



School Plan for Student Achievement (SPSA)

School Name		County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
McKinley School	Elementary	19-64980-6022594	4/29/25	6/24/25

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

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

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

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

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

Schoolwide Program

The school plan includes our identified schoolwide goals based on our annual needs assessment and schoolwide continuous improvement process. They also reflect the identified goals, strategies, and actions to address the areas of growth required under ESSA required for Title 1 schools.

McKinley has made a shift to operate as a schoolwide Title 1 program based on an updated student count of 40.06% of students who qualify free and reduced lunch. This will better allow us to utilize provided resources to impact the overall achievement of our students.

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

Table of Contents

SPSA Title Page	1
Table of Contents.....	3
Plan Description	5
Educational Partner Involvement	6
Resource Inequities	6
Comprehensive Needs Assessment Components	6
California School Dashboard (Dashboard) Indicators	7
Other Needs	7
Surveys	7
Classroom Observations	9
Analysis of Current Instructional Program.....	11
School and Student Performance Data	20
Student Enrollment.....	20
CAASPP Results.....	23
ELPAC Results	29
Student Population.....	33
Overall Performance	35
Academic Performance	37
Academic Engagement	45
Conditions & Climate.....	48
Goals, Strategies, & Proposed Expenditures.....	50
Goal 1	50
Goal 2.....	73
Goal 3.....	85
Goal 4.....	108
Goal 5.....	109
Budget Summary	110
Budget Summary	110
Other Federal, State, and Local Funds	110
Budgeted Funds and Expenditures in this Plan	111
Funds Budgeted to the School by Funding Source.....	111
Expenditures by Funding Source	111
Expenditures by Budget Reference	111
Expenditures by Budget Reference and Funding Source	112
Expenditures by Goal.....	113
School Site Council Membership	114

Recommendations and Assurances115

Instructions.....116

Appendix A: Plan Requirements123

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements126

Appendix C: Select State and Federal Programs129

Plan Description

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

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Schoolwide Program

The school plan includes our identified schoolwide goals based on our annual needs assessment and schoolwide continuous improvement process. They also reflect the identified goals, strategies, and actions to address the areas of growth required under ESSA required for Title 1 schools.

McKinley has made a shift to operate as a schoolwide Title 1 program based on an updated student count of 40.06% of students who qualify free and reduced lunch. This will better allow us to utilize provided resources to impact the overall achievement of our students.

The focus of our school is to address the needs of all students through a schoolwide emphasis on collaborative conversations. These structured discussions build student agency, academic language, and critical thinking by developing discourse skills across the day and content areas. Students receive explicit instruction and guided practice to engage respectfully and purposefully with peers—sharing ideas, building on others' thinking, and using evidence to support their reasoning. These practices support academically rigorous, inclusive classroom talk that supports access for all learners, including Multilingual Learners and students with disabilities.

The 2025-26 identified SPSA goals align with the identified current district LCAP goals. The SPSA and LCAP goals are mapped to the 8 state priority areas. The district's LCAP goals are:

Goal 1: All students will be college and career ready through socially just pathways rooted in curiosity, belong, and empowerment (1,2,4,7,8)

Goal 2: Multilingual Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive, standards-aligned core curriculum) (1,2,4,7)

Goal 3: All students and families feel connected and informed, engaging in safe, well-maintained, and culturally responsive schools that support future-ready-learning (1,3,5,6)

Furthermore, Dr. Antonio Shelton, Superintendent has identified 6 areas of priority which include:

1. Reclassification (Goal 2)
2. Special Education (Goals 1,2)
3. Guaranteed and Viable Curriculum (Goal 1)
4. Transformative Approaches (Goal 3)
5. Maintenance (Goal 3)
6. Fiscal Services (Goals 1, 2, 3)

Collaborative conversations support Goal 1 by building the academic language, problem-solving, and communication skills needed for college and career readiness. They support Goal 2 by providing daily, differentiated opportunities for Multilingual Learners to develop English proficiency in meaningful, interactive ways. They support Goal 3 by promoting respectful peer interactions and inclusive classroom environments that foster a sense of belonging and connection.

Collaborative conversations also advance four of the district's identified priority areas. They support Reclassification by providing Multilingual Learners with daily, structured opportunities to practice academic language across content areas—essential for achieving English proficiency. In Special Education, scaffolded supports such as differentiated sentence frames and strategic partnerships enable students with disabilities to access and participate in rigorous discourse, including argumentation and evidence-based reasoning. Collaborative conversations ensure access to a Guaranteed and Viable Curriculum by embedding Structured Academic Discourse into instruction, allowing all students to engage in analyzing, evaluating, and communicating ideas aligned with grade-level standards. Finally, they align with Transformative Approaches—particularly Project-Based Learning and Social Emotional Learning which are our two focuses this year—by emphasizing shared responsibility, purposeful collaboration, and student voice through clearly defined roles and respectful communication norms.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The annual process of developing, reviewing, and updating the Plan is conducted by the administration, the school's School Leadership Team (SLT), a collective group of staff members established by the site's principal, and the School Site Council (SSC), a collaborative, advisory group made up of school staff, parents, community members, ELAC, and PTA to determine SPSA goals and activities to support the goals based on SMMUSD LCAP Goals, Site Implementation Plan, and most current district assessment data. The members of these teams identify areas of need and discuss strategies to support students based on the data. This data analysis and input guides the development of the SPSA.

Development of the SPSA is the Council's primary responsibility and offers schools and their respective communities an opportunity to:

- Be part of a collaborative and inclusive school support and growth process;
- Review and analyze state and local student achievement, attendance, and climate data;
- Engage the community in providing input to identify and develop school improvement priorities;
- Build relationships geared toward a mutual goal of supporting the success of all students;
- Celebrate and highlight the work of the schools in building performance and growth.

Collaboration is ongoing throughout the school year, and each educational partner group meets monthly to discuss school climate and culture, school safety, academic progress, and meeting the needs of EL and special education students. These goals are shared at the end-of-year PTA General Meeting and staff meeting.

This partnership and collaboration in the problem-solving and planning process throughout the year is essential to help identify and organize strategies and resources that will lead to increased student achievement at the school.

Throughout the year student assessment data is analyzed by student and parent groups including the School Leadership Team (SLT), School Site Council (SSC), and English Learner Advisory Council (ELAC). The members of these teams identify areas of need and discuss strategies to support students based on the data. This data analysis and input guides the development of the SPSA.

Teachers were presented with the proposed SPSA expenditures and given the opportunity to provide feedback and recommendations at a Faculty Meeting on 4/23/25. This process was also done with ELAC on 4/22/25, and SSC on 4/29/25 during which time a majority of the members present at the meeting voted in favor of the SPSA as presented. The Title I Parent and Family Engagement Policy and Compact and Signature Page were also provided for parent and staff input.

Resource Inequities

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

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

While our school exceeds County and State measures for academic achievement as measured by the CAASPP and local assessments, we continue to face persistent opportunity gaps among specific student subgroups, including English Learners, Socio-Economically Disadvantaged students, African American students, Hispanic students, and Students with Disabilities. These inequities are driving our resource allocation and intervention efforts. To address these needs, the school will prioritize professional development and materials that support both designated and integrated English Language Development (ELD), with a schoolwide focus on collaborative conversations, project-based learning, and social-emotional learning. Title I funds will be used to hire an instructional coach to support teachers in implementing high-quality, equity-centered instructional practices that meet the needs of historically underserved student groups. Additionally, the school will employ a school counselor/social worker to provide targeted support for these students in the areas of mental health, family engagement, and attendance.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

English Learner Progress-Orange: (52.9 % Progress-decline of 8.2% year over year)

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

English Language Arts - 31 points above standard; Declined 5.7 Points Year Over Year
Socioeconomically Disadvantaged-6.8 points below standard; Declined 14.4 Points Year Over Year
Students with Disabilities-42.4 points below standard; Maintained -0.9 Points Year Over Year

Math-9.2 points above standard; Maintained 1.6 Points
Students with Disabilities-50 points below standard; Maintained 2 Points Year Over Year

Other Needs

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

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The needs assessment for the 2025-2026 SPSA is informed by data from the following surveys:

HANOVER CULTURE AND CLIMATE SURVEY

The Hanover survey data gathered from parents, students, and staff offers valuable insight into the strengths and areas for growth at McKinley Elementary. These results help inform our SPSA goals and guide continuous improvement efforts. The HCSS was administered in February 2025 to students in grade 4 (n=48 (39%)), staff (n=22 (18%)) and parents (n=54 (44%)) to help us understand perceptions of school culture, growth, and overall climate.

Key Strengths

Positive School Climate:

91% of respondents agree that McKinley is a safe place for students.
96% report that the school has clear safety procedures and emergency protocols.
90% believe staff treat students with respect and promote a respectful learning environment.

Student Engagement and Belonging:

80% of students report feeling a sense of belonging.
77% feel empowered and have a voice in their learning.
84% say they experience joy at school, and 68% feel they have opportunities to be curious.

Family Engagement and Communication:

95% of families feel welcome on campus.

90% agree that the school communicates effectively about student progress.
Parent participation in conferences and PTA activities is high, though there is room to grow in committee involvement.

Support for Students:

85% of respondents agree that support is in place for students with IEPs.
80% agree that mental health and wellness services are available.
72% believe that underperforming students receive support.

Staff Culture and Collaboration:

86% of staff report positive relationships with colleagues.
84% feel their supervisor cares about them.
83% agree that professional development is relevant and supports student learning.

Areas for Growth

Differentiated Support and Equity:

Only 66% of families believe English Learners are adequately supported.
67% agree that high-achieving students receive adequate support.
Families and staff cited inconsistent access to culturally responsive materials and instruction.

Instructional Rigor and Future Readiness:

While 80% of students say they are learning, only 60% feel their classes are challenging.
Opportunities to connect classroom learning to real-world applications and the future can be strengthened.

Participation Barriers:

Some families cited scheduling, childcare, or lack of notice as barriers to participating in school activities or meetings.
There is room to improve outreach and accessibility for multilingual and underserved families.

Facilities and Physical Environment:

80% agree that common areas are clean, but only 67% agree the school is well-maintained overall.
Food quality received the lowest satisfaction rating among physical environment indicators.

CALIFORNIA HEALTHY KIDS SURVEY (CHKS)

The CHKS was administered to students in grade 5 (n=34 (43%)), staff (n=32 (38%)) and parents (n=101) in Fall 2024 to help us understand stakeholders' perceptions about our school's efforts to promote safety, enhance learning supports, and improve student outcomes.

