School Year: **2026-27**



School Plan for Student Achievement (SPSA) Template

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

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

Purpose and Description

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

Schoolwide Program

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

McKinley School of the Arts meets ESSA requirements by using data provided on the California Dashboard indicators to monitor and set goals for student achievement, attendance, and school climate. Ongoing progress monitoring supports a continuous improvement process to ensure that the strategies implemented yield positive student outcomes for all students including English

Language Learners, Black/African American students, students with disabilities, underrepresented student groups, and students from low socioeconomic backgrounds.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

Resource Inequities

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

N/A

School Vision and Mission

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

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

School Profile

2024-25 School Profile

McKinley School of the Arts is the only TK-8th grade school in Pasadena Unified School District and has a current enrollment of approximately 549 students. McKinley has a diverse student population with over 7 home languages spoken. 23.5% of students are classified as English Language Learners, 1.5% reside in foster care, 83.6% are socioeconomically disadvantaged, and 16.2% of students receive special education services.
School Demographics:
Hispanic/Latino: 13.27% (Elementary); 66.67% (Middle School)
Black/African American: 13.27% (Elementary); 19.11% (Middle School)
White: 9.26% (Elementary); 5.78% (Middle School)
Asian: 6.17% (Elementary); 4.0% (Middle School)
Filipino: 0.62% (Elementary); 1.78 % (Middle School)

American Indian/Alaskan Native: 0.31% (Elementary); 0.44% (Middle School)
Multi-Ethnic: 4.94% (Elementary); 2.22% (Middle School)

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for McKinley School of Arts. 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	0.32%	0.37%	%	2	2	
African American	18.51%	17.47%	18.06%	114	94	91
Asian	4.71%	4.83%	6.55%	29	26	33
Filipino	1.95%	1.12%	1.39%	12	6	7
Hispanic/Latino	62.01%	63.94%	62.10%	382	344	313
White	8.28%	8.92%	7.54%	51	48	38
Multiple/No Response	2.76%	2.42%	2.98%	17	13	15
			Total Enrollment	616	538	504

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		21	23
Kindergarten	41	38	39
Grade 1	45	46	39
Grade 2	50	46	49
Grade3	53	46	44
Grade 4	62	58	39
Grade 5	62	59	60
Grade 6	86	68	69
Grade 7	90	80	63
Grade 8	103	76	79
Total Enrollment	616	538	504

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment
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	145	115	99	22.7%	23.5%	19.6%
Fluent English Proficient (FEP)	115	95	82	19.4%	18.7%	16.3%

Conclusions based on this data:

1.

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	69	55	46	69	55	42	69	55	42	100.0	100	91.3
Grade 4	65	60	58	62	60	56	62	60	56	95.4	100	96.6
Grade 5	54	62	62	52	60	61	52	60	61	96.3	96.8	98.4
Grade 6	98	83	68	92	82	65	92	82	65	93.9	98.8	95.6
Grade 7	107	88	83	104	86	81	104	86	81	97.2	97.7	97.6
Grade 8	107	97	73	104	95	71	104	95	71	97.2	97.9	97.3
All Grades	500	445	390	483	438	376	483	438	376	96.6	98.4	96.4

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	2384.	2372.	2372.	18.84	3.64	11.90	13.04	18.18	16.67	23.19	38.18	23.81	44.93	40.00	47.62
Grade 4	2400.	2410.	2412.	6.45	10.00	8.93	14.52	15.00	23.21	27.42	26.67	17.86	51.61	48.33	50.00
Grade 5	2455.	2395.	2441.	5.77	1.67	9.84	25.00	16.67	18.03	23.08	15.00	18.03	46.15	66.67	54.10
Grade 6	2447.	2473.	2466.	4.35	3.66	7.69	10.87	19.51	21.54	26.09	34.15	27.69	58.70	42.68	43.08
Grade 7	2488.	2481.	2467.	6.73	6.98	1.23	19.23	19.77	19.75	27.88	22.09	30.86	46.15	51.16	48.15
Grade 8	2520.	2543.	2513.	9.62	8.42	5.63	23.08	30.53	19.72	32.69	33.68	38.03	34.62	27.37	36.62
All Grades	N/A	N/A	N/A	8.49	5.94	6.91	17.60	20.78	19.95	27.33	28.54	26.86	46.58	44.75	46.28

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	18.84	9.09	9.52	47.83	65.45	59.52	33.33	25.45	30.95
Grade 4	4.84	10.00	16.07	64.52	53.33	44.64	30.65	36.67	39.29
Grade 5	7.69	1.67	8.20	71.15	48.33	59.02	21.15	50.00	32.79
Grade 6	7.61	8.54	7.69	42.39	50.00	52.31	50.00	41.46	40.00
Grade 7	9.62	6.98	4.94	64.42	54.65	59.26	25.96	38.37	35.80
Grade 8	5.77	14.74	11.27	57.69	54.74	59.15	36.54	30.53	29.58
All Grades	8.90	8.90	9.31	57.14	54.11	55.85	33.95	36.99	34.84

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	7.25	1.82	2.38	46.38	52.73	50.00	46.38	45.45	47.62
Grade 4	6.45	11.67	3.57	43.55	38.33	57.14	50.00	50.00	39.29
Grade 5	1.92	1.67	6.56	53.85	41.67	45.90	44.23	56.67	47.54
Grade 6	4.35	3.66	1.54	38.04	41.46	43.08	57.61	54.88	55.38
Grade 7	6.73	10.47	0.00	48.08	33.72	41.98	45.19	55.81	58.02
Grade 8	11.54	10.53	4.23	50.00	54.74	52.11	38.46	34.74	43.66
All Grades	6.83	7.08	2.93	46.38	43.84	47.87	46.79	49.09	49.20

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	11.59	3.64	7.14	65.22	67.27	66.67	23.19	29.09	26.19
Grade 4	8.06	11.67	1.79	72.58	61.67	76.79	19.35	26.67	21.43
Grade 5	13.46	1.67	1.64	71.15	66.67	67.21	15.38	31.67	31.15
Grade 6	7.61	6.10	7.69	72.83	74.39	81.54	19.57	19.51	10.77
Grade 7	4.81	4.65	8.64	75.96	79.07	66.67	19.23	16.28	24.69
Grade 8	13.46	10.53	5.63	66.35	68.42	78.87	20.19	21.05	15.49
All Grades	9.52	6.62	5.59	70.81	70.32	73.14	19.67	23.06	21.28

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	11.59	3.64	7.14	56.52	67.27	64.29	31.88	29.09	28.57
Grade 4	6.45	11.67	8.93	58.06	58.33	55.36	35.48	30.00	35.71
Grade 5	9.62	1.67	13.11	55.77	53.33	55.74	34.62	45.00	31.15
Grade 6	10.87	10.98	10.77	50.00	68.29	58.46	39.13	20.73	30.77
Grade 7	12.50	13.95	6.17	58.65	55.81	56.79	28.85	30.23	37.04
Grade 8	18.27	15.79	12.68	63.46	75.79	56.34	18.27	8.42	30.99
All Grades	12.22	10.50	9.84	57.35	63.93	57.45	30.43	25.57	32.71

Conclusions based on this data:

1.

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	69	55	46	69	55	45	69	55	45	100.0	100	97.8
Grade 4	65	60	58	62	60	58	62	60	58	95.4	100	100
Grade 5	54	62	62	52	60	62	52	60	62	96.3	96.8	100
Grade 6	98	83	68	92	82	67	92	82	67	93.9	98.8	98.5
Grade 7	107	88	83	104	85	80	104	85	80	97.2	96.6	96.4
Grade 8	107	97	74	104	95	73	104	95	73	97.2	97.9	98.6
All Grades	500	445	391	483	437	385	483	437	385	96.6	98.2	98.5

* 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	2380.	2380.	2383.	10.14	1.82	8.89	11.59	23.64	22.22	33.33	34.55	20.00	44.93	40.00	48.89
Grade 4	2404.	2420.	2415.	8.06	8.33	3.45	6.45	15.00	13.79	25.81	31.67	41.38	59.68	45.00	41.38
Grade 5	2424.	2388.	2429.	3.85	3.33	9.68	7.69	8.33	4.84	32.69	10.00	24.19	55.77	78.33	61.29
Grade 6	2428.	2448.	2445.	4.35	7.32	8.96	7.61	10.98	2.99	17.39	23.17	22.39	70.65	58.54	65.67
Grade 7	2463.	2441.	2435.	10.58	4.71	0.00	8.65	3.53	10.00	23.08	21.18	21.25	57.69	70.59	68.75
Grade 8	2477.	2503.	2447.	8.65	13.68	8.22	3.85	9.47	2.74	16.35	21.05	13.70	71.15	55.79	75.34
Grade 11															
All Grades	N/A	N/A	N/A	7.87	7.09	6.23	7.45	10.98	8.57	23.40	23.11	23.38	61.28	58.81	61.82

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	8.70	3.64	20.00	55.07	61.82	31.11	36.23	34.55	48.89
Grade 4	9.68	13.33	6.90	25.81	31.67	44.83	64.52	55.00	48.28
Grade 5	3.85	3.33	6.45	40.38	20.00	22.58	55.77	76.67	70.97
Grade 6	4.35	4.88	8.96	25.00	37.80	20.90	70.65	57.32	70.15
Grade 7	10.58	4.71	1.25	27.88	25.88	27.50	61.54	69.41	71.25
Grade 8	6.73	12.63	8.22	33.65	36.84	20.55	59.62	50.53	71.23
Grade 11									
All Grades	7.45	7.32	7.79	33.54	35.01	27.27	59.01	57.67	64.94

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	10.14	5.45	8.89	46.38	52.73	44.44	43.48	41.82	46.67
Grade 4	4.84	10.00	3.45	33.87	41.67	48.28	61.29	48.33	48.28
Grade 5	3.85	0.00	11.29	48.08	31.67	40.32	48.08	68.33	48.39
Grade 6	4.35	6.10	5.97	38.04	43.90	41.79	57.61	50.00	52.24
Grade 7	11.54	5.88	0.00	42.31	37.65	42.50	46.15	56.47	57.50
Grade 8	8.65	12.63	9.59	42.31	48.42	38.36	49.04	38.95	52.05
All Grades	7.66	7.09	6.23	41.61	42.79	42.34	50.72	50.11	51.43

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	4.35	1.82	8.89	53.62	70.91	51.11	42.03	27.27	40.00
Grade 4	8.06	11.67	6.90	35.48	53.33	55.17	56.45	35.00	37.93
Grade 5	5.77	0.00	8.06	46.15	30.00	43.55	48.08	70.00	48.39
Grade 6	5.43	8.54	7.46	43.48	50.00	50.75	51.09	41.46	41.79
Grade 7	10.58	3.53	2.50	47.12	54.12	53.75	42.31	42.35	43.75
Grade 8	7.69	13.68	5.48	52.88	50.53	46.58	39.42	35.79	47.95
All Grades	7.25	7.09	6.23	47.00	51.26	50.13	45.76	41.65	43.64

Conclusions based on this data:

1.

