent basis. While we are making progress toward the integration of technology to support students; critical thinking, communication, collaboration, and creativity necessary for STEM, we feel this is still a focus for the upcoming year.

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

Based on reflection of the data, our expected outcome for CAST testing will remain to increase our percentage of students meeting or exceeding the standard by 10% annually. All strategies will remain the same for the 2026-2027 school year, with the addition of Mystery Science, so we can measure growth and effectiveness in those areas.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$203,255.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I	$119,096.00

Subtotal of additional federal funds included for this school: $119,096.00

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

State or Local Programs	Allocation ($)
District Funded	$0.00
LCFF	$15,481.00
LCFF - Supplemental	$68,678.00
None Specified	$0.00

Subtotal of state or local funds included for this school: $84,159.00

Total of federal, state, and/or local funds for this school: $203,255.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF	15,481.00
LCFF - Supplemental	68,678.00
None Specified	0.00
Title I	119,096.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	169,955.00
Goal 2	26,500.00
Goal 3	6,800.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

2 Other School Staff

5 Parent or Community Members

Name of Members	Role
Shannon Bancroft	Principal
MaySue Lee	Classroom Teacher
Charlene Baker	Classroom Teacher
Tuesday Casados	Classroom Teacher
Barbara Moser	Other School Staff
Ashley Fisher	Other School Staff
Vu Le	Parent or Community Member
Melissa Pires	Parent or Community Member
Rogelio Quintero	Parent or Community Member
Mariza Mora	Parent or Community Member
Anna Orson	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on May 13, 2026.

Attested:



Principal, Shannon Bancroft on 5/13/26



SSC Chairperson, Ashley Fisher on 5/13/26

Instructions

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **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.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  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 *EC* 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.
- Funding Sources: List the 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.

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

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

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

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
         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.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

Comprehensive Support and Improvement

The LEA shall partner with educational partners (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 (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: 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 (S*ections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

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