Key Strengths:

Family Engagement and Communication:

99% of parents feel welcome; 96% say staff treat them with respect.
95% feel encouraged to be active partners
96% say the school keeps them informed.
91% receive updates between report cards.

Positive Learning Environment:

92% of parents say the school promotes academic success.
95% report the school is supportive and inviting.

Staff highlight high expectations (93%) and caring relationships (98%).

Support Services and SEL:

91% say teachers are responsive to students' social-emotional needs.

84% of staff say the school supports SEL

81% say counseling services are adequate.

Student Motivation and Adult Care:

84% of 5th graders report academic motivation

77% feel connected to school.

81% feel adults have high expectations

77% feel cared for by staff.

Areas for Growth:

Student Voice and Participation:

Only 40% of students report having meaningful opportunities to contribute.

Over 60% of students report feeling bored at least some of the time.

Safety and Bullying:

78% of students feel safe

26% report cyberbullying.

47% say they've been called names or made fun of

34% had rumors spread.

60% of staff say the school is safe for students.

Behavior and Facilities:

69% of staff report disruptive behavior is a problem.

36% agree facilities are well-maintained.

Equity and Representation:

67% of families feel materials reflect their child's identity.

66% believe English Learners receive adequate support.

Survey results from the CHKS and Hanover Culture and Climate Survey indicate that student engagement, support for English Learners, and school safety are key areas of focus for stakeholders. While families and staff reported strong communication, caring relationships, and high expectations, students shared concerns about boredom, bullying, and limited opportunities for meaningful participation. These findings point to a need for more rigorous, inclusive, and supportive learning environments across the school.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

At McKinley, probationary teachers are formally observed twice a year, while permanent teachers are observed once or twice every other year or may opt into professional growth opportunities, as outlined in the negotiated agreement. In addition to these formal observations, administrators conduct informal classroom visits throughout the week, and teachers are encouraged and supported to engage in peer observations to support professional learning. Observation data shows that

teachers are consistently applying effective instructional strategies from professional development, particularly in vocabulary instruction, which is implemented schoolwide.

To deepen our collective understanding and instructional alignment, the District Leadership and School Leadership Team (SLT) facilitated two site-based Learning Rounds during the 2024–2025 school year as part of our continuous improvement and inquiry cycle. These informal observations focused on our site strategy of strengthening precise academic language communication across all grade levels.

Round 1 revealed strong foundational practices, including rich language environments, explicit vocabulary instruction, and classroom cultures that encouraged academic risk-taking. Teachers used collaborative conversation structures to promote engagement, supported by visual scaffolds like word walls and sentence frames.

Round 2 demonstrated schoolwide progress and increased consistency. Higher-order thinking was more frequently embedded, especially when both content and language objectives were clearly articulated. Academic language frames were consistently posted and used effectively, and Tier 2 and 3 vocabulary was explicitly taught and authentically applied across content areas. Collaborative conversations were evident in all classrooms, with balanced student-to-teacher talk and writing that reflected structured language support.

To build on this progress, the SLT introduced Lesson Link, a collaborative lesson study process in which teachers co-designed, observed, and refined instruction aligned with our site implementation plan. Conducted by grade bands in March, these sessions were well-received by staff and will continue into the 2025–2026 school year.

Looking Ahead

Findings from our Learning Rounds and Lesson Link cycles indicate that McKinley has built a foundation in vocabulary instruction and academic language use. Across classrooms, we observed consistent implementation of scaffolds like sentence frames, evidence of student discourse, and an increasing focus on higher-order thinking. These trends suggest that the next step in our instructional growth is to deepen and unify our practices through a schoolwide focus on collaborative conversations.

In 2025–2026, collaborative conversations will serve as the throughline connecting academic language, critical thinking, and equitable participation. This focus will strengthen our ability to engage all learners—particularly English Learners and historically underserved students—while reinforcing social-emotional skills like listening, perspective-taking, and respectful dialogue.

Key instructional priorities will include:

Designing and teaching sentence frames that support access to complex content and model precise academic language use.

Planning purposeful Turn and Talk routines that engage students in higher-order thinking and extended discussion.

Implementing structured talk partnerships with accountable roles and discussion protocols to ensure all students participate meaningfully and consistently.

This shift aligns with our SPSA goals and reflects our commitment to fostering a classroom culture where students think, speak, and learn collaboratively.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Students in grades 3–5 participate in the CAASPP assessments in English Language Arts (ELA) and Math, with 5th grade students also completing the California Science Test. For ongoing progress monitoring, TK-1st students take the Star Early Literacy assessment, and grades 1–5 students complete the Star ELA and Math assessments. K-5 grade students complete the assessments three times per year; TK one time per year. Students in grades K–5 are also assessed using the Fountas and Pinnell Benchmark Assessment System to evaluate decoding, fluency, and comprehension. Additionally, students in grades 1–5 participate in SMMUSD Interim Assessment Blocks (IABs) in ELA and Math twice annually, while kindergarteners complete district-developed math assessments at mid-year and end-of-year benchmarks.

English Learners are assessed using both the Initial and Summative ELPAC to monitor English language development. Teachers also rely on a range of formal and informal assessments—including projects, presentations, quizzes, and classroom-based tasks—to monitor student understanding and inform instruction.

In 2024–2025, teachers began developing common formative assessments aligned to the school's implementation plan, with a focus on precise academic vocabulary. This work will continue in 2025–2026, with staff designing assessment tools to measure the effectiveness of instructional strategies aligned with schoolwide goals, including collaborative conversations.

To support data-driven instruction, teachers participated in four 90-minute data review meetings during the 2024–2025 school year, facilitated by the instructional coach and aligned with each major assessment window. A half-day data session focused specifically on Tier II instruction was held following the winter assessment window. In 2025–2026, this model will be enhanced: two of the four meetings will expand to half-day data sessions to provide staff with more time to plan thoughtful Tier II and Tier III supports and to refine Tier I instruction based on formative data and student needs.

STAR 24-25

Star Early Literacy - Spring 2025

95 students in TK/K/1st grade completed Star Early Literacy;

61.1% or 58 of 95 students scored at or above the minimum district benchmark proficiency level;

47.5% or 29 of 61 students scored at or above typical growth (35th current SGP) from Fall to Spring

Star Reading - Spring 2025

255 students in 1st-5th grades completed Star Reading assessments;

62.3% or 157 of 252 students estimated to score at or above the proficiency benchmark on the Reading state test

69.2% or 171 of 247 students scored at or above typical growth (35th current SGP) from Fall to the given test period

This is up 1% from Fall to Spring 2023-2024

Star Math - Spring 2025

245 students in 1st-5th grades completed Star Math assessments;

53.3% or 129 of 242 students estimated to score at or above proficiency benchmark on the Math state test

62.7% or 143 of 228 students scored at or above typical growth (35th current SGP) from Fall to the given test period

This is down 3% from Fall to Spring 2023-2024

IABS 24-25

Grade 3: ELA: Research, Interpret and Integrate

Above Standard 33%
Near Standard 51%
Below Standard 16%

Grade 3: ELA: Language and Vocabulary Use
Above Standard 16%
Near Standard 51%
Below Standard 33%

Grade 3: Math: Multiplication and Division
Above Standard 25%
Near Standard 44%
Below Standard 31%

Grade 3: Math: Number and Operations: Fractions
Above Standard 49%
Near Standard 45%
Below Standard 6%

Grade 4: ELA: Research, Interpret and Integrate
Above Standard 36%
Near Standard 42%
Below Standard 22%

Grade 4: ELA: Language and Vocabulary Use
Above Standard 35%
Near Standard 36%
Below Standard 29%

Grade 4: Math: Operations and Algebraic Thinking
Above Standard 30%
Near Standard 41%
Below Standard 29%

Grade 4: Math: Number and Operations in Base 10
Above Standard 29%
Near Standard 39%
Below Standard 32%

Grade 5: ELA: Research, Interpret and Integrate
Above Standard 45%
Near Standard 34%
Below Standard 21%

Grade 5: ELA: Language and Vocabulary Use
Above Standard 26%
Near Standard 55%
Below Standard 19%

Grade 5: Math: Number and Operations in Base 10
Above Standard 25%

Near Standard 45%
Below Standard 30%

Grade 5: Math: Fractions
Above Standard 43%
Near Standard 24%
Below Standard 33%

Interim Assessment Block (IAB) data from 2024–2025 shows that across grades 3–5, the majority of students scored near or above standard in most ELA and math domains, with particular strengths in fractions and research/integration of information. Areas for growth include language and vocabulary use and base-10 number operations, where a higher percentage of students scored below standard, especially in grades 3 and 4. These results highlight the need to continue supporting academic language development and foundational math skills.

CAASPP 2016-2025

Year	ELA	Math
2016–17	59.3%	55.3%
2017–18	69.0%	61.0%
2018–19	73.7%	63.3%
2021–22	73.3%	59.7%
2022–23	68.0%	62.0%
2023–24	63.3%	63.3%
2024-25.	TBD.	TBD

ELA showed strong growth from 2016–2019, peaking at 73.7%, then declined post-COVID, with a steady drop to 63.3% in 2023–24.

Math also improved through 2018–19, dipped in 2021–22, but has since slightly rebounded and remained steady in 2023–24.

The strong growth in ELA from 2016–2019 correlates with a period when McKinley had a schoolwide focus on academic discourse and the consistent support of a full-time instructional coach. Since then, the focus has shifted to vocabulary instruction, and coaching support has been reduced to part-time. In 2025–2026, the school will return to a focus on collaborative conversations to revive and build on those effective discourse-based practices, especially for staff who joined after that period. This renewed focus will be supported by the addition of a full-time instructional coach to guide professional learning and implementation.

Summative ELPAC 2019-2024

2019

54.7% of ELs progressed at least one ELPI level
20.8% maintained ELPI Level 4
18.9% maintained a lower ELPI level (levels 1, 2L, 2H, 3L, 3H)
5.7% decreased at least one ELPI level

2022 (post-COVID return year)

36.4% of ELs progressed at least one ELPI level
30.3% maintained ELPI Level 4
24.2% maintained a lower ELPI level (levels 1, 2L, 2H, 3L, 3H)
9.1% decreased at least one ELPI level

2023

42.4% of ELs progressed at least one ELPI level

21.2% maintained ELPI Level 4

15.2% maintained a lower ELPI level (levels 1, 2L, 2H, 3L, 3H)

21.2% decreased at least one ELPI level

2024

50.0% of ELs progressed at least one ELPI level — strongest gain since 2019

3.3% maintained ELPI Level 4 — sharp decline - perhaps due to reclassification rates

33.3% maintained a lower ELPI level (levels 1, 2L, 2H, 3L, 3H) — highest in 4-year span

13.3% decreased at least one ELPI level — down from 2023, but still higher than pre-pandemic

Progress peaked in 2019 and dropped in 2022, but has rebounded strongly in 2024.