School and Student Performance Data

ELPAC Results

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 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	1439.5	1413.2	1435.2	1445.7	1425.7	1436.6	1424.6	1383.9	1432.0	26	20	15
1	1447.3	1421.4	1418.9	1466.1	1421.3	1427.4	1428.1	1421.2	1409.6	15	13	14
2	*	1474.9	1452.3	*	1478.1	1453.5	*	1471.1	1450.8	8	15	12
3	1480.1	*	1451.6	1488.7	*	1453.5	1470.8	*	1449.1	15	8	15
4	1499.1	1497.9	*	1509.8	1498.9	*	1488.0	1496.6	*	12	15	8
5	*	1509.5	1469.1	*	1512.2	1460.1	*	1506.5	1477.3	8	12	15
6	1477.7	1529.8	*	1481.7	1528.1	*	1473.4	1530.9	*	20	17	8
7	1550.6	1529.7	1527.1	1570.0	1533.6	1522.1	1530.6	1525.3	1531.7	21	17	14
8	1556.5	1568.5	1536.8	1577.9	1572.7	1532.2	1534.8	1564.1	1541.1	15	13	13
All Grades										140	130	114

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	15.38	5.00	26.67	46.15	35.00	46.67	34.62	45.00	20.00	3.85	15.00	6.67	26	20	15
1	0.00	7.69	0.00	13.33	15.38	21.43	86.67	53.85	35.71	0.00	23.08	42.86	15	13	14
2	*	6.67	0.00	*	46.67	41.67	*	46.67	41.67	*	0.00	16.67	*	15	12
3	13.33	*	0.00	26.67	*	40.00	46.67	*	26.67	13.33	*	33.33	15	*	15
4	0.00	13.33	*	66.67	33.33	*	25.00	46.67	*	8.33	6.67	*	12	15	*
5	*	8.33	6.67	*	50.00	26.67	*	25.00	13.33	*	16.67	53.33	*	12	15
6	0.00	23.53	*	25.00	47.06	*	45.00	11.76	*	30.00	17.65	*	20	17	*
7	38.10	17.65	7.14	33.33	35.29	57.14	23.81	35.29	14.29	4.76	11.76	21.43	21	17	14
8	46.67	23.08	15.38	13.33	46.15	53.85	26.67	30.77	15.38	13.33	0.00	15.38	15	13	13
All Grades	17.14	12.31	8.77	34.29	38.46	42.98	39.29	36.92	21.93	9.29	12.31	26.32	140	130	114

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	26.92	25.00	26.67	30.77	20.00	46.67	38.46	40.00	13.33	3.85	15.00	13.33	26	20	15
1	6.67	0.00	7.14	73.33	38.46	28.57	20.00	46.15	28.57	0.00	15.38	35.71	15	13	14
2	*	6.67	8.33	*	53.33	50.00	*	40.00	25.00	*	0.00	16.67	*	15	12
3	26.67	*	6.67	53.33	*	53.33	6.67	*	6.67	13.33	*	33.33	15	*	15
4	50.00	33.33	*	41.67	40.00	*	0.00	20.00	*	8.33	6.67	*	12	15	*
5	*	33.33	13.33	*	41.67	33.33	*	8.33	6.67	*	16.67	46.67	*	12	15
6	10.00	52.94	*	45.00	29.41	*	15.00	0.00	*	30.00	17.65	*	20	17	*
7	61.90	41.18	42.86	23.81	29.41	35.71	9.52	17.65	7.14	4.76	11.76	14.29	21	17	14
8	46.67	46.15	38.46	33.33	38.46	46.15	6.67	7.69	0.00	13.33	7.69	15.38	15	13	13
All Grades	34.29	30.77	21.05	41.43	35.38	43.86	15.00	21.54	10.53	9.29	12.31	24.56	140	130	114

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	33.33		25.00	33.33		70.00	26.67		5.00	6.67		20	15
1		7.69	0.00		7.69	7.14		46.15	57.14		38.46	35.71		13	14
2		0.00	0.00		33.33	25.00		60.00	50.00		6.67	25.00		15	12
3		*	0.00		*	6.67		*	53.33		*	40.00		*	15
4		0.00	*		26.67	*		40.00	*		33.33	*		15	*
5		0.00	0.00		25.00	20.00		50.00	20.00		25.00	60.00		12	15
6	0.00	0.00	*	0.00	29.41	*	40.00	52.94	*	60.00	17.65	*	20	17	*
7	14.29	0.00	0.00	28.57	23.53	28.57	38.10	52.94	50.00	19.05	23.53	21.43	21	17	14
8	13.33	7.69	15.38	26.67	53.85	15.38	13.33	30.77	53.85	46.67	7.69	15.38	15	13	13
All Grades	6.43	1.54	7.02	18.57	27.69	21.05	42.86	50.00	42.98	32.14	20.77	28.95	140	130	114

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	30.77	5.00	40.00	65.38	70.00	53.33	3.85	25.00	6.67	26	20	15
1	26.67	23.08	28.57	73.33	53.85	42.86	0.00	23.08	28.57	15	13	14
2	*	26.67	25.00	*	66.67	50.00	*	6.67	25.00	*	15	12
3	6.67	*	13.33	73.33	*	60.00	20.00	*	26.67	15	*	15
4	8.33	26.67	*	83.33	60.00	*	8.33	13.33	*	12	15	*
5	*	41.67	13.33	*	50.00	46.67	*	8.33	40.00	*	12	15
6	5.00	17.65	*	70.00	70.59	*	25.00	11.76	*	20	17	*
7	23.81	11.76	0.00	47.62	64.71	85.71	28.57	23.53	14.29	21	17	14
8	13.33	25.00	7.69	73.33	75.00	69.23	13.33	0.00	23.08	15	12	13
All Grades	21.43	20.16	18.42	65.00	64.34	57.89	13.57	15.50	23.68	140	129	114

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	11.54	30.00	6.67	73.08	45.00	73.33	15.38	25.00	20.00	26	20	15
1	13.33	0.00	0.00	86.67	84.62	71.43	0.00	15.38	28.57	15	13	14
2	*	20.00	16.67	*	80.00	58.33	*	0.00	25.00	*	15	12
3	53.33	*	26.67	33.33	*	40.00	13.33	*	33.33	15	*	15
4	75.00	40.00	*	16.67	46.67	*	8.33	13.33	*	12	15	*
5	*	66.67	40.00	*	16.67	26.67	*	16.67	33.33	*	12	15
6	30.00	70.59	*	45.00	11.76	*	25.00	17.65	*	20	17	*
7	95.24	58.82	71.43	0.00	29.41	14.29	4.76	11.76	14.29	21	17	14
8	73.33	92.31	84.62	13.33	0.00	0.00	13.33	7.69	15.38	15	13	13
All Grades	52.14	46.15	36.84	37.14	40.00	39.47	10.71	13.85	23.68	140	130	114

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	15.38	5.00	20.00	80.77	85.00	73.33	3.85	10.00	6.67	26	20	15
1	0.00	7.69	0.00	60.00	46.15	42.86	40.00	46.15	57.14	15	13	14
2	*	0.00	8.33	*	93.33	58.33	*	6.67	33.33	*	15	12
3	0.00	*	0.00	33.33	*	46.67	66.67	*	53.33	15	*	15
4	0.00	0.00	*	41.67	60.00	*	58.33	40.00	*	12	15	*
5	*	8.33	6.67	*	58.33	26.67	*	33.33	66.67	*	12	15
6	0.00	5.88	*	25.00	47.06	*	75.00	47.06	*	20	17	*
7	19.05	0.00	21.43	33.33	47.06	35.71	47.62	52.94	42.86	21	17	14
8	26.67	23.08	15.38	26.67	53.85	23.08	46.67	23.08	61.54	15	13	13
All Grades	9.29	5.38	8.77	47.14	60.00	43.86	43.57	34.62	47.37	140	130	114

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	26.92	25.00	60.00	50.00	60.00	20.00	23.08	15.00	20.00	26	20	15
1	0.00	7.69	0.00	80.00	76.92	57.14	20.00	15.38	42.86	15	13	14
2	*	13.33	0.00	*	66.67	75.00	*	20.00	25.00	*	15	12
3	13.33	*	0.00	60.00	*	80.00	26.67	*	20.00	15	*	15
4	0.00	0.00	*	91.67	93.33	*	8.33	6.67	*	12	15	*
5	*	8.33	0.00	*	58.33	66.67	*	33.33	33.33	*	12	15
6	10.00	11.76	*	65.00	76.47	*	25.00	11.76	*	20	17	*
7	9.52	0.00	0.00	76.19	88.24	85.71	14.29	11.76	14.29	21	17	14
8	20.00	0.00	0.00	46.67	100.00	84.62	33.33	0.00	15.38	15	12	13
All Grades	12.86	8.53	12.28	65.71	77.52	64.04	21.43	13.95	23.68	140	129	114

Conclusions based on this data:

1.

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**
538	**79.6%**	**21.4%**	**2%**
Total Number of Students enrolled in McKinley School of Arts.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	115	21.4%
Foster Youth	11	2%
Homeless	14	2.6%
Socioeconomically Disadvantaged	428	79.6%
Students with Disabilities	87	16.2%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	94	17.5%
American Indian	2	0.4%
Asian	26	4.8%
Filipino	6	1.1%
Hispanic	344	63.9%
Two or More Races	13	2.4%
Pacific Islander	0	0.0%
White	48	8.9%

Conclusions based on this data:

1.

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**  Red	**Suspension Rate**  Orange
Mathematics  Red		
English Learner Progress  Red		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Language Arts

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
1	4	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	 No Performance Color
59.9 points below standard	98.4 points below standard	120.4 points below standard
Maintained -1.7 points	Declined 12.2 points	Declined 4 points
346 Students	92 Students	27 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	68.2 points below standard
8 Students	6 Students	Maintained -1.3 points
		319 Students

Students with Disabilities	African American	American Indian
 Orange	 Orange	 No Performance Color
124.4 points below standard	78.2 points below standard	Fewer than 11 students - No Data for Privacy
Increased 8.9 points	Increased 13 points	2 Students
59 Students	59 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
10.4 points above standard	Fewer than 11 students - No Data for Privacy	67.2 points below standard
13 Students	6 Students	Maintained -2.2 points
		236 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	0 Students	3.1 points below standard
5 Students		Declined 7.8 points
		25 Students

Conclusions based on this data:

1.

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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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
4	1	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
 Red	 Red	 No Performance Color
100.6 points below standard	131.4 points below standard	177.3 points below standard
Declined 5.9 points	Declined 12.5 points	Declined 12.5 points
352 Students	98 Students	27 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Red
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	109.1 points below standard
9 Students	8 Students	Declined 6 points
		324 Students

Students with Disabilities	African American	American Indian
 Orange	 Red	 No Performance Color
143.5 points below standard	120.4 points below standard	Fewer than 11 students - No Data for Privacy
Increased 20.1 points	Maintained -2.5 points	2 Students
60 Students	59 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Red
4.3 points above standard	Fewer than 11 students - No Data for Privacy	113.2 points below standard
15 Students	6 Students	Declined 4.1 points
		238 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	0 Students	22.7 points below standard
5 Students		Declined 12.1 points
		27 Students

Conclusions based on this data:

1.

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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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
1	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	Red	No Performance Color
42.2 science points	33.6 science points	30 science points
Maintained -1.5 points	Declined 8.1 points	Declined 8 points
126 Students	37 Students	13 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	40.3 science points
2 Students	1 Student	Maintained -1.1 points
		116 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
29.3 science points	38.6 science points	Fewer than 11 students - No Data for Privacy
Increased 3.2 points	Increased 5.3 points	1 Student
19 Students	16 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	40.1 science points
3 Students	2 Students	Maintained -1.7 points
		95 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
		10 Students

Conclusions based on this data:

1.

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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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**
	
Red	No Performance Color
38.6 making progress.	55 making progress.
Number Students: 83 Students	Number Students: 20 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**
21.7%	39.8%	0%	38.6%

Conclusions based on this data:

1.

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**
 Red	 Orange	 No Performance Color
31.3% Chronically Absent	21.8% Chronically Absent	18.5% Chronically Absent
Increased 0.5	Declined 4.3	Declined 10.4
592 Students	133 Students	27 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Red
65% Chronically Absent	54.5% Chronically Absent	32.3% Chronically Absent
Maintained 0.3	Increased 27.3	Maintained 0.2
20 Students	22 Students	529 Students

Students with Disabilities	African American	American Indian
 Orange	 Red	 No Performance Color
43.5% Chronically Absent	46.2% Chronically Absent	Fewer than 11 students - No Data for Privacy
Declined 4.5	Increased 9.6	2 Students
108 Students	104 Students	

Asian	Filipino	Hispanic
 Orange	 No Performance Color	 Orange
20% Chronically Absent	Fewer than 11 students - No Data for Privacy	28.9% Chronically Absent
Increased 4.8	6 Students	Declined 1.9
30 Students		377 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Orange
40% Chronically Absent	0 Students	24.5% Chronically Absent
Increased 12.4		Declined 4.6
20 Students		53 Students

Conclusions based on this data:

1.

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.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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.

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
1	4	1	0	1

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Orange	 Orange	 No Performance Color
5.5% suspended at least one day	5.2% suspended at least one day	14.8% suspended at least one day
Increased 0.3%	Increased 0.8%	Increased 4.6%
621 Students	135 Students	27 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Orange
33.3% suspended at least one day	11.1% suspended at least one day	5.8% suspended at least one day
Declined 11.7%	Increased 2.8%	Maintained 0.1%
24 Students	27 Students	551 Students

Students with Disabilities	African American	American Indian
 Orange	 Red	 No Performance Color
13% suspended at least one day	9.9% suspended at least one day	Fewer than 11 students - No Data for Privacy
Declined 5.3%	Increased 2.2%	2 Students
115 Students	111 Students	

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Yellow
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	4.8% suspended at least one day
Maintained 0%	6 Students	Declined 0.6%
31 Students		392 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Orange
0% suspended at least one day	0 Students	5.4% suspended at least one day
Maintained 0%		Maintained 0.2%
23 Students		56 Students

Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 1

All student groups, including students identified as English Language Learners, will increase by 3 or more percentage points in ELA on the 2026-27 CAASPP.