Regression (decrease) was lowest in 2019, spiked in 2023, and slightly improved in 2024.

Maintaining Level 4 has decreased significantly in 2024, likely due to fewer ELs with level 4 reaching reclassification.

More students are maintaining lower levels in 2024, which may signal a need for targeted intervention to push them forward.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

At McKinley, data-driven inquiry is embedded into our school culture and decision-making processes. Multiple sources—including curriculum-embedded assessments, common formative assessments (CFAs), Fountas & Pinnell, LEXIA, and i-Ready—are used throughout the year to monitor student learning and guide instructional adjustments.

We are particularly encouraged by continued growth in mathematics, with a 10% increase in proficiency since 2017, and strong performance in 3rd grade. This growth reflects a sustained site focus on math instruction, supported this year by a partnership with a UCLA staff developer. Our goal is to continue deepening this progress in the years ahead.

At the same time, we are closely examining a recent decline in ELA scores, even though overall performance remains strong. In response, the School Leadership Team (SLT) engaged in a collaborative inquiry cycle to analyze trends and contributing factors. Key findings include:

- A rise in attentional challenges and a decline in independent reading habits, especially in the post-pandemic context
- A reduction in instructional coach time, which impacted alignment and consistency of best practices
- A loss of coherence in ELA, with shifting literacy philosophies and a departure from foundational routines

The Role of the Site Leadership Team (SLT)

The certificated staff elects an SLT each year that includes school administrators, the Instructional Coach, a special education teacher, the Teaching and Learning Council leader, and one grade-level representative from each team. This structure ensures that each grade and stakeholder group is represented and that teacher voice informs all major decisions. The SLT model supports "leading from the middle", with shared leadership and collaborative decision-making at the core.

The SLT meets three times a year for full-day retreats, and monthly as needed, to engage in a data-driven cycle of inquiry focused on improving student outcomes. The SLT's objectives are to:

- Analyze schoolwide data to identify student needs
- Determine an annual instructional focus that directly addresses those needs
- Identify supports for teachers (e.g., professional development, coaching, learning walks, intervention staff)
- Collect evidence of learning to monitor implementation and guide next steps

For the 2025–26 school year, the SLT selected Collaborative Conversations as the schoolwide focus. This decision was grounded in data showing the need to strengthen students' listening and speaking skills, particularly their ability to communicate reasoning in math and express ideas effectively in ELA.

Strategic Response for 2025–26

In response to both academic and engagement data, McKinley is implementing the following actions:

- Hiring a full-time instructional coach to rebuild instructional coherence, especially in early literacy (K2), and to support high-impact teaching across grade levels
- Recommitting to foundational literacy programs in the early grades to strengthen consistency and outcomes in reading
- Reinforcing reading print texts and the use pen-to-paper writing in the lower grades to build fluency, handwriting, and expressive language

Deepening Academic Discourse through Collaborative Conversations

McKinley has prioritized Academic Discourse since 2017. After two years focusing on academic vocabulary, the SLT has chosen to re-center Collaborative Conversations as our core instructional strategy. This focus:

- Supports new teachers in developing essential instructional skills
- Leverages the expertise of veteran educators to lead and mentor
- Aligns with district initiatives in ELD, SEL, and rigorous content instruction
- Promotes critical thinking, reasoning, and language development across all subject areas

Advances Goal 2: Multilingual Learner Achievement by integrating oral language development with academic content

Our new Designated ELD pilot complements this focus by combining structured language instruction with opportunities for academic dialogue, enabling students to build content knowledge and the language skills needed to express it confidently.

Responding to Student Voice and Social-Emotional Needs

Feedback from students and families has highlighted several key themes:

- Boredom in some classroom settings
- Bullying and negative peer interactions
- Limited opportunities for meaningful participation

These findings reinforce the importance of building rigorous, inclusive, and engaging learning environments. In response, McKinley will continue investing in:

- Project-Based Learning (PBL)

- Schoolwide Social-Emotional Learning (SEL), including Second Step, Responsive Classroom, and Restorative Practices

- Monthly Community Meetings and Shared Reading Experiences that center character development and student voice

- Mental health supports led by our full-time counselor and expanded mental health team

These efforts ensure our instructional program not only builds academic skills but also supports whole-child development, belonging, and joyful learning.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.27%	0.25%	0.25%	1	1	1
African American	8.00%	7.69%	8.91%	30	31	35
Asian	10.93%	13.9%	12.72%	41	56	50
Filipino	0.80%	0.74%	1.02%	3	3	4
Hispanic/Latino	35.73%	33.5%	34.86%	134	135	137
Pacific Islander	%	0%	%	0	0	
White	39.20%	38.96%	35.11%	147	157	138
Two or More Races	4.80%	4.47%	7.12%	18	18	28
Not Reported	0.27%	0.5%	%	1	2	
Total Enrollment				375	403	393

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	75	77	62
Grade 1	53	63	53
Grade 2	62	54	63
Grade3	69	74	57
Grade 4	57	73	81
Grade 5	59	62	77
Total Enrollment	375	403	393

Conclusions based on this data:

- Overall Enrollment Is Relatively Stable
Total enrollment changed slightly from 375 students in 2021–22, to 403 in 2022–23, and 393 in 2023–24. This small fluctuation suggests McKinley maintains steady enrollment, with only minor shifts likely due to cohort size or local population changes.
- Racial and Ethnic Diversity Remains Strong, With Growth in Multiracial Identification

The Hispanic/Latino group remains the largest subgroup, representing 34.86% of students in 2023–24. White students remain the second-largest group, though their percentage decreased slightly over time (from 39.2% in 2021–22 to 35.11% in 2023–24). The "Two or More Races" category saw noticeable growth—from 18 students (4.47%) in 2022–23 to 28 students (7.12%) in 2023–24—suggesting an increase in multiracial identity or changes in self-reporting.

3. **Enrollment by Grade Level Shows Larger Cohorts in Upper Grades**
In 2023–24, Grade 4 (81 students) and Grade 5 (77 students) had the highest enrollment across grade levels. Lower primary grades such as Kindergarten (62) and Grade 1 (53) had smaller cohorts. This pattern may reflect larger incoming cohorts from previous years or retention policies, and it will influence class-size planning and staffing needs for the next school year.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	55	62	54	12.5%	14.7%	13.7%
Fluent English Proficient (FEP)	36	39	40	10.8%	9.6%	10.2%
Reclassified Fluent English Proficient (RFEP)	7	5	5	1.9%	1.2%	1.3%

Conclusions based on this data:

1. English Learner enrollment has remained relatively stable but slightly declined in 2023–24. EL enrollment rose from 55 (12.5%) in 2021–22 to 62 (14.7%) in 2022–23, then decreased to 54 (13.7%) in 2023–24. This suggests that while the overall EL population fluctuates slightly year to year, it remains a significant and consistent portion of the student body.
2. Fluent English Proficient (FEP) students increased slightly, suggesting continued language development among multilingual learners. The number of FEP students increased from 36 to 40 over three years. This reflects a steady population of students who entered school fluent in English but speak a language other than English at home, and may indicate strong language support at home and/or early educational settings.
3. Reclassification rates are low and consistent, with just 5 students reclassified in each of the past two years. The percentage of Reclassified Fluent English Proficient (RFEP) students stayed below 2% each year, showing limited movement from EL to RFEP status. This could suggest a need to review reclassification practices for staff, supports for long-term ELs, or student readiness as determined by ELPAC, grades, and other criteria.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	65	71	50	63	69	50	63	69	50	96.9	97.2	100
Grade 4	58	68	80	56	68	78	56	68	78	96.6	100.0	97.5
Grade 5	57	60	72	57	58	71	57	58	71	100.0	96.7	98.6
All Grades	180	199	202	176	195	199	176	195	199	97.8	98.0	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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2458.	2458.	2470.	39.68	46.38	42.00	28.57	20.29	22.00	9.52	13.04	20.00	22.22	20.29	16.00
Grade 4	2537.	2497.	2497.	44.64	38.24	39.74	35.71	22.06	21.79	14.29	17.65	17.95	5.36	22.06	20.51
Grade 5	2536.	2570.	2540.	26.32	48.28	38.03	43.86	29.31	25.35	12.28	13.79	14.08	17.54	8.62	22.54
All Grades	N/A	N/A	N/A	36.93	44.10	39.70	35.80	23.59	23.12	11.93	14.87	17.09	15.34	17.44	20.10

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	31.75	33.33	26.00	57.14	46.38	66.00	11.11	20.29	8.00
Grade 4	35.71	29.41	21.79	57.14	57.35	67.95	7.14	13.24	10.26
Grade 5	36.84	36.21	28.17	49.12	55.17	57.75	14.04	8.62	14.08
All Grades	34.66	32.82	25.13	54.55	52.82	63.82	10.80	14.36	11.06

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	28.57	28.99	26.00	47.62	50.72	60.00	23.81	20.29	14.00
Grade 4	37.50	23.53	21.79	51.79	58.82	60.26	10.71	17.65	17.95
Grade 5	19.30	37.93	33.80	63.16	53.45	50.70	17.54	8.62	15.49
All Grades	28.41	29.74	27.14	53.98	54.36	56.78	17.61	15.90	16.08

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	23.81	30.43	22.00	71.43	60.87	68.00	4.76	8.70	10.00
Grade 4	26.79	17.65	19.23	64.29	69.12	71.79	8.93	13.24	8.97
Grade 5	21.05	22.41	16.90	71.93	72.41	74.65	7.02	5.17	8.45
All Grades	23.86	23.59	19.10	69.32	67.18	71.86	6.82	9.23	9.05

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	33.33	27.54	28.00	57.14	55.07	58.00	9.52	17.39	14.00
Grade 4	30.36	25.00	29.49	67.86	64.71	61.54	1.79	10.29	8.97
Grade 5	24.56	41.38	32.39	63.16	51.72	59.15	12.28	6.90	8.45
All Grades	29.55	30.77	30.15	62.50	57.44	59.80	7.95	11.79	10.05

Conclusions based on this data:

- Overall ELA proficiency has declined since 2021–22. The percentage of students meeting or exceeding standards dropped from 73.3% in 2021–22 to 63.3% in 2023–24. This downward trend suggests a need to examine shifts in curriculum, instructional support, or post-pandemic recovery strategies.
- 3rd Grade saw a slight decline in overall proficiency, with the percentage of students meeting or exceeding the standard dropping from 67% to 64%. Notably, there was a 7-point increase in the “Nearly Met” category, indicating a shift of students just below proficiency. 4th Grade showed a modest gain, rising from 60% to 63% in students meeting or exceeding standard, suggesting some growth in this cohort’s literacy achievement. 5th Grade experienced the steepest decline, dropping from 77% to 63%. While the number of students who “Nearly Met” the standard remained flat, the percentage who Did Not Meet nearly doubled from 9% to 21%, highlighting a concerning downward trend in upper grade performance.

These results underscore the need for targeted support in 5th grade, continued focus on foundational skills in 3rd grade, and sustained instructional momentum in 4th grade. Ensuring that students on the cusp of meeting standards receive timely intervention could help reverse declines and build overall proficiency.
- In 2023–2024, McKinley students’ strongest ELA claim was Listening, with 71.48% of students scoring At or Near Standard and only 9.05% Below Standard. This suggests that students are generally strong in comprehending spoken information and demonstrating communication-related skills.

The second strongest area was Research/Inquiry, with 62.60% scoring At or Near Standard, and only 10.65% Below Standard. This indicates promising skills in analyzing and integrating information from multiple sources. By contrast, the weakest claim area was Writing, where only 56.76% of students scored At or Near Standard and 16.08% scored Below Standard. This reflects a need to focus on developing students' ability to produce clear, purposeful writing across grade levels. Reading came in just slightly above Writing, with 63.82% scoring At or Near Standard and 11.05% Below, indicating relatively solid but still improvable foundational literacy skills.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	65	71	50	64	71	50	64	71	50	98.5	100.0	100
Grade 4	58	68	80	57	68	79	57	68	79	98.3	100.0	98.8
Grade 5	57	60	72	57	60	71	57	60	71	100.0	100.0	98.6
All Grades	180	199	202	178	199	200	178	199	200	98.9	100.0	99

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2455.	2456.	2482.	31.25	35.21	38.00	25.00	33.80	34.00	26.56	9.86	14.00	17.19	21.13	14.00
Grade 4	2518.	2511.	2509.	35.09	33.82	30.38	35.09	25.00	34.18	22.81	27.94	21.52	7.02	13.24	13.92
Grade 5	2524.	2538.	2527.	29.82	35.00	33.80	22.81	23.33	19.72	22.81	21.67	22.54	24.56	20.00	23.94
Grade 11															
All Grades	N/A	N/A	N/A	32.02	34.67	33.50	27.53	27.64	29.00	24.16	19.60	20.00	16.29	18.09	17.50

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	31.25	43.66	40.00	50.00	32.39	42.00	18.75	23.94	18.00
Grade 4	43.86	38.24	35.44	45.61	45.59	46.84	10.53	16.18	17.72
Grade 5	29.82	26.67	32.39	49.12	51.67	43.66	21.05	21.67	23.94
Grade 11									
All Grades	34.83	36.68	35.50	48.31	42.71	44.50	16.85	20.60	20.00

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	35.94	42.25	48.00	45.31	40.85	34.00	18.75	16.90	18.00
Grade 4	31.58	30.88	37.97	57.89	55.88	45.57	10.53	13.24	16.46
Grade 5	21.05	23.33	28.17	61.40	63.33	46.48	17.54	13.33	25.35
All Grades	29.78	32.66	37.00	54.49	52.76	43.00	15.73	14.57	20.00

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	34.38	39.44	38.00	56.25	40.85	50.00	9.38	19.72	12.00
Grade 4	35.09	30.88	30.38	50.88	55.88	56.96	14.04	13.24	12.66
Grade 5	22.81	26.67	23.94	56.14	60.00	52.11	21.05	13.33	23.94
All Grades	30.90	32.66	30.00	54.49	51.76	53.50	14.61	15.58	16.50

Conclusions based on this data:

- Overall Math performance has improved slightly since 2021–22, with 2023–24 showing the highest achievement. Percent of students meeting or exceeding standards:
2021–22: 59.7%
2022–23: 62.0%
2023–24: 63.3%
This steady upward trend suggests growing instructional strength or effective interventions, especially post-pandemic.
- The 2023–2024 claim-level data in math reveals a concerning pattern of widening achievement gaps across all three domains—Problem Solving & Modeling/Data Analysis, Concepts & Procedures, and Communicating Reasoning. In Problem Solving & Modeling/Data Analysis, both the percentage of students Above Standard and Below Standard have increased since 2021–22. This suggests a growing divide, where some students are developing strong skills in applying mathematical strategies to real-world problems, while a larger number are falling further behind, struggling to access the core of this domain.

Similarly, in Concepts & Procedures and Communicating Reasoning, the percentage of students Above Standard has remained relatively stable over the past three years, but there is a steady increase in the number of students performing Below Standard. This indicates that while top-performing students are maintaining their progress, more students are failing to demonstrate foundational understanding and reasoning skills.

This widening gap signals an urgent need for differentiated instruction, targeted interventions, and strategic supports to ensure that all students—not just the highest achievers—can access, engage with, and master key mathematical concepts and skills.

3. Third grade math achievement has recovered well since the pandemic, with 2023–24 showing the strongest performance since 2017–18. In 2021–22, only 56% of students met/exceeded standards. That number rose to 69% in 2022–23 and 72% in 2023–24.

The percentage of students not meeting standards also dropped from 21% (2022–23) to 14% (2023–24), suggesting effective instruction and support in primary math recovery.

Fourth grade math results have been inconsistent, showing gains in 2023–24 but still not returning to 2018–19 peak levels.

The percentage of students meeting/exceeding standards was 74% in 2018–19, dipped to 59% in 2022–23, and rose to 64% in 2023–24.

The share of students not meeting standards has hovered around 13–14%, except for a low of 7% in 2021–22, indicating a need for consistency in math instruction year over year.

Fifth grade math performance has remained relatively flat, with little change in proficiency or students not meeting standards.

Students meeting/exceeding standards increased modestly from 42% (2016–17) to 54% (2023–24).

However, the percentage of students not meeting standards has remained high, around 20–25% in most years.

This suggests ongoing challenges with math mastery in upper elementary, and that more targeted intervention or differentiation may be needed at this level.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1446.9	1460.5	*	1467.4	1488.0	*	1398.6	1396.4	*	14	12	10
1	*	1493.9	*	*	1489.1	*	*	1498.4	*	7	11	9
2	*	*	*	*	*	*	*	*	*	6	8	8
3	*	1489.5	*	*	1493.7	*	*	1484.8	*	8	11	*
4	1572.4	*	*	1606.3	*	*	1538.2	*	*	12	6	8
5	*	*	*	*	*	*	*	*	*	5	8	5
All Grades										52	56	42

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	28.57	25.00	*	28.57	41.67	*	28.57	25.00	*	14.29	8.33	*	14	12	*
1	*	27.27	*	*	63.64	*	*	0.00	*	*	9.09	*	*	11	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	9.09	*	*	36.36	*	*	36.36	*	*	18.18	*	*	11	*
4	83.33	*	*	8.33	*	*	0.00	*	*	8.33	*	*	12	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	40.38	30.36	19.05	40.38	41.07	52.38	13.46	17.86	16.67	5.77	10.71	11.90	52	56	42

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	42.86	33.33	*	28.57	41.67	*	14.29	16.67	*	14.29	8.33	*	14	12	*
1	*	27.27	*	*	63.64	*	*	0.00	*	*	9.09	*	*	11	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	27.27	*	*	45.45	*	*	9.09	*	*	18.18	*	*	11	*
4	91.67	*	*	0.00	*	*	0.00	*	*	8.33	*	*	12	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	61.54	44.64	52.38	25.00	37.50	28.57	7.69	7.14	11.90	5.77	10.71	7.14	52	56	42

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		0.00	*		41.67	*		50.00	*		8.33	*		12	*
1		9.09	*		72.73	*		9.09	*		9.09	*		11	*
2		*	*		*	*		*	*		*	*		*	*
3		9.09	*		18.18	*		45.45	*		27.27	*		11	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	13.46	8.93	7.14	34.62	46.43	40.48	38.46	26.79	28.57	13.46	17.86	23.81	52	56	42

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	64.29	50.00	*	14.29	50.00	*	21.43	0.00	*	14	12	*
1	*	81.82	*	*	9.09	*	*	9.09	*	*	11	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	27.27	*	*	45.45	*	*	27.27	*	*	11	*
4	91.67	*	*	0.00	*	*	8.33	*	*	12	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	63.46	55.36	40.48	28.85	33.93	50.00	7.69	10.71	9.52	52	56	42

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	42.86	25.00	*	35.71	58.33	*	21.43	16.67	*	14	12	*
1	*	9.09	*	*	81.82	*	*	9.09	*	*	11	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	27.27	*	*	54.55	*	*	18.18	*	*	11	*
4	100.00	*	*	0.00	*	*	0.00	*	*	10	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	64.00	42.86	50.00	30.00	42.86	42.86	6.00	14.29	7.14	50	56	42

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	7.14	16.67	*	78.57	83.33	*	14.29	0.00	*	14	12	*
1	*	81.82	*	*	9.09	*	*	9.09	*	*	11	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	9.09	*	*	45.45	*	*	45.45	*	*	11	*
4	25.00	*	*	58.33	*	*	16.67	*	*	12	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	19.23	32.14	21.43	61.54	48.21	50.00	19.23	19.64	28.57	52	56	42

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	28.57	16.67	*	42.86	58.33	*	28.57	25.00	*	14	12	*
1	*	9.09	*	*	81.82	*	*	9.09	*	*	11	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	9.09	*	*	72.73	*	*	18.18	*	*	11	*
4	8.33	*	*	91.67	*	*	0.00	*	*	12	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.08	16.07	11.90	63.46	64.29	69.05	13.46	19.64	19.05	52	56	42

Conclusions based on this data:

- From 2021–22 to 2023–24, there has been a steady decline in the percentage of students achieving Level 4 (the highest level) on the ELPAC Overall Language scores, dropping from 40.38% in 2021–22 to 19.05% in 2023–24. At the same time, the percentage of students scoring at Level 1 (the lowest level) has doubled, from 5.77% to 11.90%. This shift indicates a growing need for targeted English language development (ELD) supports to address both foundational language gaps and the decreasing number of students reaching reclassification readiness.

2. Student performance in Oral Language on the ELPAC has declined over the past three years, with the percentage of students scoring at Level 4 (the highest level) decreasing from 61.54% in 2021–22 to 44.64% in 2022–23 and only 28.57% in 2023–24. This trend suggests a growing need to strengthen opportunities for structured oral language development, particularly through designated and integrated ELD supports that promote academic speaking and listening skills.