Identified Need

Area of Focus: ELA
California Dashboard:
ELA for all students will increase the baseline of -59.9 points (orange) from 2025-26 by a total of +3 points or more to reach yellow (-56.9) with a stretch goal of +15 points or more to reach green (-41.9) or higher by the end of the 2026-27 school year. English Language Learners will increase the baseline of -98.4 (red) from 2025-26 by +3 points or more (-95.4) to reach yellow or 15+ points or more (-80.4) to reach green by the end of the 2026-27 school year.

iReady:
1. By June 2027, the percent of students assessed in K-5 that score at grade level or above will increase by at least 3% or more based on growth data from the 2026-27 school year, as measured by i-Ready Reading Diagnostic 2 administered during the winter.
2. By June 2027, the percent of students assessed in grades 6th-8th that score at grade level or above will increase by at least 3% or more based on growth data from the 2026-27 school year, as measured by i-Ready Reading Diagnostic 2 administered during the winter.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Comparison of i-Ready Reading Diagnostics 1 and 2 (2025-26)	Elementary: Reading (D1) 18% at or above grade level (D2) 24% at or above grade level Middle School: Reading (D1) 20% at or above grade level (D2) 23% at or above grade level	For 2026-27, the percentage of students scoring at or above grade level on i-Ready Reading Diagnostic 2 will increase by 3 percentage points or more when compared to i-Ready Reading Diagnostic 1.

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 deleted.

ANALYSIS

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

Students with the greatest need for support were identified based on iReady Diagnostic 1 performance and provided with additional support and intervention that began in November 2025.
Students who were one grade level below met 1-2 days per week with a certificated teacher for small group intervention and remediation.
Students in grades 1-2 who were two grade levels below attended Reading Partners at least two days per week for remediation.
Classroom teachers used iReady data to structure groups and provide individual and small group instruction.
Intervention strategies included progress monitoring.

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

N/A

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

N/A

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Language Learners, African American Students, Students with Disabilities, Socioeconomically Disadvantaged Students, Foster Youth, Students Experiencing Homelessness, students who have been less academically successful in previous years

Strategy/Activity

In alignment with Community School's Five Pillars and our Implementation Plan, we will use Community Schools funds to hire part-time, additional qualified teacher(s)/tutor(s) to provide small group instruction during the school day with a focus on vocabulary development, reading comprehension, and informational text.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 2

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

All Students

Strategy/Activity

Purchase materials and supplies to support classroom instruction.

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

Amount(s)	Source(s)
5,000	Title I Part A: Allocation

Strategy/Activity 3

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

English Language Learners, African American Students, Students with Disabilities, Socioeconomically Disadvantaged Students, Foster Youth, Students Experiencing Homelessness, students who have been less academically successful in previous years

Strategy/Activity

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

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

Amount(s)	Source(s)
15,000	Title I Part A: Allocation

Strategy/Activity 4

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

English Language Learners

Strategy/Activity

Provide supplemental pay for certificated staff to provide English Language Development and ELPAC support before school, after school, and/or during intercession.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
15000	Title I Part A: Allocation

Strategy/Activity 5

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

All Students

Strategy/Activity

Provide professional development opportunities for staff (supplemental pay, substitute coverage, consultants, materials and supplies, etc.) to support ELA/ELD curriculum implementation.

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

Amount(s)	Source(s)
8,230	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 6

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

Hire a Clerk Typist to support student attendance initiatives by collecting and maintaining data, documenting interventions, communicating with parents and guardians, and scheduling Student Attendance Review Team (SART) meetings.

Strategy/Activity

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

Amount(s)	Source(s)
54064	Title I Part A: Allocation

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 2

All student groups, including English Language Learners, will increase by 3 or more percentage points in Mathematics on the 2026-27 CAASPP.

Identified Need

Area of Focus: Math

California Dashboard:
Math rates for all students will increase the baseline of -100.6 points (red) from 2025-26 by a total of +3 points or more to reach yellow (-97.6) with a stretch goal of 15 points or more to reach green (-82.6) or higher by the end of the 2026-27 school year. English Language Learners will increase the baseline of -131.4 (red) from 2025-26 by +3 points or more (-128.4) to reach yellow or 15+ points or more (-113.4) to reach green by the end of the 2026-27 school year.

i-Ready:
1. By June 2027, the percent of students assessed in K-5 that score at grade level or above will increase by at least 3% or more based on growth data from the 2026-27 school year, as measured by i-Ready Math Diagnostic 2 administered in the winter.
2. By June 2027, the percent of students assessed in grades 6th-8th that score at grade level or above will increase by at least 3% or more based on growth data from the 2026-27 school year, as measured by i-Ready Math Diagnostic 2 administered in the winter.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Comparison of i-Ready Math Diagnostics 1 and 2 (2025-26)	Elementary: Math (D1) 8% at or above grade level (D2) 22% at or above grade level Middle School: Math (D1) 10% at or above grade level (D2) 20% at or above grade level	For 2026-27, the percentage of students scoring at or above grade level on i-Ready Reading Diagnostic 2 will increase by 3 percentage points when compared to i-Ready Reading Diagnostic 1.

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 deleted.

ANALYSIS

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

Teachers received PD on the Math Workshop Model. Implementation in elementary classrooms.
Math tutoring provided by a contracted service provider.
Teachers purchased math intervention materials for small group instruction.

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

N/A

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

N/A

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Language Learners, African American Students, Students with Disabilities, Socioeconomically Disadvantaged Students, Foster Youth, Students Experiencing Homelessness, and students who have been less academically successful in previous years

Strategy/Activity

In alignment with Community School's Five Pillars and our Community Schools Implementation Plan, we will use Community Schools funds to hire contracted service providers to provide math tutoring and intervention during school hours.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Language Learners, African American Students, Students with Disabilities, Socioeconomically Disadvantaged Students, Foster Youth, Students Experiencing Homelessness, and students who have been less academically successful in previous years

Strategy/Activity

Provide teachers with supplemental hourly pay to attend professional development workshops that focus on effective math instruction including preparation time for implementation of Math Workshop Model.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7,000	Title I Part A: Allocation

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Language Learners, African American Students, Students with Disabilities, Socioeconomically Disadvantaged Students, Foster Youth, Students Experiencing Homelessness, and students who have been less academically successful in previous years

Strategy/Activity

Purchase math supplies and materials to support instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000	Title I Part A: Allocation

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Language Learners, African American Students, Students with Disabilities, Socioeconomically Disadvantaged Students, Foster Youth, Students Experiencing Homelessness, and students who have been less academically successful in previous years

Strategy/Activity

Hire Resident Substitute teacher to support teacher participation IEP meetings, release time for teachers to collaborate and plan small group instruction

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
27041	Title I Part A: Allocation

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

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

Goal 3

Average daily attendance rate will increase to 95% or higher for the 2026-27 school year.

Identified Need

Area of Focus: Attendance

By June 2027, elementary attendance will increase a minimum of 4.06% from baseline (90.94) to reach 95%.
By June 2027, middle school attendance will increase a minimum of 2.38% from baseline (92.62) to reach 95%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Everyday Labs (2025-26)	Elementary: 90.94% Middle School: 92.62%	Average daily attendance for students in grades K-8 will increase to 95% or higher during the 2026-27 school year.

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 deleted.

ANALYSIS

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

The attendance team meets weekly to monitor attendance, schedule parent meetings, and plan attendance intervention and incentive activities. A additional 0.5 clerk was hired to monitor daily attendance, schedule attendance meetings/parent conferences, and communicate regularly with parents regarding attendance.

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

N/A

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

N/A

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Hire Clerk typist to monitor daily attendance, schedule meetings/parent conferences, communicate with families, and serve on the attendance team.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
69290	Title I Part A: Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

In alignment with Community School's Five Pillars and our Community Schools Implementation Plan, we will use Community Schools funds to hire additional classified hourly staff to provide fun and engaging enrichment activities and supervision for students during instructional and non-instructional time.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Hire 2 student support and activity aides to monitor campus activities, implement peer mediations and build positive school climate

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

Amount(s)	Source(s)
60270	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 4

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

All Students

Strategy/Activity

Host school-wide events and activities to increase student/family engagement, improve school climate, celebrate diversity, and promote daily school attendance.

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

Amount(s)	Source(s)
6,500	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 5

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

All Students

Strategy/Activity

Provide additional hourly/supplemental pay to support ongoing, school-wide communication with families and educational partners.

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

Amount(s)	Source(s)
6,180	LCFF Supplemental and Concentration (S/C)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 4

Increase favorable responses regarding Family Engagement on the Panorama Core & Student Climate Survey to 20% or higher on the Fall 2027 survey.

Identified Need

Area of Focus: Family Engagement

Favorable responses regarding family engagement on the Panorama Core & Student Climate Survey decreased from 26% in 2025 to 17% in 2026. Percentage of favorable responses will increase by 3 or more points (20% or higher) on the 2027 Panorama Core & Student Climate Survey.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Core & Student Climate Survey	2025: 26% favorable responses 2026: 17% favorable responses	The percentage of favorable responses for Family Engagement will increase from 17% to 20% or higher on the 2027 Panorama Core & Student Climate Survey.

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 deleted.

ANALYSIS

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

N/A

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

N/A

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

N/A

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Host parent meetings and include childcare, translation services, parent recognitions, and food.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2827	Title I Part A: Parent Involvement

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Host workshops that provide parents with tools, strategies, and resources to support student learning, social emotional development, and well being.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,000	Title I Part A: Allocation

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$205222
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Title I and CSI Funds Budgeted for Strategies to Meet the Goals in the SPSA	$205222
Other State/Local Funds provided to the school	$81180

Other Federal, State, and Local Funds

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

Federal Programs Funding Sources	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs Funding Sources	Allocation ($)

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

Total of federal, state, and/or local funds available for this school: $286,402

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
LCFF Supplemental and Concentration (S/C)	81180	0.00
Title I Part A: Parent Involvement	2827	0.00
Title I Part A: Allocation	202395	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental and Concentration (S/C)	81,180.00
Title I Part A: Allocation	202,395.00
Title I Part A: Parent Involvement	2,827.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Maria Toliver	Principal
Felicia Lee	Other School Staff
Topaze Fraser Lake	Classroom Teacher
Anthony Bonoli	Classroom Teacher
Kenya Trice	Classroom Teacher
Stephanie Acosta	Parent or Community Member
Dana Ogunduyile	Parent or Community Member
Hanna Christenson	Parent or Community Member
Natasha Mahone	Parent or Community Member
Cynthia Beale	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/19/2026.

Attested:

	Principal, Maria Toliver, Ed. D on 5/19/2026
	SSC Chairperson, Felicia Lee on 5/19/2026

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019

Pasadena Unified School District
Student Wellness and Support Services

PUSD School-Site Attendance Improvement Plan

School:	McKinley School	**Principal:**	Maria Toliver
School Number:	626-396-5630	**Counselor:**	Jocelyn Zamora (sub)
Date Completed:	4/27/26	**Principal Signature:**	Maria Toliver

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

2025-2026 Current Chronic Absentee Rate	2025-2026 Chronic Absentee End-Of-Year Goal	2026-2027 Chronic Absentee Goal
MS 31.15 % ES 31.81 %	MS 18.72% ES 22.26%	Less than 25%

GOAL 1: TEAMS & DATA			
Goal Item	**Strategy & Activity Description**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
a. **Use of Data**: Is school-wide attendance data used to identify students who are struggling with regular school attendance (chronic absentee, truant, etc.)? What sources of data are used? How often is the data reviewed? How is this date used to monitor student progress?	Data Sources include: • Panorama attendance data • Chronic Absence List • Truancy List • District Reports • Daily Attendance Rate from Aeries • Everyday Labs	Attendance data will be compiled and reviewed twice a month at Attendance Team Meetings. Data will be reviewed by ELAC, PTA and SSC annually.	All sources of data are available and used at least monthly, indicating a positive trend in attendance rates, along with decreasing truancy and chronic absenteeism rates when compared to monthly data from '25-'26.

b. **Attendance Improvement Team**: Does the school have an Attendance Improvement Team? Does the team meet at least monthly? Does the team use a current action plan?	The Attendance Improvement Team includes: • Admin • Attendance Clerk • Senior Community Advocate • MS Counselor • Coach (if applicable)	Attendance Improvement Team meets on the 2nd and 4th Monday of the month or as needed for conferencing with families.	All team members have been identified and attend at least 80% of all meetings.