Student performance in the Speaking Domain on the ELPAC has declined over the past three years. The percentage of students rated as Well Developed dropped from 64.00% in 2021–22 to 42.86% in 2023–24, while those rated as Somewhat/Moderately Developed rose from 30.00% to 42.86%. This shift indicates that while fewer students are demonstrating strong oral language skills, many are still approaching proficiency. There is a need for increased opportunities for structured academic discourse—including sentence frames, conversation protocols, and speaking/listening routines—to support students in developing confidence and fluency in oral expression.

Student performance in the Listening Domain on the ELPAC has gradually declined over the past three years. The percentage of students rated as Well Developed fell from 63.46% in 2021–22 to 50.00% in 2023–24, while those rated at the Beginning level rose from 7.69% to 9.52%. This shift suggests that fewer students are demonstrating strong listening comprehension skills, pointing to a need for more structured listening opportunities in both designated and integrated ELD—especially tasks that build academic listening and processing of oral directions or discussions.

3. Student performance in Written Language on the ELPAC has steadily declined over the past three years, with the percentage of students scoring at Level 4 dropping from 13.46% in 2021–22 to 7.14% in 2023–24. At the same time, the proportion of students scoring at Level 1 has increased from 13.46% to 23.81%, nearly doubling. This trend highlights a pressing need to strengthen explicit writing instruction within both designated and integrated ELD, particularly in areas like academic vocabulary, grammar, and sentence structure.

Student performance in the Reading Domain on the ELPAC has shown improvement in the percentage of students scoring Well Developed, increasing from 19.23% in 2021–22 to 32.14% in 2022–23. However, the percentage of students at the Beginning level also rose from 19.23% to 28.57% by 2023–24. This widening gap suggests that while more students are reaching higher levels of proficiency, a growing group is struggling with foundational reading skills. This trend highlights the need for targeted, tiered interventions in early literacy—especially decoding, comprehension, and academic vocabulary—to support students at both ends of the performance spectrum.

Performance in the Writing Domain on the ELPAC has steadily declined, with the percentage of students scoring Well Developed falling from 23.08% in 2021–22 to just 11.90% in 2023–24. At the same time, the proportion of students at the Beginning level has increased from 13.46% to 19.05%. This pattern suggests that writing is a growing area of need, and points to the importance of dedicated writing instruction within both designated and integrated ELD, especially focused on sentence structure, grammar, and organizing ideas clearly. Targeted support and scaffolded writing opportunities may help reverse this trend.

School and Student Performance Data

Student Population

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
393	39.2%	13.7%	0.3%
Total Number of Students enrolled in McKinley Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	54	13.7%
Foster Youth	1	0.3%
Homeless	2	0.5%
Socioeconomically Disadvantaged	154	39.2%
Students with Disabilities	73	18.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	35	8.9%
American Indian	1	0.3%
Asian	50	12.7%
Filipino	4	1%
Hispanic	137	34.9%
Two or More Races	28	7.1%
Pacific Islander	0	0.0%
White	138	35.1%

Conclusions based on this data:

1. Out of a total enrollment of 393 students, a significant portion of the school population faces increased educational challenges, with 39.2% identified as socioeconomically disadvantaged and 13.7% classified as English Learners.

Although Foster Youth represent a small percentage (0.3%), these combined demographics highlight the importance of providing targeted academic supports, inclusive instructional practices, and access to wraparound services to ensure equity and success for all students.

2. McKinley Elementary serves a racially and ethnically diverse student body, with no single group comprising a majority. The largest populations are White (35.1%) and Hispanic (34.9%), followed by Asian (12.7%) and African American (8.9%). Students who identify as Two or More Races make up 7.1% of enrollment. This diversity underscores the importance of culturally responsive teaching, inclusive curriculum, and community-building practices that reflect and affirm the identities of all students.
3. Students with disabilities make up 18.6% of the total student population at McKinley Elementary (73 out of 393 students). This sizable percentage underscores the importance of inclusive practices, access to high-quality special education services, and a schoolwide commitment to universal design for learning (UDL) to ensure that all students can engage, learn, and thrive in the general education environment.

School and Student Performance Data

Overall Performance






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2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. In English Language Arts, McKinley Elementary students overall performed well, scoring 31 points above standard and earning a Green or high performance level. However, performance gaps persist among student groups: White students performed in the Green or high range. Hispanic students scored in the Yellow of medium range. Socioeconomically Disadvantaged students and Students with Disabilities scored in the Orange or low range, indicating a need for targeted instructional support and intervention.

Several student groups—including African American, Asian, English Learners, and Foster Youth—had no performance color, suggesting their subgroup sizes were too small for reportable data. These results emphasize the importance of closing achievement gaps through equity-driven, data-informed instruction that supports historically underserved populations.

2. McKinley Elementary students performed above standard in Mathematics, scoring 19.2 points above and maintaining performance from the previous year, earning a Green performance level overall. However, achievement gaps remain among student subgroups:
White students scored in the Blue range, indicating very high performance.
Hispanic and Socioeconomically Disadvantaged students scored in the Yellow range, showing they are approaching the standard but need support.
Students with Disabilities scored in the Orange range, indicating significantly below-standard performance and a need for targeted intervention.
Several subgroups, including African American, Asian, English Learners, and Foster Youth, had no performance color, likely due to small sample sizes.
These results call for a continued focus on equity and differentiated instruction, especially for students with disabilities and historically underserved groups, to ensure all students can succeed in mathematics.
3. Only 52.9% of students are making progress toward English language proficiency, placing the school in the Orange performance level for this indicator. This represents a decline of 8.2% from the previous year. With only 34 English Learners assessed, this data signals a clear need for more targeted and effective English Language Development (ELD) instruction—both designated and integrated—as well as progress monitoring and interventions to support language acquisition.

In 2023–24, 11.7% of students at McKinley Elementary were chronically absent, placing the school in the Yellow performance level for attendance. This reflects a 3.9% improvement from the previous year. However, chronic absenteeism remains a concern across several student groups—including African American, English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and White students—all of whom also fall in the Yellow range. Notably, Asian students performed in the Green level, suggesting stronger attendance patterns in that group. Continued focus on attendance interventions, family engagement, and tiered supports will be essential to further reduce chronic absenteeism and promote equitable access to learning.

School and Student Performance Data

Academic Performance English Language Arts

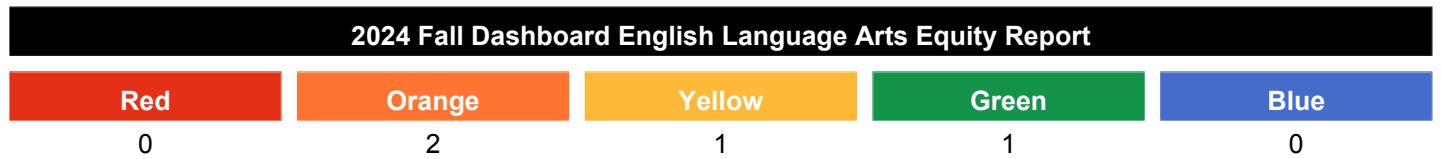
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>31.0 points above standard</div> <div>Declined 5.7 points</div> <div>207 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>24.9 points below standard</div> <div>Declined 21.0 points</div> <div>27 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>6.8 points below standard</div> <div>Declined 14.4 points</div> <div>85 Students</div>

Students with Disabilities  Orange 42.4 points below standard Maintained 0.9 points 47 Students	African American  No Performance Color 16.6 points below standard Increased 11.4 points 18 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 74.9 points above standard Increased 21.3 points 22 Students	Filipino  No Performance Color Less than 11 Students 1 Student	Hispanic  Yellow 1.4 points above standard Declined 9.7 points 73 Students
Two or More Races  No Performance Color 34.3 points above standard Increased 10.5 points 11 Students	Pacific Islander  No Performance Color 0 Students	White  Green 55.3 points above standard Declined 7.3 points 82 Students

Conclusions based on this data:

- Overall Strength, but Persistent Equity Gaps:**
Although McKinley demonstrates overall strength in English Language Arts, with achievement well above the standard, persistent equity gaps remain. The data point to an urgent need for targeted support and instructional adjustments for key student groups—particularly Students with Disabilities and Socioeconomically Disadvantaged students. To ensure all learners thrive, our next steps must prioritize strategies that close these opportunity gaps and promote equitable outcomes.
- Student Group Progress Varies Widely:**
Some student groups showed meaningful improvement. Asian students increased by 21.3 points, performing 74.9 points above standard, and students identifying as Two or More Races also made gains, scoring 34.3 points above standard. In contrast, English Learners declined by 21 points, now performing 24.9 points below standard. The wide variation in student group progress underscores the need for differentiated support. While some groups are excelling, the significant decline among English Learners signals an urgent need to reassess and refine our instructional approaches for this population. To ensure all students experience growth, we must implement targeted interventions and culturally and linguistically responsive teaching practices that address the specific needs of our English Learners.
- Hispanic and White Students Show Mixed Results:**
White students are performing strongly at 55.3 points above standard (Green) but declined by 7.3 points. Hispanic students, while still 1.4 points above standard, dropped nearly 10 points and are now rated Yellow, signaling a need for renewed efforts to maintain progress and prevent further decline in key demographic groups. The recent declines among both Hispanic and White students indicate a need for renewed focus on sustaining progress across all student groups. While overall performance remains strong, the downward trends suggest that current strategies may not be

fully meeting students' evolving needs. Moving forward, we must monitor these groups closely and implement proactive supports to maintain gains, prevent further regression, and ensure continued growth for all learners.