GOAL 2: PREVENTION			
Goal Item	**Strategy & Activity Description**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
a. **Prevention Strategies**: What prevention strategies are used to ensure that students are engaged at school and do not become at-risk due to poor attendance?	Students are recognized for good attendance, perfect attendance and improved attendance monthly.	Monthly at Tiger Round up for ES and in Morning Announcements for MS.	Number of students being recognized each month.
	Student daily attendance trackers are completed in class and tied to student incentives.	Students complete daily for monthly attendance rewards. The goal is set at 90% or better each month.	Percent of students recognized each month with a goal of 80% of students or higher.
	All classes compete in monthly school-wide attendance competitions with winners for ES and MS.	Monthly attendance competition with prize.	Growth on monthly attendance reports from the district in comparison with prior year.
	Attendance is included in Data Chats.	Each Semester/trimester	Improvement in individual student data for students who were identified as chronically truant in '25-'26.

b. **Outreach**: How does the school provide regular outreach to students, families, and community members regarding the importance of regular school attendance?	Attendance Team will review Attendance Matters! Presentation and site data educational partner meetings such as ELAC, PTA and SSC.	Ongoing	Meeting Agendas/Minutes
	Principal's newsletter will parent of attendance policy, expectations and holiday schedules.	Weekly	Parent newsletter interaction, daily attendance rate
	Attendance Awareness Campaign will be held in September with activities, incentives, and messing to promote regular attendance.	September 2026	Improvement in monthly attendance rate over prior year.
	Outreach will be provided to parents of chronically absent students; daily calls to parents of absent students.	Ongoing; Daily	Improvement in monthly attendance rate over prior year.

GOAL 3: INTERVENTION & RE-ENGAGEMENT			
Goal Item	**Strategy & Activity Description**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
a. **Attendance Intervention**: Does the school have intervention strategies to address the specific barriers and needs of students struggling with attendance?	Group SARTs will be held in AM and PM to accommodate Parent schedules.	Monthly	Improve the attendance of 50% or more of identified chronically absent students.
	Individual SARTs will be scheduled as needed for families who were identified as chronically truant in prior year and are eligible for SART.	Ongoing	Decrease number of students identified as chronically truant for two consecutive years or more.

	Hold attendance meetings for TK/K students under 6 who are identified as absent 10% or more.	Ongoing	Decreased chronically truant rate for TK/K/1 over '25-'26.
b. **Student Re-Engagement**: What re-engagement strategies are used to help students find and maintain success in the classroom?	Secondary Attendance circles to help students reengage with peers and build community. Continued PD with Western Justice around communication, circles and conflict resolution. MTSS/Attendance team will create Learning Plans to support targeted chronically absent students with needed behavior. Teacher outreach and referral for students of concern.	Biweekly, groups reassessed quarterly. August refresh and quarterly during A Mondays. Monthly ongoing	Attendance rate for students at risk for falling into chronic category or who were identified as chronic in '25-'26. Decrease of students identified as chronically truant.

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN TEMPLATE

Instructions

This California Community Schools Partnership Program (CCSPP) Implementation Plan Template has been created by the State Transformational Assistance Center for Community Schools (S-TAC), in partnership with the California Department of Education (CDE). This template was designed to support implementation applicants with the requirement of submitting an implementation plan **(per site)** as part of their Request For Application and to support CCSPP grantees with community school implementation more generally. It should be considered a dynamic document that is periodically updated to reflect the progress and needs of your community school(s), legislative updates, and course corrections informed by your continuous improvement and school community engagement processes. **The Local Education Agency (LEA) is referenced throughout the template to encourage collaboration between the LEA and sites on the implementation of the CCSPP.**

The Implementation Plan should be guided by the California Community Schools Framework (CA CS Framework), and the Capacity-Building Strategies: A Developmental Rubric. To build on existing objectives for community schools, alignment with overarching LEA goals and objectives as stated on Local Control and Accountability Plans (LCAPs) and School Plans for Student Achievement (SPSAs) is strongly recommended.

LEAs and school sites must work collaboratively with community partners, including families/caregivers, staff, students, district leaders, inter-agency representatives, etc., to develop and review the CCSPP Implementation Plan. The Lead LEA, working with school sites, is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed biannually (twice a year), at least. Note that the Implementation Plan Template asks you to focus on the critical processes that each school and LEA must develop in order to execute the vision of community schools in order to achieve desired outcomes. The Annual Progress Report (APR) will ask grantees to reflect upon and report on those outcomes.

The Implementation Plan will be submitted to CDE as part of the Cohort 3 Implementation Grant by those who are applying. This Implementation Plan Template will be updated as the CCSPP accountability system is developed.

CA CS Framework Overview

A community school is any school serving pre-Kindergarten through high school students through a “whole-child” approach, with an integrated focus on academics, health and social services, youth and community development, and community engagement. It is an equity-driven and assets-building school transformation program.

Adopted in 2022, the CA CS Framework identifies 4 Pillars of Community Schools, Key Conditions for Learning, Cornerstone Commitments, and Proven Practices as follows:

Pillars of Community Schools: Integrated Student Supports; Family and Community Engagement; Collaborative Leadership and Practices for Educators and Administrators and; Extended Learning Time and Opportunities

Key Conditions for Learning in a Community School: Supportive environmental conditions that foster strong relationships and community; Productive instructional strategies that support motivation, competence, and self-directed learning; Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior, and; System of supports that enable healthy development, respond to student needs, and address learning barriers.

Cornerstone Commitments of Community Schools: A commitment to assets-driven and strength-based practice; A commitment to racially just and restorative school climates; A commitment to powerful, culturally proficient and relevant instruction; and a commitment to shared decision making and participatory practices.

Proven Practices of Community Schools: Community Asset Mapping and Gap Analysis; A Community School Coordinator; Site-Based and LEA-Based Advisory Councils, and Integrating and Aligning with Other Relevant Programs.

The California Community Schools Framework is synthesized through the Overarching Values and operationalized through the *Capacity-Building Strategies: A Developmental Rubric.*

More information about these key concepts or community school components can be found at https://www.cde.ca.gov/be/ag/ag/yr22/documents/jan22item02a1.docx and at https://www.acoe.org/Page/2461, including the CA CS Framework.

Capacity-Building Strategies Overview

The S-TAC has launched the *Capacity-Building Strategies: A Developmental Rubric* to serve as a road map for both LEAs and school sites and is meant to enhance the adoption, implementation and sustainability of community schools. The Capacity-Building Strategies include a focus on:

1. Shared Commitment, Understanding and Priorities
2. Centering Community-based Learning
3. Collaborative Leadership
4. Sustaining Staff and Resources
5. Strategic Community Partnerships

The *Developmental Rubric* can be accessed here, and is best used as a side-by-side companion document as grantees are completing this implementation plan.

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

McKinley School

Principal Dr. Maria Tolver

toliver.maria@pusd.us

(626) 396-5630

Strategies, Priorities and Goals

Describe the main process goals and action steps for the school site's community schools initiative. Add lines as needed. Use the phase-specific activities outlined in the Developmental Rubric as a guide.

Strategy 1: Shared Commitment, Understanding, and Priorities

When interest-holders unite in a shared understanding of and commitment to the community school strategy, it drives democratic collaboration and transparency. Deep listening and authentic relationship-building (via a robust Needs and Assets Assessment process) are critical to identifying collective priorities and for monitoring progress towards meeting shared goals.

Part A: Shared Commitment, Understanding and Priorities Built Around the Overarching Values

After engaging interest-holders to answer the question, "why a community school for my school?", share your response to that question in the box below. In your response, be sure to Indicate how your site's understanding of community schools reflects its commitment to the CA CS Framework through the Overarching Values (Overarching Values can be accessed here):

Describe the developmental plans for ensuring these values are reflected in your community schools work:

McKinley has made significant strides in developing a shared vision, commitment, and understanding of the Community Schools pillars. This includes ongoing updates provided by the Senior Community Advocate at monthly meetings for educational partners.

The Senior Community Advocate introduced themselves and clarified their role and responsibilities, shared the purpose of community school strategies, and gathered perspectives to inform the needs assessment and community school goals. Support from the central office has included helping the site coordinator create presentations and tools (such as a referral for services form) for alignment across the district's community schools.

Community School outreach will include focus groups, surveys, and casual conversations in addition to feedback during formal meetings.

The Community School Teacher Lead is providing support in increasing the understanding of the CS Model to SSC, ELAC, PTA, and staff.

Developmental plans around each of the four commitments are as follows:

- Assets-Driven and Strength-Based Practice: The school advocate measures student interest through surveys and interviews and develops programs to showcase student talent and strengths. Students are provided a “safe space” to interact with peers and staff and given opportunities to support and or mentor their peers.

- Racially Just and Restorative School Climates: Western Justice provides restorative practice training for schoolwide strategies that promote community-building, circles of trust, and a positive school climate for all students. Core values are posted throughout the campus and in classrooms; students are encouraged to advocate and request opportunities for a circle; student leaders on campus who can keep leadership apprised of students' interests/needs/concerns; safe spaces and representation; McKinley highlights all cultures at school through family nights and celebrations (International Food Fair, Latino Heritage and African American History Month) and documents are translated in multiple languages (families' first language).

- Powerful, Culturally Proficient, and Relevant Instruction: McKinley provides teacher training in inclusive and culturally responsive practices and pedagogy. McKinley takes students to the HBCU tour and the Black student conference at PCC. Western Justice provides professional development in restorative practices, including mentorship, community circles, and peer-mediation.

- Shared Decision-Making and Participatory Practices: Expand the role of existing site leadership councils to identify and monitor the progress of community school priorities. Present community school goals and data to existing advisory boards and committees like the School Site Council, parent groups, and staff, to get their input and feedback. McKinley will include community school updates in the SMORE to share information like this with families

Part B: As part of the planning process, you have gone through an initial process of understanding needs and assets. As you initiate the implementation grant process and obtain site-level resources, please reflect on how you will go deeper in this needs and asset assessment process to engage the entire community in identifying their top community school priorities and vision. Please reflect on how you will engage different groups (administrators, certificated staff, classified staff, students, family members, community members and community partners) and identify the processes (e.g., surveys, one-on-one interviews, focus groups, visioning exercises, meetings/forums, etc.) you will use to engage them. Describe how you will engage historically marginalized student and family groups.

Needs and Assets Assessment
With support from non-profit partner Communities In Schools, McKinley reviewed achievement, engagement, and attendance data; demographic data; community resource data; and staff, student, and parent survey data to complete the needs assessment. The needs and assets assessment summarizes top findings, considers alignment between Community Schools' goals and the School Plan for Student Achievement, and includes asset mapping of existing supports. The community school goals are also created in alignment with PUSD's strategic plan. Coaching and support for progress monitoring are facilitated by the district and Communities In Schools. The needs assessment is presented to teachers and staff during their A-meeting.

Data Collection and Analysis

Services and resources are tracked monthly by the site coordinator, and individualized student supports are documented weekly. Professional Learning Communities (PLCs) are held weekly by grade level to analyze and review student data. I-Ready data, summit learning reports (middle school), and the CA Dashboard are reviewed by school teams monthly. The MTSS committee meets to discuss progress toward goals monthly. This committee includes the MTSS coach, office manager, librarian, assistant principal, security, the advocate, and instructional assistant. The team looks for areas to revise by determining root causes and how they might be mitigated, and looking at bright spots and growth for services and supports to continue. McKinley hosts all meetings in an open forum setting: questions and answers are a part of all parent meetings, including formal committees, coffee with the principal, and staff meetings.

Part C: As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.

One of the priorities should align with a support listed in the Whole Child and Family Supports Inventory (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.). The collective priorities you list below may be the same goals you will ultimately report in the APR, or they may change throughout the course of your first year as you continually engage students, staff, families and community members.

Draft Collective Priority	Outcome/Indicators you aim to improve
McKinley will reduce chronic absenteeism yearly by 3%.	Implementation of Tier I activities: community building activities, check-ins, home visits, communication with families, and progress monitoring.
Improve parent participation by increasing communication methods and opportunities for parent participation.	• The Community Asst. and Advocate expanded outreach to parents to ensure students and families have online access to attendance and grade data. • Guest speakers, informational meetings on CS, parent portal instructions/ workshops, and communication through flyers, text, phone calls, and emails. • Participation will be tracked by sign-in sheets.
Increase the percentage of student achievement yearly by 3%in both ELA and Math.	• Tutoring opportunities, mentoring programs, and reading intervention were available to support all students. • Differentiation in instruction

Strategy 2: Centering Community-Based Learning

Community-Based Learning (CBL) builds on the rich, diverse cultural and linguistic backgrounds of students, families, and educators. Delivered in learning environments that are relationship-centered and ensure a sense of belonging, CBL builds on community assets, cultural wealth, funds of knowledge, and indigenous ways of knowing. Community-Based Learning is powerful instruction that increases student engagement by connecting classroom learning to real-life experiences and to issues that are relevant to students' lives and communities, improving their sense of ownership and agency.

Describe your goals and action steps to assist educators in learning about students and families as well as understanding the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps
Teachers will receive professional development directly related to restorative practices and culturally responsive pedagogy.	Provide training on A Mondays Provide SEL check-ins (Schmoop - how kids are feeling eac Inclusion of SEL lessons in daily teacher lesson plans; Wellness teacher provides support for SEL lessons. Develop a sample schoolwide thematic unit around SEL Monitor use of restorative practices, building favorable and positive relationships with students
Provide classroom learning experiences that represent different racial/ethnic backgrounds.	Provide professional development and support for teachers to incorporate diverse mentor texts, artworks, etc. in their newly developing arts-integrated units.

Strategy 3: Collaborative Leadership

Shared decision-making ensures all interest-holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports sustainability of the effort.

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members.

Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

Goals	Action Steps
Broaden participation to include more voices from students, staff, parents/caregivers, alumni, and community partners in decision-making.	Conduct annual surveys (Panorama) with staff, students, community partners, and parents. Provide support and training for the Senior Community Advocate on facilitating listening circles (Western Justice Center) to support engagement and include more voices.
Focus groups with parents will be facilitated by Community school's staff to capture parent voice.	Quarterly focus groups will be provided to collect parent feedback and input.

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart of other graphic):

1. **Leadership Team** - Comprised of a member of the administration, the counselor, MTSS coach, Registrar, Librarian, Community Assistant, Office Manager, School Psychologist, Assistant Principal, and the Sr.Community Advocate. The team meets weekly to review and discuss the school support plan, student services, resources, and events. The Senior Community Advocate has been instrumental in helping to implement the Community Schools pillar of collaborative leadership at McKinley. As a vital member of the McKinley Leadership Team, she helped shape the school's vision and mission to ensure alignment with the Community Schools pillars. The advocate also participates in monthly School Site Council and English Language Advisory Committee meetings where she shares survey feedback, and provides Community Schools updates.
2. **School Site Council**- The School Site Council includes the Sr.Community Advocate, teachers, classified staff, CS Teacher Lead, principal, key partners, and parents. Serves as the school community's representative body for determining the focus of the school's academic instructional program and all related categorical resources. Develops and recommends approval of their respective school's School Plan for Student Achievement (SPSA); Provides ongoing monitoring of implementation; Revises plan as needed; Evaluates the SPSA's effectiveness on an annual basis; Seeks recommendations from advisory, standing, and special committees regarding the focus of SPSA.
3. **MTSS Team**- Comprised of the MTSS Coach, the assistant principal, the Sr.Community Advocate, and the Academic Counselor. The team services to develop, monitor, and strengthen health and behavioral support to students and families to mitigate barriers to student engagement in school. Using the multi-tiered systems of support framework, the team is responsible for developing Tier 1 schoolwide academic, behavior, and wellness interventions as well as monitoring individual student progress and referring students for services as needed.
4. **Student Body- ASB** plays a vital role in representing the student body, organizing school

events, and fostering school spirit. Students distribute leadership responsibilities among club members and assign roles such as president, vice president, treasurer, secretary, event coordinator, and public relations officer. This allows each member to contribute their strengths and talents to the club's activities. Leadership development begins in elementary grades through the Tiger Streak group.

5. **Parent Groups -** Parent voice is represented at McKinley through various groups. Administration and staff support the facilitation of meetings where data is shared and reviewed to collect input and feedback. Parent groups include ELAC (English Language Advisory Council), CAC (district Community Advisory Committee), PTSA (Parent Teacher Student Association), AAPC (African American Parent Council), and “Coffee with the Principal”.

Strategy 4: Sustaining Staff and Resources

A focus on staffing and sustainability ensures that the necessary human and financial resources are available to maintain the strategy over time, and to sustain continuous progress and improvement.

Describe your goals and action steps for ensuring that: staffing serves the target student population, LEAs recruit and hire diverse, multilingual staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

Site Level Goals and Measures of Progress

Goals	Action Steps
Diversify sources to fund activities to promote sustainable funding partnerships.	Meet regularly with program/department leads to develop a coherent plan to provide services via multiple funding sources. Share the impact of community school services to build shared commitment and understanding. Collaborate with the school community to develop the sustainability plan. Document potential funding streams to continue services when funding ends.
Develop a sustainability plan	Documented outreach resources; Policies, procedures, and norms Collaborate with the school community to develop the sustainability plan

Key Staff/Personnel

Principal, Dr. Maria Toliver	Provide leadership and support, participate in the advisory council, and support the alignment of initiatives.
Assistant Principal, Ms. Jeannette Schaller	Provide leadership and support, participate in the advisory council, and support the alignment of initiatives.
MTSS Coach, Linda Ortega	Use the multi-tiered systems of support framework to facilitate student learning, and support all students through the development and implementation of Tier 1 schoolwide academic, behavior, and wellness interventions, including restorative practices/justice
Sr. Community Advocate, Camille Pierce-Trujillo	Coordinate expanded community partnerships, conduct needs and assets assessment and create support plan in collaboration with the school community, monitor and evaluate the needs of students and the impact of integrated student supports, foster communication between parents/staff and community partners, maintain data/records related to community school activities.
Community Assistant, Antonia Aguilar	Engage families in parent involvement activities (volunteer processing, record-keeping of parent engagement activities, Parent Portal registration support, parent group support, communication between parents/community and staff)
Community School Teacher Lead Topaze, Fraser-Lake	Presents community school updates, survey results, and data to SSC, parent groups, and staff to collect feedback/input.

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

McKinley is in the engaging phase of designing sustainable systems to create an engaging community school that maintains high expectations for students and supports their academic, social-emotional, and physical well-being.

Sustaining the four pillars of community schools beyond grant funding requires shifting from a grant-dependent model to a system-integrated approach. The goal is to embed this work into district structures, budgets, and partnerships so it becomes part of how the school operates—not a temporary initiative.

By strengthening existing relationships with community partners, McKinley is well positioned to transition from grant-funded services to shared-cost agreements through formal MOUs. This includes leveraging existing staff roles by providing targeted training for support staff and implementing effective data-sharing strategies to demonstrate impact and secure county funding for educational programs that support students and their families.

This transition also creates meaningful opportunities for family engagement. By expanding volunteer pipelines in place of paid outreach efforts and establishing leadership councils that operate independently of grant funding, McKinley can move from event-based engagement to a sustainable, relationship-based culture that promotes educational excellence.

By aligning this work with PUSD's strategic priorities—improving attendance, strengthening literacy, and increasing graduation rates—McKinley reinforces the values of the school board while sustaining and institutionalizing the community schools framework as a foundational part of PUSD's culture and long-term student success.

Identifying Long-term Funding Streams
Staff will largely focus grant spending on temporary personnel, one-time purchases, and training. There are, however, some anticipated ongoing expenses that will require long-term funding, such as supplemental mental health services and expanded learning programs. Staff will identify a variety of funding sources and strategies to sustain these costs, including unrestricted and supplemental and concentration funds, gifts and grants, and in-kind services from community partners. McKinley's School Site Council/CS Advisory Council will play a key role in establishing, expanding, and strengthening community and industry partnerships to provide low and no-cost services to students and families and in diversifying funding sources to sustain ongoing fee-based services.

Strategy 5: Strategic Community Partnerships

Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators and families, and to foster a more inclusive, democratic and supportive learning environment that benefits everyone in the community.

In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate your goals and action steps to ensure community partners are actively involved in the planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress

Goals	Action Steps
Expand partnerships to meet student and staff needs to implement a community schools model.	Conduct a school needs and assets assessment. Identify potential partners to address the identified needs. Establish MOUs with partners.
Increase community partner participation in decision-making.	Engage community partners in the School Site Council meetings; including quarterly meetings with the community school leadership team.

Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

Community Partnerships and the Integration of Community-Based Learning

Professional Development Partners

- Communities in Schools- Establishing community school practices (needs assessment, case management, data management, and school support plan)
- Western Justice Center - Restorative Practices
- PUSD Equity and Belonging
- PUSD Trauma-Informed Training

Expanded Learning Partners

- Harambee (Provide visual and performing arts program, tutoring, and after-school care)
- College Access Plan- College information and drop-in support for college readiness
- Polytech (private school) - Math Field Day tutoring, Debate Club
- Pasadena Educational Foundation- Summer enrichment program and teacher grants
- Pasadena Public Library
- Parks and Recreation- before and after school care and local summer programs
- Music Center (assemblies and exposure to various genres of instrumental music)
- LEARNS - after-school care and local summer program
- Side Street Projects -Mobile woodworking and craftsmanship
- Living Rhythms - Drumming residency, including student performances
- One-to-One -Tutoring Services
- Tutor Me -Tutoring Services
- Youth Cinema Project -address social emotional skills through film

Health & Wellness Partners
Led by PUSD Health Programs and Student Wellness and Support Services, McKinley community partners include:

- Young and Healthy- Oral health screening and mobile dental clinic, mental health, tax preparation, and medical enrollment
- Vision 2 Learn- Vision screening and provision of glasses
- Shoes to Fit - donate pairs of shoes for students
- Families in Transition- provide basic needs and referrals to services
- Los Angeles Metro - tap cards
- Hazel Health- Virtual Counseling/Therapy
- Assistance League of Pasadena- Operation School Bell clothing and school supplies
- Rotary of Pasadena - Recognition awards -academic and social-emotional goals
- Kiwanis Club- student recognition awards- students have overcome or shown progress with personal or academic challenges.
- Day One -Girls Group Mentorship
- KIND - Basic Needs
- Equation 2 Success -SEL

McKinley's Community-Based Learning (CBL) is rooted in the rich diversity of our school community. We actively engage students, families, and community members through Tier 1 campus events that bring us together to celebrate our unique cultural assets, share knowledge, and strengthen partnerships. These collaborative experiences help foster an inclusive environment that supports student success.

Through partnerships with organizations such as the Youth Cinema Project (YCP), students have opportunities to showcase their creativity while developing social-emotional skills through film and digital arts. This work is further enriched by the support of signature programs of the Latino Film Institute, which provide meaningful industry-connected learning experiences for YCP's work with McKinley students.

Students participate in our Immersive Storytelling Academy, where they build a strong foundation in storytelling, culture, and technology. The program is expanding in the 2026-2027 school year, which will allow for more opportunities for student connect, inclusivity, and broadening the cultural wealth of the community they are thriving in through relationship-centered relatedness. By nurturing creative thinking, collaboration, and communication skills, the program creates meaningful pathways that prepare students for future academic and career success.





California Community School Partnership Program

Annual Progress Report

- Implementation- School Sites-

2025-2026

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Introduction

Welcome to the California Community Schools Partnership Program (CCSPP) Annual Progress Report (APR). The APR:

- Serves as a tool to assess implementation efforts, and to encourage reflection as part of an ongoing continuous improvement process.
- Is designed to inform implementation, guide support, and strengthen sustainability efforts across the state.

The information submitted will be reported to the California Department of Education (CDE) and incorporated into reporting about the CCSPP grant for the California State Legislature.

Data for learning

The data collected through the APR helps Local Educational Agencies (LEAs), Consortia, County Offices of Education (COEs), Regional Technical Assistance Centers (RTACs), and state partners understand how community schools are progressing, where additional resources or supports are needed, and what promising practices are emerging. The APR encourages local teams/councils to identify and reflect on areas for growth, learning and evidence of progress. An APR Visualization tool and a summative report are developed and posted each year with APR findings for LEAs and RTACs.

Who should prepare the APR

The site-level report should be developed by each school's CCSPP shared decision-making team or council to ensure participation from students, staff, families and community partners. Keep in mind:

- Only one report is required per school site.
- If you are a single-school LEA grantee, you will need to complete both the site-level APR and the LEA-level APR.