School and Student Performance Data

Academic Performance Mathematics

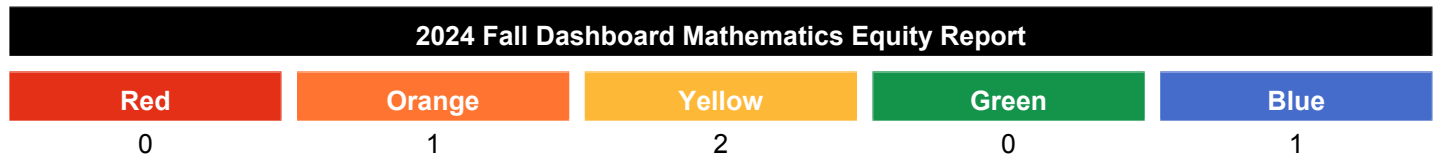
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>19.2 points above standard</div> <div>Maintained 1.6 points</div> <div>208 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>34.1 points below standard</div> <div>Declined 4.3 points</div> <div>28 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Yellow</div> <div>14.6 points below standard</div> <div>Maintained 0.9 points</div> <div>86 Students</div>

Students with Disabilities  Orange 50.0 points below standard Maintained 2.0 points 47 Students	African American  No Performance Color 26.6 points below standard Increased 21.9 points 18 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 80.8 points above standard Increased 6.8 points 22 Students	Filipino  No Performance Color Less than 11 Students 1 Student	Hispanic  Yellow 15.7 points below standard Maintained 2.7 points 73 Students
Two or More Races  No Performance Color 25.3 points above standard Maintained 1.5 points 11 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 42.5 points above standard Increased 5.6 points 83 Students

Conclusions based on this data:

- Overall students are making progress with a score of High, higher than the state and district average. White students performed 42.5 points above standard and improved by 5.6 points, earning a Blue designation, while Asian students showed the highest achievement with 80 points above standard, despite not receiving a color rating due to sample size. Overall student progress is strong, with achievement exceeding both state and district averages. However, even in the context of high performance, it is essential to remain vigilant. Continued improvement among White and Asian students reflects effective practices that can be studied and leveraged more broadly.
- Math is a relative area of growth compared to ELA. Socioeconomically Disadvantaged and Hispanic students both performed in the Yellow range, scoring 14.6 and 15.7 points below standard respectively, with small gains—indicating steady but insufficient progress. While math shows relative growth compared to ELA, the pace of progress for Socioeconomically Disadvantaged and Hispanic students remains too slow to close existing achievement gaps. Their performance in the Yellow range highlights the need for more focused and responsive instructional strategies. To accelerate growth and promote equity, we must strengthen math supports, especially for historically underserved student groups.
- Students with Disabilities performed 50 points below standard and remain in the Orange level, despite a slight gain of 2 points—highlighting the need for stronger inclusive math supports. The minimal progress among Students with Disabilities in math—despite a slight gain—underscores the need for more robust and inclusive instructional practices. Their continued performance in the Orange range signals that current supports are not sufficient. Moving forward, we must deepen our commitment to differentiated instruction, co-teaching models, and targeted interventions that ensure access and success for all learners in mathematics.

School and Student Performance Data



Academic Performance English Learner Progress

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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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Orange	 No Performance Color
52.9% making progress.	making progress.
Number Students: 34 Students	Number Students: 0 Students

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

2024 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
11.8%	29.4%	2.9%	44.1%

Conclusions based on this data:

- Overall Progress Is Below State Targets: Only 52.9% of English Learners are making progress in language acquisition, which places the group in the Orange performance level—indicating that nearly half of EL students are either stagnant or regressing in their English language development. With just over half of English Learners making progress in language acquisition, there is room to strengthen our support systems. The Orange performance level suggests that many students may benefit from more intentional, aligned instruction. By refining both designated and integrated ELD practices and continuing to implement asset-based strategies, we can better support steady language growth and help more students move toward reclassification and academic success.
- Limited Movement Toward Proficiency: While 44.1% of EL students progressed at least one ELPI level, a combined 43.1% either maintained at a lower level (29.4%) or decreased a level (11.8%), showing that a significant portion of students are not moving toward reclassification at an expected rate. The current pace of progress toward reclassification for English Learners suggests a need to strengthen our ELD supports. With a notable portion of students maintaining lower proficiency levels or declining, it will be important to refine instructional strategies and ensure stronger alignment between ELD and core content instruction to promote steady, sustained language development.
- Clear Opportunities to Support Consistent Growth: A smaller percentage of students (2.9%) maintained proficiency at Level 4, and 11.8% decreased a level—highlighting a key opportunity. With the right strategies and a focus on

sustained language development, we have a strong chance to help students maintain and build on their success over time. The decrease in students maintaining Level 4 proficiency, along with those who declined, points to a clear opportunity to strengthen support for sustained language growth. By focusing on long-term development and reinforcing what students have already achieved, we can better support consistent progress and help more English Learners maintain and advance their proficiency over time.

School and Student Performance Data

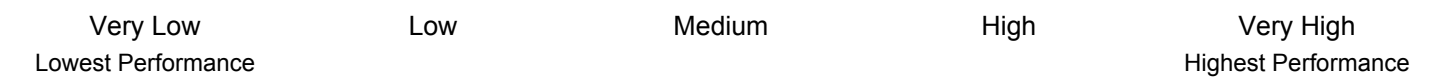
Academic Performance College/Career Report

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



This section provides number of student groups in each level.



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

2024 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

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This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>11.7% Chronically Absent</div> <div>Declined 3.9</div> <div>410 Students</div>	<div>English Learners</div> <div> Yellow</div> <div>13.1% Chronically Absent</div> <div>Declined 6.6</div> <div>61 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>1 Student</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>2 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>19.3% Chronically Absent</div> <div>Declined 4.3</div> <div>171 Students</div>

Students with Disabilities  Yellow 16.9% Chronically Absent Declined 4 83 Students	African American  Yellow 10.3% Chronically Absent Declined 15.5 39 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  Green 5.7% Chronically Absent Declined 1.4 53 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Hispanic  Yellow 16.8% Chronically Absent Declined 4.1 143 Students
Two or More Races  No Performance Color 7.1% Chronically Absent Declined 2.9 28 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow 10.6% Chronically Absent Declined 2.3 142 Students

Conclusions based on this data:

1. Chronic absenteeism rates have improved overall: While the school remains in the Yellow performance band for chronic absenteeism, all student groups have shown declines in absenteeism rates, including a 3.9 percentage point drop overall. This signals that our attendance interventions and family partnerships are making a difference. Last year one sub-group (African American) was in the Red performance level; this year they are in the Yellow.
2. The Asian student group is demonstrating strong attendance: With a chronic absenteeism rate of only 5.7%, the Asian student group is in the Green performance level. This reflects a strong pattern of engagement that may offer insights for strategies to support other groups.
3. Continued focus is needed for targeted student groups: Students with Disabilities (16.9%), English Learners (13.1%), and Socioeconomically Disadvantaged students (19.3%) all fall within the Yellow range but have shown meaningful improvement, including a 6.6 percentage point decline for English Learners. Sustained focus on positive attendance habits, home-school communication, and wraparound supports will be key to continuing this momentum.

School and Student Performance Data

Academic Engagement Graduation Rate

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Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2024 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.

2024 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

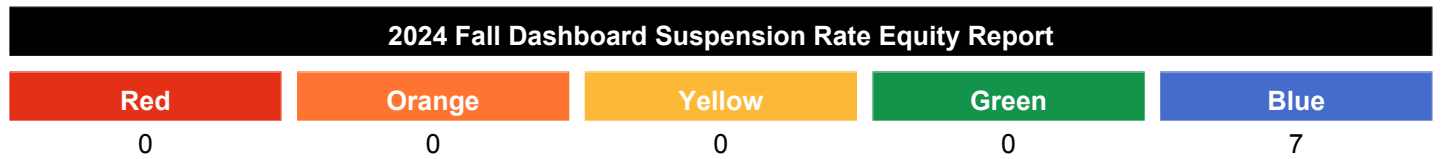
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>Blue</div> <div>0% suspended at least one day</div> <div>Maintained 0.2%</div> <div>415 Students</div>	<div>English Learners</div> <div></div> <div>Blue</div> <div>0% suspended at least one day</div> <div>Declined 1.4%</div> <div>61 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>1 Student</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>6 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Blue</div> <div>0% suspended at least one day</div> <div>Declined 0.6%</div> <div>175 Students</div>

Students with Disabilities  Blue 0% suspended at least one day Maintained 0% 83 Students	African American  Blue 0% suspended at least one day Maintained 0% 41 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  Blue 0% suspended at least one day Maintained 0% 53 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Hispanic  Blue 0% suspended at least one day Maintained 0% 145 Students
Two or More Races  No Performance Color 0% suspended at least one day Maintained 0% 28 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 0% suspended at least one day Declined 0.6% 143 Students

Conclusions based on this data:

1. **Exceptional Schoolwide Success in Positive Behavior:** The school achieved a 0% suspension rate across all student groups, placing it in the Blue performance level, the highest possible. This reflects a strong, schoolwide culture of restorative practices, proactive support, and positive behavioral reinforcement.
2. **Equity in Discipline Practices:** Student groups that have historically faced disproportionate suspension rates—including Students with Disabilities, African American, Hispanic, and Socioeconomically Disadvantaged students—all recorded 0% suspensions, demonstrating a significant achievement in equitable discipline implementation.
3. **Social-emotional growth strategies** that are preventative and alternative strategies to suspension (Restorative Justice, Olweus, counseling, community building, Responsive Classroom, Second Step program) as part of the PBIS system are effective in reducing the number of suspensions.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

ELA and Math Goal 1: All graduates are socially just and ready for college and careers (LCAP 1, 2, 4, 7, 8)

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will be college and career ready through socially just pathways rooted in curiosity, belonging, and empowerment.

Identified Need

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

A review of McKinley Elementary's CAASPP and California School Dashboard data reveals both areas of strong academic performance and persistent opportunity gaps that must be addressed to ensure all students are socially just and ready for college and careers. While the school continues to perform well overall—earning Green performance levels in both ELA and Math—the data highlight declining trends in ELA, uneven growth in Math, and significant equity gaps among student groups, especially Students with Disabilities, Socioeconomically Disadvantaged students, and English Learners.

ENGLISH LANGUAGE ARTS (ELA)

Historical Trends

ELA proficiency rose steadily prior to the pandemic:

2016–17: 59%

2017–18: 69%

2018–19: 74%

Since the pandemic, performance has declined:

2021–22: 73%

2022–23: 68%

2023–24: 63%

This decline merits attention, especially in light of the school's previous gains. Site-level shifts—including a move away from cohesive use of reading and writing programs, use of close reading strategies, reduced small group instruction and the loss of a full time instructional coach—may be contributing factors. Post-pandemic, the school also shifted from academic discourse to early AVID implementation focused on Tier II vocabulary, which remains in its initial stages of development.

Dashboard Indicators & Subgroup Gaps:

On the 2024 Dashboard:

Overall Status: Green (High) – 31 points above standard

White students: 55.3 points above standard (Green)

Hispanic students: 1.4 points above standard (Yellow)

Socioeconomically Disadvantaged: 6.8 points below standard (Orange)

Students with Disabilities: 42.4 points below standard (Orange)

English Learners: 24.9 points below standard, declined by 21 points

Several groups (African American, ELs, Foster Youth) did not meet the minimum size for a color rating

ELA performance at McKinley is below the district average of 56.2 points above standard. Subgroup performance is also lower than district-wide subgroup outcomes, particularly for ELs and SWDs, indicating a pressing need for stronger and more targeted supports.