Process to prepare the APR

We strongly recommend using the Google Doc version to COLLABORATIVELY draft your responses before completing in Qualtrics. Once your draft is complete, copy and paste your final responses into Qualtrics to submit. This helps prevent potential data loss if internet or browser issues cause progress not to save correctly. Keep in mind:

- In Qualtrics, you can complete the report over multiple sessions if needed, however, please use the same device and browser to pick up where you left off.
- All questions in this report have to be answered unless marked as [Optional].
- The APR is intended to align with the required annual update presentations on community school planning, including data and outcomes from the prior year at each school site.

If you need a copy of your site's APR response from last year, you may submit a request using this link. Please note that access to APR data is limited to authorized school personnel, and requests may only be made for your own site's data.

Resources to reference in the APR

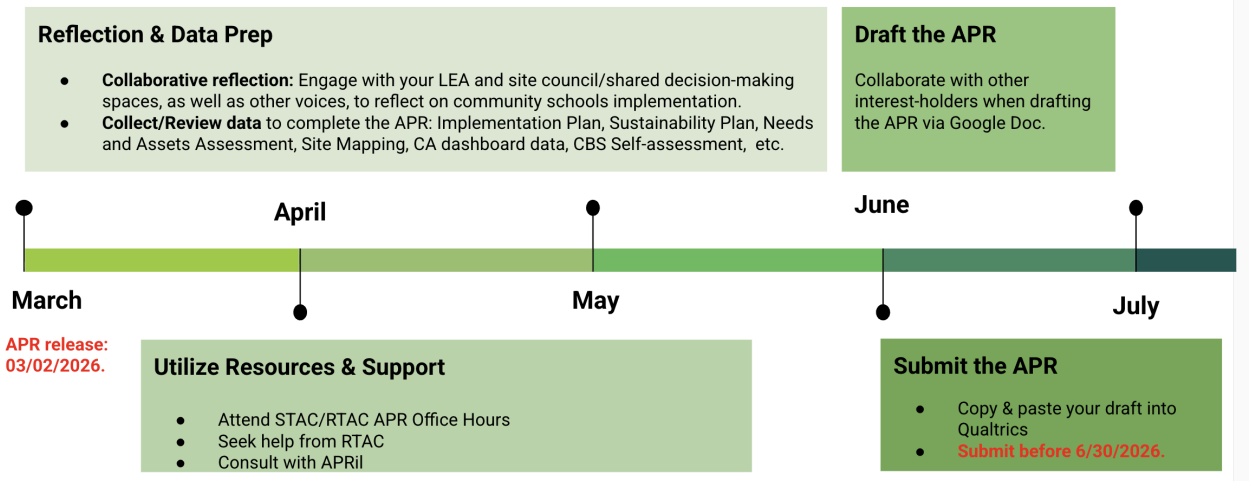
Please reference the following resources:

- CA School Dashboard as you consider and reflect upon your progress and CCSPP outcomes.
- Resources provided by the State Transformational Assistance Center (S-TAC) including the Community Schools Implementation Plan Template, the Community Schools Needs and Assets Assessment (NAA) Guide, the Whole Child and Family Supports Inventory and the Capacity Building Strategies: A Developmental Rubric.
- We have also provided links to the Capacity-Building Strategies self-assessment (Google Doc version here) – an optional tool aimed to assist grantees in identifying their phase of growth and development for each strategy.

Seeking support for the APR process

Please contact your Regional Technical Assistance Center (RTAC). If you do not know the region you are assigned to, please visit the Tracker spreadsheet on the "School tab (or click here). Or visit our AI-powered chatbot "APRil".

Suggested timeline



1. Site-level Program Narrative

School sites implementing the CCSPP must respond to the following prompts. This information will inform the completion of the LEA/Consortium-level APR, particularly their LEA/Consortium Program Narrative.

For support on how to respond to the APR or any part of its process, please visit our AI-powered chatbot "APRil" (click here). For additional support, please contact your Regional Technical Assistance Center (RTAC).

Here's a visual of the reflective process for schools:



Please provide your school name using the options below. Start by selecting your Region, Cohort, and LEA. If you do **not** know your region or cohort, please visit the Tracker spreadsheet and check the "Schools" tab (click here).

Region	▼Greater Los Angeles_____
Cohort	▼Cohort 2_____
LEA/Fiscal Agent	▼Pasadena Unified School District _____
School Name (CDS Code)	▼19 64881 6021679_____

If your LEA Name, School Name and CDS code is not in the dropdown list, please enter them here. If you do **not** know your CDS Code please find it here. If you are a School District or a County Office of Education, your School Code is seven zeros (0000000).

Please provide contact information for someone familiar with your school's community school practices in case clarification about APR responses is needed.

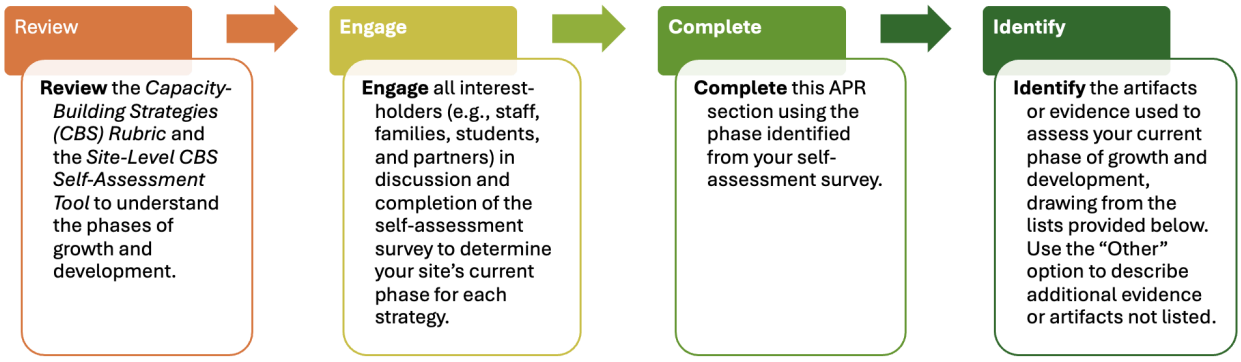
Name: Camille Pierce-Trujillo
Job Title: Sr.Community Advocate
Email: piercetrujillo.camil@pusd.us
Phone number: (626)396-5630

1.1. CCSPP Capacity-Building Strategies

Please reflect on your team's progress for the 2025-2026 school year in strengthening and building the capacity of all interest-holders in implementing the community schools approach.

To answer this section about the five Capacity-Building Strategies we suggest that you:

1. **Review** the *Capacity-Building Strategies (CBS) Rubric* and the *Site-Level CBS Self-Assessment Tool* to understand the phases of growth and development.
2. **Engage** all interest-holders (e.g., staff, families, students, and partners) in discussion and completion of the self-assessment to determine your site's current phase for each strategy.
3. **Complete** this APR section using the assessment results from your self-assessment.
4. **Identify** the artifacts or evidence used to assess your current phase of growth and development, drawing from the lists provided below. Use the "Other" option to describe additional evidence or artifacts not listed. You are not required to attach any of the artifacts or evidence identified in this question



Shared Commitment, Understanding, and Priorities

Please indicate your current phase of growth and development for "Shared Commitment, Understanding and Priorities". (Select one.)

- ☐ **Visioning:** We are beginning to develop a shared community schools vision at our site, with early efforts to involve students, families, staff, and partners and align plans.

- ☑ **Engaging:** We have engaged our school community in co-developing and communicating shared priorities, with stronger alignment between our CCSPP plan, SPSA, and needs and assets data.
- ☐ **Transforming:** We have established a widely shared and publicly communicated vision that guides our school's priorities, planning, and continuous improvement efforts, allowing us to celebrate growth and accomplishments together.

Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development for "Shared Commitment, Understanding and Priorities". (Select all that apply.)

- ☑ Outreach materials
- ☑ Surveys
- ☑ Interview/focus groups data from school staff
- ☑ Interview/focus groups data from students and/or families
- ☑ Councils or Committee meeting minutes (School Site Council, English Learner Advisory Committee, Steering, etc.)
- ☑ Protocols used to create vision/graphic representation of vision
- ☑ Needs and Assets Assessment tools/participation rates
- ☑ SPSA alignment crosswalk (shows integration).
- ☑ Findings Report and presentation materials from the needs and assets assessment (slides, summaries shared publicly).
- ☑ Baseline data dashboard or data snapshot showing initial metrics tied to priorities.
- ☑ Capacity-Building Strategies Self-Assessment Tool
- ☑ Other (Please specify):

  Community School Presentations (updates, data, action plans, and next steps) to ELAC, PTA, SSC, A Monday, Magnet/Community Schools Advisory Meetings. Update Community School Website and Academic Newsletter.

Centering Community-Based Learning

Please indicate your current phase of growth and development in "Centering Community-Based Learning". (Select one.)

- ☐ **Visioning:** We are beginning to explore community-based learning, with early professional learning and limited integration of community knowledge into instruction.

- ☑ **Engaging:** We have engaged educators and partners in designing and implementing community-based learning experiences supported by collaborative planning and varied

assessments.

- ☐ **Transforming:** We have embedded community-based learning into daily instruction, with culturally affirming practices, meaningful assessments, and regular public sharing of student work.

Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development for "Centering Community-Based Learning". (Select all that apply.)

- ☐ Needs and Assets Assessment results
- ☐ A site-specific framework for community-based teaching that elevate community assets
- ☑ School climate surveys
- ☐ Unit plans, lesson plans
- ☑ Performance assessments that highlight classroom-community connections
- ☑ Student engagement or attendance rates
- ☑ Family and community engagement or attendance
- ☐ Community learning tours and/or home visits
- ☑ Professional development or training sessions
- ☐ Student exhibition rubrics or portfolios showing authentic assessments tied to community-based learning.
- ☐ Family or community feedback forms on learning exhibitions or showcases (evidence of reciprocity).
- ☑ Capacity-Building Strategies Self-Assessment tool
- ☑ Other (Write-In):

Posted flyers to encourage community-based learning experiences in the classroom and created a Google Form of Interest for teachers to fill out. Responses will be used to support CBL implementation.

Collaborative Leadership

Please indicate your current phase of growth and development for "Collaborative Leadership". (Select one.)

- ☐ **Visioning:** We are establishing site-level leadership structures, with emerging representation and early steps toward shared decision-making.
- ☑ **Engaging:** We have engaged diverse interest-holders in regular collaborative leadership, with clearer roles, improved accessibility, and growing influence over school decisions.

- ☐ **Transforming:** We embed shared decision-making across all structures, ensuring students, staff, families, and partners hold real influence in shaping school directions.

Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development "Collaborative Leadership". (Select all that apply.)

- ☐ Committee by-laws
- ☐ Team mapping
- ☐ Formal agreements
- ☐ Guiding documents, vision statements, decision-making protocols
- ☐ Team work plans and agendas
- ☐ Planning documents
- ☑ Survey data
- ☑ Councils or Committee meeting minutes (School Site Council, English Learner Advisory Committee, Steering, etc.)
- ☑ School staff direct input (Interview/focus groups)
- ☑ Students and/or families direct input (Interview/focus groups)
- ☐ Engagement with policymakers or external partners (e.g., LEA leaders, local government, advocacy groups)
- ☑ Capacity-Building Strategies Self-Assessment tool
- ☑ Other (Write-In):

  Sr.Advocate has the opportunity to share feedback on best practices, training topics, and participate in MTSS/Attendance meetings.

Sustaining Staff and Resources

Please indicate your current phase of growth and development for "Sustaining Staff and Resources." (Select one.)

- ☑ **Visioning:** We identify the mindsets, staffing, and resources needed for effective community school implementation and long-term success.
- ☐ **Engaging:** We recruit and support diverse staff through professional learning, improved working conditions, and planning for sustainable funding.
- ☐ **Transforming:** We sustain and grow our workforce by monitoring climate and retention data, securing ongoing funding, and aligning community school strategies across all site plans.

Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development for "Sustaining Staff and Resources". (Select all that apply.)

- ☑ Community school-aligned job descriptions
- ☑ Roles and responsibilities document that includes a process for ongoing revision
- ☐ Processes for budget transparency
- ☐ Staff visioning documents (e.g., graphic representations, protocols for design)
- ☐ Data examining staff/teacher retention/vacancy rates
- ☑ Councils or Committee meeting minutes (School Site Council, English Learner Advisory Committee, Steering, etc.)
- ☑ Professional development or training sessions
- ☑ Teachers and staff surveys (e.g., school climate surveys)
- ☐ Long-term funding plan or sustainability roadmap developed with LEA.
- ☐ Professional learning calendar and participation records specific to community school practices.
- ☐ Cross-plan alignment chart showing how the community school plan integrates into SPSA, MTSS, and LCAP.
- ☑ Capacity-Building Strategies Self-Assessment tool
- ☑ Other (Write-In):

  Classified staff (Sr. Advocate) participate in restorative practices, trauma-informed, first aid, attendance strategies, and PUSD Community School practices.