Grade-Level Trends:

3rd Grade: Slight decline; shift toward “Nearly Met”

4th Grade: Modest improvement

5th Grade: Significant decline; “Not Met” doubled from 9% to 21%

3rd Grade saw a slight decline in overall proficiency, with the percentage of students meeting or exceeding the standard dropping from 67% to 64%. Notably, there was a 7-point increase in the “Nearly Met” category, indicating a shift of students just below proficiency.

4th Grade showed a modest gain, rising from 60% to 63% in students meeting or exceeding standard, suggesting some growth in this cohort's literacy achievement.

5th Grade experienced the steepest decline, dropping from 77% to 63%. While the number of students who “Nearly Met” the standard remained flat, the percentage who Did Not Meet nearly doubled from 9% to 21%, highlighting a concerning downward trend in upper grade performance.

These results underscore the need for targeted support in 5th grade, continued focus on foundational skills in 3rd grade, and sustained instructional momentum in 4th grade. Ensuring that students on the cusp of meeting standards receive timely intervention could help reverse declines and build overall proficiency.

Claim-level analysis:

Strengths: Listening (71.5%), Research/Inquiry (62.6%)
Areas for growth: Writing (56.8%, 16.1% Below), Reading (63.8%, 11.1% Below)

In 2023–2024, McKinley students' strongest ELA claim was Listening, with 71.48% of students scoring At or Near Standard and only 9.05% Below Standard. This suggests that students are generally strong in comprehending spoken information and demonstrating communication-related skills.

The second strongest area was Research/Inquiry, with 62.60% scoring At or Near Standard, and only 10.65% Below Standard. This indicates promising skills in analyzing and integrating information from multiple sources. By contrast, the weakest claim area was Writing, where only 56.76% of students scored At or Near Standard and 16.08% scored Below Standard. This reflects a need to focus on developing students' ability to produce clear, purposeful writing across grade levels. Reading came in just slightly above Writing, with 63.82% scoring At or Near Standard and 11.05% Below, indicating relatively solid but still improvable foundational literacy skills.

These patterns underscore the need for consistent instruction in foundational literacy skills in the lower grades and increased rigor and comprehension-building in the upper grades.

MATHEMATICS

Historical Trends

Math performance shows a slow upward trend:

2016–17: 53%
2017–18: 61%
2018–19: 63%
2021–22: 60%
2022–23: 62%
2023–24: 63%

Despite incremental gains, the growth rate does not yet reflect the level of investment in instructional practices and sitewide math structures. For example, only a 1% gain occurred between 2023 and 2024, compared to the goal of a 3.8% gain (10% of the 38% not meeting standards in 2023). This indicates a need to better target instruction to students not yet meeting standards.

Dashboard Indicators & Subgroup Gaps

On the 2024 Dashboard:

Overall Status: Green (High) – 19.2 points above standard (same as district average)

White students: 42.5 points above standard (Blue)

Asian students: 80 points above standard (no color due to group size)

Hispanic students: 15.7 points below standard (Yellow)

Socioeconomically Disadvantaged: 14.6 points below standard (Yellow)

Students with Disabilities: 50 points below standard (Orange)

Notably, the Hispanic subgroup performed better at McKinley than district-wide, where they scored in the Orange range. However, the data overall show that math practices are working for White and Asian students, but not yet closing the gap for SED, SWD, and Hispanic students.

Grade-Level and Claim-Level Trends

3rd Grade: Strongest performance since 2017–18 (72% met/exceeded, 14% “Not Met”)

4th Grade: Rebounding but still inconsistent

5th Grade: Flat growth; 20–25% of students “Not Met” annually

Third grade math achievement has recovered well since the pandemic, with 2023–24 showing the strongest performance since 2017–18.

In 2021–22, only 56% of students met/exceeded standards.

That number rose to 69% in 2022–23 and 72% in 2023–24.

The percentage of students not meeting standards also dropped from 21% (2022–23) to 14% (2023–24), suggesting effective instruction and support in primary math recovery.

Fourth grade math results have been inconsistent, showing gains in 2023–24 but still not returning to 2018–19 peak levels.

The percentage of students meeting/exceeding standards was 74% in 2018–19, dipped to 59% in 2022–23, and rose to 64% in 2023–24.

The share of students not meeting standards has hovered around 13–14%, except for a low of 7% in 2021–22, indicating a need for consistency in math instruction year over year.

Fifth grade math performance has remained relatively flat, with little change in proficiency or students not meeting standards.

Students meeting/exceeding standards increased modestly from 42% (2016–17) to 54% (2023–24).

However, the percentage of students not meeting standards has remained high, around 20–25% in most years.

This suggests ongoing challenges with math mastery in upper elementary, and that more targeted intervention or differentiation may be needed at this level.

Claim-level analysis:

Strengths:

Communicating Reasoning

Areas of concern:

Problem Solving & Modeling/Data Analysis

Concepts & Procedures

The 2023–2024 claim-level data in math reveals a concerning pattern of widening achievement gaps across all three domains—Problem Solving & Modeling/Data Analysis, Concepts & Procedures, and Communicating Reasoning.

In Problem Solving & Modeling/Data Analysis, both the percentage of students Above Standard and Below Standard have increased since 2021–22. This suggests a growing divide, where some students are developing strong skills in applying mathematical strategies to real-world problems, while a larger number are falling further behind, struggling to access the core of this domain.

Similarly, in Concepts & Procedures and Communicating Reasoning, the percentage of students Above Standard has remained relatively stable over the past three years, but there is a steady increase in the number of students performing Below Standard. This indicates that while top-performing students are maintaining their progress, more students are failing to demonstrate foundational understanding and reasoning skills.

The increase in both students scoring Above and Below Standard in problem-solving suggests growing polarization—more high achievers, but also more students falling behind. This widening gap signals a need for differentiated instruction, targeted interventions, and strategic supports to ensure that all students—not just the highest achievers—can access, engage with, and master key mathematical concepts and skills.

CONCLUSION

Despite high overall performance, McKinley must take strategic steps to address declining ELA proficiency, slow math growth, and persistent equity gaps, particularly for:

Students with Disabilities

Socioeconomically Disadvantaged students

English Learners

Hispanic students

To accelerate progress and achieve measurable outcomes in 2024–25, McKinley will:

Set schoolwide goals to reduce the percentage of students not meeting standard by 10%, targeting growth of 3.8% in both ELA and Math

Rebuild coherence in literacy practices, including foundational skills in early grades and higher-order comprehension in upper grades

Strengthen inclusive math instruction, with targeted scaffolding for underperforming subgroups

Expand small group instruction, academic discourse (collaborative conversations), and use of formative data with the support of an instructional coach.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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<p>CAASPP ELA and Math percentage of students meeting and exceeding standards- schoolwide and subgroups</p>	<p>CAASPP Data Over Time:</p> <p>Schoolwide ELA- 59% 16-17, 68% 17-18, 74% 18-19 73% 21-22, 68% 22-23, 63% 23-24, 63% 24-25 (Tentative)</p> <p>Schoolwide Math- 55% 16-17, 59% 17-18, 62% 18-19, 60% 21-22, 62% 22-23, 63% 23-24, 65% 24-25 (Tentative)</p> <p>Subgroups' scores in ELA over the past five years show both progress and fluctuation. English Learners increased from 9% to 26% to 44% to 46%, but dropped back to 26% in 2023–24. Black students improved from 48% to 59% to 69%, declined to 36% in 2022–23, and rebounded to 57% in 2023–24. Hispanic students rose from 41% to 56% to 64%, then dipped slightly to 56% and 54% in the last two years. Socioeconomically Disadvantaged students increased from 39% to 56% to 62%, followed by modest declines to 59% and 57%. Asian students saw a sharp drop from 93% to 76% in 2022–23, then rose again to 88% in 2023–24. White students declined from 90% to 80% in 2022–23 and decreased slightly again to 78% in 2023–24.</p> <p>CAASPP participation was 98.5% for 3rd-5th and 92% for CAA.</p> <p>ELA Scores – 2023–2024 3rd Grade: 42% Exceeded + 22% Met = 64% Met/Exceeded 4th Grade: 41% Exceeded + 22% Met = 63% Met/Exceeded 5th Grade: 38% Exceeded + 25% Met = 63% Met/Exceeded Schoolwide (3rd–5th): 63% Met/Exceeded</p> <p>Math Scores – 2023–2024 3rd Grade: 38% Exceeded + 34% Met = 72% Met/Exceeded 4th Grade: 30% Exceeded + 34% Met = 64% Met/Exceeded 5th Grade: 34% Exceeded + 20% Met = 54% Met/Exceeded Schoolwide (3rd–5th): 63% Met/Exceeded</p> <p>Grade Level Changes from 21-22 to 22-23 3rd grade decreased in ELA from 69% to 67%; increased in Math from 56% to 69%</p>	<p>SMART Goals: All goals are calculated by identifying the percentage of students not meeting grade-level standards and then multiplying that percentage by 10 percent (i.e. 68% of students did meet ELA standards and 32% of students did not meet ELA standards. $32 \times 1 = 3.2\%$. $68\% + 3\%$ is 72%)</p> <p>By June 2026, the percentage of students meeting and exceeding standards on the CAASPP in ELA will increase from 63 to 67%.</p> <p>By June 2026, the percentage of students meeting and exceeding standards on the CAASPP in Math will increase from 65 to 69%.</p> <p>By June 2026, the percentage of students meeting and exceeding standards on the CAASPP in ELA for each target subgroup will increase by: ELs 7%; Black 6%; Hispanic 6%, SED 4%, Asian 2%; and white 2.0%</p> <p>By June 2026, the percentage of students meeting and exceeding standards on the CAASPP in Math for each target subgroup will increase by: ELs 7.7%; Black 8%; Hispanic 6%, SED 6%, Asian 1%; and white 3%</p> <p>By June 2026 the percentage of students meeting and exceeding standards on the CAASPP in ELA will increase by: 4th: 4% to 64% (cohort) 5th: 4% to 64% (cohort)</p> <p>By June 2026 the percentage of students meeting and exceeding standards on the CAASPP in MATH will increase by: 4th: 3% to 76% (cohort) 5th: 4% to 70% (cohort)</p>
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	<p>4th grade decreased in ELA from 81% to 60%; decreased in Math from 70% to 59%</p> <p>5th grade increased in ELA from 70% to 77%; increased in Math from 53% to 58%; 5th grade increased in Science from 53% to 60%</p> <p>Cohort progress from 2022–2023 to 2023–2024:</p> <p>3rd Grade to 4th Grade in ELA: 67% to 63% (decreased by 4%)</p> <p>3rd Grade to 4th Grade in Math: 69% to 64% (decreased by 5%)</p> <p>4th Grade to 5th Grade in ELA: 60% to 63% (increased by 3%)</p> <p>4th Grade to 5th Grade in Math: 59% to 54% (decreased by 5%)</p>	
Star ELA and Math	<p>2024-25 Star scores Spring Summary: Star Early Literacy - Spring 2025 95 students in TK/K/1st grade completed Star Early Literacy; 61.1% or 58 of 95 students scored at or above the minimum district benchmark proficiency level; 47.5% or 29 of 61 students scored at or above typical growth (35th current SGP) from Fall to Spring</p> <p>Star Reading - Spring 2025 255 students in 1st-5th grades completed Star Reading assessments; 62.3% or 157 of 252 students estimated to score at or above the proficiency benchmark on the Reading state test 69.2% or 171 of 247 students scored at or above typical growth (35th current SGP) from Fall to the given test period This is up 1% from Fall to Spring 2023-2024</p> <p>Star Math - Spring 2025 245 students in 1st-5th grades completed Star Math assessments; 53.3% or 129 of 242 students estimated to score at or above proficiency benchmark on the Math state test 62.7% or 143 of 228 students scored at or above typical growth (35th current SGP) from Fall to the given test period This is down 3% from Fall to Spring 2023-2024</p> <p>Fall->Winter->Spring Fall 2024-25 Star scores 72.1% in ELA Star Reading proficiency rate (district benchmark)</p>	<p>SMART Goal- 2025-2026 By June 2026, the reading proficiency rate on the ELA Star assessment will be 77% (district benchmark).</p> <p>By June 2026, the math proficiency rate on the Math Star assessment will be 78% (district benchmark).</p> <p>2024-25 Progress By June 2025, the reading proficiency rate on the ELA Star assessment will be 69.4% (district benchmark). Actual June 2025: 74.1% (district benchmark) - SMART GOAL MET and EXCEEDED By June 2025, the reading proficiency rate on the ELA Star assessment will be 66% (state benchmark). Actual June 2025: 62.3% (state benchmark) - SMART GOAL NOT MET</p> <p>By June 2025, the math proficiency rate on the Math Star assessment will be 73% (district benchmark). Actual June 2025: 75.9% (district benchmark) - SMART GOAL MET and EXCEEDED By June 2025, the math proficiency rate on the Math Star assessment will be 59% (state benchmark). Actual June 2025: 53.3% (state benchmark) - SMART GOAL NOT MET</p>