Strategic Community Partnerships

Please indicate your current phase of growth and development in "Strategic Community Partnerships". (Select one.)

- ☐ **Visioning:** We are identifying and documenting partnerships, with early efforts to align services to student and family needs.
- ☑ **Engaging:** We align partnerships with needs and assets findings, vet partners for quality and fit, and collaborate to improve coordination and access to services.
- ☐ **Transforming:** We have established strong, well-aligned partnerships that expand access to services, improve experiences for students and families, and are regularly reviewed for impact.

Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development for "Strategic Community Partnerships". (Select all that apply.)

- ☑ Contract agreements/MOUs/Service Delivery Applications
- ☐ Service utilization rates
- ☑ School climate surveys
- ☐ Feedback from existing service providers and partners
- ☐ Partnership evaluations
- ☑ Partners participation in school events
- ☐ Partnership impact summaries or evaluation reports (showing service utilization, outcomes, satisfaction).
- ☐ Annual partnership reflection reports or improvement plans based on review data.
- ☐ Increased reports of student and family wellbeing
- ☐ Capacity-Building Strategies Self-Assessment tool
- ☑ Other (Write-In):

Partners are present monthly at the school site during lunch, sharing information and activities with students.

Please reflect on what you have accomplished, learned, or initiated this year with respect to one or more of the Capacity-Building Strategies and how that progress was made possible through the CCSPP. Please make sure to reference which of the five strategies your reflection relates to. We suggest you provide a narrative of up to 300 words.

Your word count is: 0

Shared Commitment, Understanding, and Priorities- McKinley took a more proactive approach to educating staff and the school community about the purpose of Community Schools and soliciting their feedback on ways to support our school using The Five Pillars. We included time during meetings for the Instructional Leadership Team, School Site Council, and English Language Learner Advisory Committee to learn about the Five Pillars, review and revise our implementation plan, and discuss new ideas and ways to leverage community support. For the next year, the goal is to convene a robust work group of stakeholders to meet regularly to revise and review the implementation plan and monitor progress.

Collaborative Leadership- McKinley made significant progress in creating and maintaining shared leadership. We provided a structure that allowed our Senior Community Advocate to work closely with site administration, teachers, staff, students, and community partners through meeting participation, surveys, and focus groups. Our goal is to continue building communication to keep our school site and community informed about what's happening. A next step would be to implement parent mixers and community lunches or dinners for the families of students on our caseloads. These gatherings would provide meaningful opportunities to build relationships with families and gain a deeper understanding of our students and their needs. Many of our families come from cultures that deeply value strong family and community connections, and these events would help foster a greater sense of

community, strengthen mutual understanding, and promote a “village” approach to supporting student success.

Sustaining Staff Resources-McKinley has cultivated a number of partnerships this year with service providers who have their own funding and are able to provide services at little to no cost to the school. The partners participate in our monthly Fun Friday Fairs, which include fun activities for students and access to resources.

1.2. CCSPP Engaging Educational Partners

As part of establishing collective priorities for the CCSPP, schools engage the entire community in identifying their top community school priorities and vision. A community school is a "whole-child" school improvement strategy where the LEA and school(s) work closely with staff, students, and families.

Please reflect on your school's level of engagement this past year with various groups in developing your community school. We understand this is a difficult task and we are asking you to take a bird's eye view to estimate engagement across groups. Your estimation should consider the seven types of engagement processes in the table below along with other ways you support engagement. We know that not all processes are always appropriate for every context and it is not the expectation that all processes are used in engaging the different school community groups.

	Estimate the percentage of individuals engaged in developing your community school at any time during the implementation process.	Which of the following processes did you use to engage each of the following school community groups? (Select all that apply)							If you selected ot processes, pleas specify: Other (Write-In)
		Surveys	One-on-one interviews	Focus groups	School council/ steering committee meetings	Other meetings and forums	School events	Other	
Administrators	• 0% • 1-24% • 25-49% • 50-74% • 75-100%	☑	☑	☑	☑	☑	☑	☐	

Certificated staff	• 0% • 1-24% • 25-49% • 50-74% • 75-100 %	☑	☑	☑	☑	☑	☑	☐	
Classified staff	• 0% • 1-24% • 25-49% • 50-74% • 75-100 %	☑	☑	☑	☑	☑	☑	☐	
Students	• 0% • 1-24% • 25-49% • 50-74% • 75-100 %	☑	☑	☑	☐	☑	☑	☐	
Family members	• 0% • 1-24% • 25-49% • 50-74% • 75-100 %	☑	☐	☑	☑	☑	☑	☐	
Community partners (school partners	• 0% • 1-24% • 25-49% • 50-74%	☐	☑	☑	☑	☑	☑	☐	

with an MOU or any other formal agreement to provide supports or services.)	• 75-100 %								

[Optional] Please use this space to provide any additional information regarding your engagement of educational partners.

Your word count is: 0

Please reflect on your school's level of engagement this past year with the perspectives, assets, and needs of historically marginalized students. We understand this is a difficult task and we are asking you to take a bird's eye view to estimate engagement across student groups. Your estimation should consider the types of engagement processes in the previous item along with other ways you support engagement. We know that not all processes are always appropriate for every context and it is not the expectation that all processes are used in engaging the different student groups.

Note that you do not need to report on all of the groups listed below as they may not be applicable to your context. Also note that there might be overlap between groups.

	Percentage of individuals engaged in developing your community school in the past year.
English language learners	● 0% ● 1-24% ● 25-49% ● 50-74% ● 75-100%
Students with disabilities	● 0% ● 1-24% ● 25-49% ● 50-74% ● 75-100%

Socioeconomically disadvantaged students	• 0% • 1-24% • 25-49% • 50-74% • 75-100%
Racially marginalized populations	• 0% • 1-24% • 25-49% • 50-74% • 75-100%
Homeless youth	• 0% • 1-24% • 25-49% • 50-74% • 75-100%
Foster Youth	• 0% • 1-24% • 25-49% • 50-74% • 75-100%
Chronically absent students (students who were absent for 10 percent or more of the instructional days)	• 0% • 1-24% • 25-49% • 50-74% • 75-100%

How are you engaging individuals within the groups identified above?

Communication occurs through weekly/daily check-ins/phone calls, school events, tutoring, and providing services and resources. Provide students/families with basic needs and tier II and III support when needed.

1.3. CCSPP Whole Child and Family Supports Inventory

To make progress towards achieving CCSPP goals, grantees may offer a variety of supports that address the holistic needs of students and families (see Whole Child and Family Supports inventory).

For each potential support below, please identify if the support was part of your community schools implementation.

	Are these whole-child and family supports part of your Community Schools Implementation? (Select as many services that apply)	
	Yes	**No**
Health Screening and Services (vision, dental, hearing, neurological, physical health)	☑	☐
Mental Health Screening and Services	☑	☐
Nutrition Services and Support	☑	☐
Academic Support (tutoring, specialist, etc.)	☑	☐
Counseling Center	☑	☐
Multi-Tiered System of Support	☑	☐
Coordination of Services Team (e.g., COST team)	☐	☑
Before School (times/services)	☑	☐
After School (times/services)	☑	☐
Summer Programs	☑	☐

During School (learning pathways, differentiated instruction, lab times, etc.)	☑	☐
Teacher Leadership Development and Opportunities	☑	☐
Parent Leadership Development and Opportunities	☑	☐
Student Leadership Development and Opportunities	☑	☐
Shared Decision-Making Bodies that center the voices of students, families, and community	☑	☐
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach)	☑	☐
Home Visits	☐	☑
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	☐	☑
Positive Behavioral Supports	☑	☐
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)	☑	☐
Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices)	☑	☐
Project-Based Learning	☑	☐
Culturally-Sustaining and Responsive Curriculum and Pedagogy	☑	☐
Community-Based Curriculum, Pedagogy, and Projects	☑	☐
Personalized Learning Plans	☑	☐
Performance Assessments (e.g., capstones, portfolios, etc.)	☑	☐
Advisory System to ensure every student has a home base / family group and an advisor who knows them well.	☑	☐
Other: (Write in)	☐	☑
Other: (Write in)	☐	☑
Other: (Write in)	☐	☑

For each support you identified as part of your community schools implementation, please provide the following information:

1. Indicate when you started implementing this support: whether it is newly implemented as a result of CCSPP funding, or if it existed prior and was later integrated into your community schools' work.
2. Estimate how many students, educators, families, or other community members were served by this support over the past year. Please enter a number only in the applicable categories (e.g., number of staff members in professional development; number of students in after-school programs, etc.)
3. List the main funding source you are currently using in addition to CCSPP, to sustain this support long term.
4. (Optional) Provide brief examples of key activities conducted as part of implementing this support.

	When did you start implementing this support?	In the past year, how many individuals were served? Please enter an estimate number only in the applicable categories .				In addition to CCSPP, please select the main funding source you are using for this support.	If you selected "other" for the funding source, please specify:	OPTIONAL: Please list 2-3 examples of the types of activities that you conducted as part of your implementation of this support.
		Students	Staff	Parents/ Family members	Other individuals		Other (Write-In)	
e.g.,Health Screening and Services (vision, dental, hearing, neurological,	Started im…					Learning…		

physical health)								
Coordination of services to provide health and wellness services to students and families	Previously…	493				District F…		
Tutoring -Intervention	Previously…	32				Expande…		
Materials and supplies to support Visual and Performing Arts including software, and develop an art lab.	Previously…	493				Local Co…		
After-school and summer enrichment programs and activities.	Previously…	136				Expande…		
Professional Development	Previously…		39			Child…		

Note:

please add rows as needed.

1.4. CCSPP Goals and Actions

As part of the CCSPP application and implementation process, your school's shared leadership structure is expected to prioritize the key topics, goals, and challenges identified in the Needs and Assets Assessment. These areas should guide the initial focus of your community schools transformation work.

We recognize that for many grantees, this is still an early stage of implementation. It's natural for current efforts to focus on building processes, with measurable outcomes taking shape over time. Please respond honestly to help reflect on your school's progress and growth throughout the grant period.

In identifying goals and actions, consider the major components of the community schools approach, as outlined in the California Community Schools Framework and identified in the Whole Child and Family Supports Inventory in the previous page (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.), and your site-level implementation plan.

Goals and Actions

Please describe the top three goals for your community schools' initiative and their associated actions. At least one goal should be identified from the Whole Child and Family Inventory, in section 1.3 above.

	Cohorts 1-3 only: Was this goal submitted with the previous APR?	Select the category that is most closely related to your goal:	Describe the goal and explain how the school has developed it, particularly as it relates to your Needs and Assets Assessment.	Explain the action(s) you took in the SY 2024-2025 to meet this goal

Goal 1:	☑ Yes ☐ No	☐ Social-Emotional Well-Being & Mental Health ☑ ~~Attendance & Absenteeism Reduction~~ ☐ Family & Community Engagement ☑ ~~Academic Achievement & Student Learning~~ ☑ ~~School Climate~~ ☐ Collaborative Leadership and practices ☐ Community School Framework & Whole-School Implementation ☐ Integrated Student Supports ☐ Student Behavior & Discipline ☐ Data, Monitoring & Accountability ☐ Health & Wellness Services ☐ College & Career Readiness ☐ Expanded Learning & After School ☐ Professional Development & Staff Capacity ☐ Parent Education & Resources ☐ Equity & Inclusion ☐ Community-based Curriculum and Pedagogy ☐ Other (Write-in)	Reduce chronic absenteeism by 3% by the end of the 25/26 SY.	Assemblies, Student Check-In, Home Visits, Referrals, Incentives, Lunch Activities
Goal 2:	☑ Yes ☐ No		Improve parent participation by increasing communication methods and opportunities for parent participation.	Parent Meetings, Tier I Events, Communication through focus groups, flyers, email, social media, website, and phone calls or text.
Goal 3:	☑ Yes ☐ No		Increase the percentage of students	Tutoring, Progress Monitoring, Supplemental

			achievement by 3%in both ELA and Math.	Materials

Measuring and Reporting Results

CCSPP metrics are the performance and outcome measures you intend to use to assess your progress as it relates to your goals in the CCSPP implementation.

As you fill in this question, please identify how each goal and action influences the CCSPP outcome areas listed in the Request for Applications. Please reference the CA School Dashboard and/or DataQuest in filling out this section.

- School attendance rates
- Chronic absenteeism rates
- Middle school dropout rates
- High school dropout rates
- Proficiency scores, English Language Arts and Mathematics, if available
- High school graduation rates
- Pupil suspension rates
- Pupil expulsion rates
- School climate measures (e.g., survey results)
- Other locally determined measures

Please provide baseline data for each year of CCSPP implementation, as applicable, and your desired outcome(s) for the SY 2025-2026 on the indicators that are relevant to each of your developed goals. If/when utilizing a local outcome measure that responds to your local needs and assets (e.g., performance assessments, seal of biliteracy rates, etc.) please identify and describe the local measure. School-level outcomes can be reported per school site, as well as disaggregated by student group.

	Metric(s)	Please provide a description or definition of the metric you are using (e.g., % increase in graduation rate for English Learners)	SY 2022-2023 (report numeric values only)	SY 2023-2024 (report numeric values only)	SY 2024-2025 (report numeric values only)	Desired Outcome Year 4 (SY 2025-2026)
Goal 1: If you have more than one metric for Goal 1, please add here.	☐ Chronic absenteeism rates	Reduce Chronic Absenteeism	32.6%	29.6%	26.6%	23% Actual: 30.29%
Goal 2: If you have more than one metric for Goal 2, please add here.	☐ Other locally determined measures	The percentage of elementary parents with active Parent Portal accounts.	50.83%	54%	58%	61% Actual: 81.72%
	☐ Other locally determined measures	The percentage of middle school parents with active Parent Portal accounts.	63.02%	67%	70%	73% Actual: 90.64%
Goal 3: If you have more than one metric for Goal 3, please add here.	☐ Proficiency scores, English Language Arts and Mathematics	The percentage of students who met or exceeded English Language Arts standards.	ELA: 26.09%	ELA: 26.72%	ELA: 26.86%	ELA: 30% Actual:

	☐ Proficiency scores, English Language Arts and Mathematics	The percentage of students who met or exceeded mathematics standards.	Math: 15.32%	Math: 18.07%	Math: 14.8%	Math: 18% Actual:

Goal Analysis

Describe any changes you made to your planned goals, metrics, desired outcomes, or actions for the upcoming school year (SY 2026-2027) based on reflections on prior practice. Your response may include:

1. Adjustments made in response to differences between planned and actual implementation
2. Insights into the effectiveness of specific actions in advancing your goals
3. Identified areas for growth and the strategies you've developed to address them

Please reference the three goals you entered above and provide a narrative of up to 300 words.

Your word count is: 0

McKinley did not make any changes to the planned goals for 2026-27. For 2026-27, we will maintain our current goals and metrics with a focus on continuous improvement. While we have experienced growth in all areas, we remain below (or above in the case of chronic absenteeism) the district and state averages. The current data serve as evidence that the strategies outlined in our implementation plan are effective and should be continued.
The most effective strategies included those that focused on providing enrichment opportunities and targeted intervention during the school day. Through Community Schools, students were able to engage regularly with community partners during non-instructional time, which improved students' sense of school belonging and school connectedness. During instructional time, students received support from tutoring partners increasing their agency and self-efficacy in math. In addition to enrichment and intervention support, beautifying the campus with school banners and other insignia improved the overall school climate and students' pride in their school.

School Climate Measure

As part of the CCSPP implementation process, grantees are asked to elevate the assets and meet the needs of students by building a positive school climate through trusting relationships, combined with rich learning opportunities that prepare all students to succeed in life. Establishing a positive and nurturing school climate is one of the long-term program outcomes of the CCSPP and it is expected to result in improved student outcomes. To understand how grantees are tracking school climate, please answer the following questions.

Does your school currently collect data and track progress on school climate?

- ☑ Yes
- ☐ No

Please rate your agreement with the following statement:
“Our school climate has improved since we started implementing the CCSPP “

Strongly Disagree	Disagree	Neither disagree nor agree	Agree	Strongly Agree
☐	☐	☐	☑	☑

[If Agree or Strongly Agree above] What improvements in school climate have you observed since the implementation of your CCSPP grant that you believe are connected to CCSPP activities? Please describe. Provide a narrative of up to 300 words.

Your word count is: 0

McKinley’s school climate has shown significant improvement since the implementation of our CCSPP grant as indicated by Panorama Survey data results. The grant enabled us to make some improvements to the aesthetics of our campus, provide more enrichment activities during non-instructional time, onboard additional support staff to engage with students and build positive relationships, and hire tutors to help students build their confidence and self-efficacy in math.

Providing more enrichment activities during the school day such as Fun Fridays and fairs improved school attendance by giving students something to look forward to at the end of the week, and the events were used as positive attendance incentives.

Campus improvements, which included McKinley signs, banners, and floor mats, instilled a sense of school pride in students and improved the unity of our school community.

Onboarding professional tutors with the knowledge and expertise needed to support students created positive outcomes for students' academic performance and growth. This improved students' self-esteem and confidence, which produced positive outcomes in the development of healthy peer relationships.

1.5. CCSPP Feedback and Improvement

To form the improvement of the CCSPP grant program and inform future technical assistance priorities, please select the three areas below you would be most interested in receiving technical assistance on to support your CCSPP goals and activities.

- ☐ Strategic Partnerships and Cross-Systems Coordination
- ☐ Community School Planning and Implementation
- ☐ Integrated Student Supports and Services
- ☐ Student Learning Supports and Environment
- ☑ ~~Centering Community-based Learning~~
- ☐ Monitoring Progress and Developing Data Collection Tools
- ☐ Family and Community Engagement
- ☑ ~~Collaborative Leadership Practices for Educators and Administrators~~
- ☐ Community Schools Sustainability
- ☐ Engaging Communities, Policymakers & Educators in Shared Understanding
- ☐ Other instrument or process:

  _____

[Optional] Please use this space to share how your LEA has assisted you in implementing your community schools strategy. Describe specific LEA policies, practices, structures, or resources/supports that have enabled implementation. How can LEA support be strengthened to better support your site's implementation efforts?
We suggest you provide a narrative of up to 300 words.

Note: This question is designed to better understand the role of LEA-level leadership, policies, and systems in supporting site-level community school implementation. Your response will help identify effective district practices and areas for growth, informing technical assistance and continuous improvement efforts statewide.

Your word count is: 0

[Optional] Please use this space to share your effective practices and subsequent successes related to any of the sections above (capacity-building strategies, engaging educational partners, whole child and family supports inventory or CCSPP goals). We suggest you provide a narrative of up to 300 words.

Your word count is: 0

Please check the box to indicate interest-holders that have been involved in preparing your Annual Progress Report. (check all that apply)

- ☑ ~~Principal~~
- ☐ Assistant Principal (if applicable)
- ☑ ~~Community Schools Coordinator(s)~~
- ☐ School Counselor/Social Worker/Psychologist
- ☑ ~~Teacher(s)~~
- ☐ Instructional Coach(es) (if applicable)
- ☐ Other staff
- ☐ Student(s)
- ☐ Parent/guardians(s)
- ☐ Community partner(s) (school partners with an MOU or any other formal agreement to provide supports or services)
- ☐ Other (please specify):
- ☐ _____

[Optional] Please add any additional details about the involvement of the community school groups listed above in your APR preparation process.

Your word count is: 0

How useful was the APR process in assessing your CCSPP implementation and outcomes?

- ☐ Very useful
- ☑ ~~Useful~~
- ☐ Somewhat Useful
- ☐ Not Useful
- ☐ Not at all useful

[Optional] What suggestions do you have for improving the APR process to make it a more meaningful and useful reflection tool for your CCSPP implementation?

Your word count is: 0

2. Site Level Additional Documents and Evidence

The following documents were added in the 2022 Legislative Update about the CCSPP.

CCSPP implementation plan (2025-2026) for your school site

Please submit or resubmit your most current implementation plan as a PDF using this link to a Box folder. You can use the CCSPP Implementation Plan template. **Include your school name and CDS code in the name of the file. (***Example: ShadowUSD_12123451234567.pdf.)* **This is a required upload for all grantees.**

Evidence that the CCSPP implementation plan was posted to share with your school community.

Please include the online link (URL) where the plan was posted on your school website below.

https://mckinley.pusd.us/families/community-schools

Was your CCSPP Implementation plan presented to your school community in 2025-2026?

- ☑ ~~Yes~~
- ☐ No

Was your CCSPP Implementation plan presented to a meeting of the governing board of the school district, county board of education, or the governing body of the charter school in 2025-2026?

- ☑ ~~Yes~~
- ☐ No

Cohort 1, Cohort 2 and Cohort 3 ONLY: Sustainability plan

Please submit your sustainability plan by clicking this link. This plan is a required submission starting in year two of your implementation grant cycle. It is designed to assist in planning and implementing strategies to ensure the long-term sustainability of your efforts. Additionally, it encourages reflection as part of an ongoing process of continuous improvement. The online survey will remain open through 11:59 p.m. (Pacific Daylight Time) on **Tuesday, June 30, 2026**. A google doc version of the sustainability survey is available here.

If you have technical difficulty completing the survey, please contact Lisa Clark-Devine at LClark-Devine@cde.ca.gov for assistance.

https://docs.google.com/spreadsheets/d/1HWiwyn8Z5iWrnEVGbVd51ZJbZ3zazfAf/edit?gid=1378702641#gid=1378702641

McKinley School of the Arts
School Site Council
Meeting Agenda

May 19, 2026

4:30-5:45pm

McKinley Vision:

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

Time	Agenda Item	Presenter/Facilitator
4:30pm	Welcome and Call to Order	Felicia Lee
4:33pm	Action Item: Approval of the Agenda	Felicia Lee
4:35pm	Review of April 21, 2026 SSC Meeting Minutes	Felicia Lee
4:38pm	Action Item: Approval of April 21, 2026 SSC Meeting Minutes	Felicia Lee
4:40pm	Review of updated 2026-27 SPSA Goals, Strategies, and Expenditures	Maria Toliver
5:10pm	Approval of 2026-27 SPSA Goals, Strategies, and Expenditures	Felicia Lee
5:15pm	SSC Nominations for 2026-27 school year	Felicia Lee
5:30pm	Open Forum	All
5:45pm	Adjourn	

McKinley School of the Arts
School Site Council
Meeting Agenda

May 19, 2026

4:30-5:45pm

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4:30pm	Welcome and Call to Order	Felicia Lee
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4:38pm	Action Item: Approval of April 21, 2026 SSC Meeting Minutes	Felicia Lee
4:40pm	Review of updated 2026-27 SPSA Goals, Strategies, and Expenditures	Maria Toliver
5:10pm	Approval of 2026-27 SPSA Goals, Strategies, and Expenditures	Felicia Lee
5:15pm	SSC Nominations for 2026-27 school year	Felicia Lee
5:30pm	Open Forum	All
5:45pm	Adjourn	

PASADENA UNIFIED SCHOOL DISTRICT

Title I - Other Authorized Activities Reservations

Our Children. Learning Today. Leading Tomorrow

The following amount of dollars reflects Title I Other Authorized Activities Reservations for the District Central Office to provide direct services to school sites. This amount does NOT include the Indirect and Administrative Cost (which generally cannot exceed 15%). In 2026-27, PUSD will provide the following services to the school sites as part of the Title I Other Authorized Activities Reservations total amount of $2,405,280.00:

a. Roving MTSS Coaches paid by the District who work at school sites, providing direct services/supports to teachers and students to increase the unduplicated group's academic achievements;
b. Contracted services to provide intensive direct academic support at the elementary / middle school level and to provide academic and graduation support at the secondary level;
c. District Curriculum, Instruction and Professional Development leadership and staff who are providing direct, hands-on instructional services to the teachers and students at school sites;
d. Families in transition/ Foster Youth support staff and services including transportation;
e. Parent and Community Engagement;
f. District staff to support sites with intensive programmatic support and monitoring of student achievement

Title I guidelines require consultation and input from School Site Councils, not approval.

Your school's share of the Other Authorized Activities Reservation for Direct Services cost is calculated for school year of 2026-27 is as below:

School: McKinley K-8

Resource Code	Title I	Total District Other Authorized Activities Reservation	# of FRL Student at District Title I Eligible Schools	Per Student shared Cost to School	#of FRL Student at School	Total Shared Cost to School
30100	Central Intervention Activities For Sites	$2,405,280	7,447	$322.99	393	$126,935.07