	<p>61% Star Reading proficiency rate (state benchmark) 76.7% Growth Percentile in Star Reading 74.3% Proficiency Rate in Math (district benchmark) 55.5% Proficiency Rate in Math (state benchmark) 70.1% Growth Percentile in Math 52.1% Early Literacy proficiency rate (district benchmark) 41.4% Early Literacy proficiency rate (state benchmark) 52.8% Early Literacy student growth percentile</p> <p>Winter 2024-25 Star scores 72.2% in ELA Star Reading proficiency rate (district benchmark) 64.1% Star Reading proficiency rate (state benchmark) 64.5% Growth Percentile in Star Reading 73.1% Proficiency Rate in Math (district benchmark) 55.3% Proficiency Rate in Math (state benchmark) 64.2% Growth Percentile in Math 54.3% Early Literacy proficiency rate (district benchmark) 44.1% Early Literacy proficiency rate (state benchmark) 52.8% Early Literacy student growth percentile</p> <p>Fall to Winter STAR Progress (2024–25) ELA Star Reading: District Benchmark: Increased by 0.1% (from 72.1% to 72.2%) State Benchmark: Increased by 3.1% (from 61% to 64.1%) Growth Percentile: Decreased by 12.2 points (from 76.7 to 64.5)</p> <p>Math: District Benchmark: Decreased by 1.2% (from 74.3% to 73.1%) State Benchmark: Decreased by 0.2% (from 55.5% to 55.3%) Growth Percentile: Decreased by 5.9 points (from 70.1 to 64.2)</p> <p>Early Literacy: District Benchmark: Increased by 2.2% (from 52.1% to 54.3%) State Benchmark: Increased by 2.7% (from 41.4% to 44.1%) Growth Percentile: Unchanged at 52.8</p> <p>Spring 2024-25 Star scores</p>	
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	<p>74.1% in ELA Star Reading proficiency rate (district benchmark) 62.3% Star Reading proficiency rate (state benchmark) 69.2% Growth Percentile in Star Reading 75.9% Proficiency Rate in Math (district benchmark) 53.3% Proficiency Rate in Math (state benchmark) 62.7% Growth Percentile in Math 61.1% Early Literacy proficiency rate (district benchmark) 47.5% Early Literacy proficiency rate (state benchmark)</p> <p>Winter to Spring 2024–25 STAR Progress ELA Star Reading District Benchmark: Increased by 1.9% (from 72.2% to 74.1%) State Benchmark: Decreased by 1.8% (from 64.1% to 62.3%) Growth Percentile: Increased by 4.7 points (from 64.5 to 69.2)</p> <p>Math District Benchmark: Increased by 2.8% (from 73.1% to 75.9%) State Benchmark: Decreased by 2.0% (from 55.3% to 53.3%) Growth Percentile: Decreased by 1.5 points (from 64.2 to 62.7)</p> <p>Early Literacy District Benchmark: Increased by 6.8% (from 54.3% to 61.1%) State Benchmark: Increased by 3.4% (from 44.1% to 47.5%) Growth Percentile: Unchanged at 52.8</p>	
Dashboard Data	<p>2024 Dashboard Statuses: In ELA, McKinley received a status of High, with a score of 31 points above the standard. In Math, the school also received a High status, scoring 19.2 points above the standard.</p> <p>By student group: In ELA, both White and Hispanic students scored at the High level, while English Learners (ELs) and Students with Economic Disadvantage (SED) scored at the Medium level. In Math, White and Hispanic students scored High, SED students scored Medium, and ELs scored at the Low level.</p>	<p>SMART Goals-</p> <p>By October 2025 (Date of release of 2024-25 Dashboard scores), McKinley will maintain to the color of Green for the schoolwide ELA ranking.</p> <p>By October 2025 (Date of release of 2024-25 Dashboard scores), McKinley will increase to the color of Blue for the schoolwide Math ranking.</p> <p>By October 2025 (Date of release of 2024-25 Dashboard scores), McKinley will have in ELA, both White and Hispanic students scored at the High level, while English Learners (ELs) and Students with Economic Disadvantage (SED) scored at the High level.</p>

		In Math, White and Hispanic students scored Very High, SED students scored High, and ELs scored at the Medium level.
Fountas and Pinnell instructional level	<p>Average Growth in F&P Levels between Fall 2024-Spring 2025 Teachers are still assessing as of 6/6/25</p> <p>1st Grade: TBD 2nd Grade: TBD 3rd Grade: TBD 4th Grade: TBD 5th Grade: TBD</p> <p>school average growth is TBD</p>	<p>SMART Goal:</p> <p>By June 2025, the schoolwide average level of growth for the year on the end-of-year F&P assessment will be at least 3 levels based on Progress Monitoring by Instructional Text Reading Level (Fountas and Pinnell)</p>
IAB Fall and Winter (Math)	<p>2023 Fall and 2024 Winter IABs: 3rd-5th- percentage at or near the standard</p> <p>Math IABS 24-25</p> <p>Grade 3: Math: Multiplication and Division Above Standard 25% Near Standard 44% Below Standard 31%</p> <p>Grade 3: Math: Number and Operations: Fractions Above Standard 49% Near Standard 45% Below Standard 6%</p> <p>Grade 4: Math: Operations and Algebraic Thinking Above Standard 30% Near Standard 41% Below Standard 29%</p> <p>Grade 4: Math: Number and Operations in Base 10 Above Standard 29% Near Standard 39% Below Standard 32%</p> <p>Grade 5: Math: Number and Operations in Base 10 Above Standard 25% Near Standard 45% Below Standard 30%</p> <p>Grade 5: Math: Fractions Above Standard 43% Near Standard 24% Below Standard 33%</p>	<p>SMART Goal - Math</p> <p>By October 2025, the percentage of 3rd grade students above and near standard will be 72% By February 2026, the percentage of 3rd grade students above and near standard will be 95%</p> <p>By October 2025, the percentage of 4th grade students above and near standard will be 74% By February 2026, the percentage of 4th grade students above and near standard will be 72%</p> <p>By October 2025, the percentage of 5th students above and near standard will be 68% By February 2026, the percentage of 5th students above and standard will be 58%</p>

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Fountas & Pinnell Reading Assessment Implementation</p> <p>McKinley teachers will administer the Fountas & Pinnell Benchmark Assessment System to determine students' independent and instructional reading levels, as well as to identify strengths and areas for growth in decoding, fluency, and comprehension. This data is used to inform small-group instruction, ensure students have access to appropriately leveled texts, and support ongoing progress monitoring of reading development over time.</p> <p>To facilitate individual, one-on-one administration, substitute coverage will be provided for classroom teachers:</p> <p>Grades 1–5: three times per year (October, January, and May)</p> <p>Kindergarten: twice per year (January and May)</p> <p>This structure ensures that every student receives a thorough and equitable assessment experience while maintaining instructional continuity.</p>	All Students	<p>8190</p> <p>Title I 2024-25 Allocation</p> <p>1000-1999: Certificated Personnel Salaries</p>
1.2	<p>Targeted ELA Intervention through the Literacy and Language Interventionist (LLI)</p> <p>As part of McKinley's Response to Intervention (RTI) framework, the Literacy and Language Interventionist (LLI) provides targeted pull-out support in English Language Arts (ELA) for at-risk students. The LLI works with small groups of Tier III students, delivering individualized, focused instruction tailored to each student's specific literacy needs.</p> <p>Instruction is grounded in evidence-based programs, including:</p> <p>Fountas & Pinnell Leveled Literacy Intervention (LLI)</p> <p>Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)</p> <p>University of Florida Literacy Institute (UFLI) Foundations</p> <p>These programs offer explicit, systematic instruction in foundational reading skills such as phonemic awareness, phonics, fluency, vocabulary, and comprehension—critical components for reading proficiency. Students are identified for intervention through multiple data sources, including:</p> <p>STAR Reading</p>	At-promise, Tier III Students	<p>District LCAP Funds</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Language and Literacy Interventionist</p>

	<p>Fountas & Pinnell Benchmark Assessments CAASPP results</p> <p>Instruction is responsive and dynamic, with ongoing progress monitoring used to refine teaching strategies, track growth, and determine continued eligibility for support.</p> <p>Beyond direct intervention, the LLI also collaborates closely with classroom teachers to:</p> <ul style="list-style-type: none"> Analyze student data Recommend effective instructional strategies Support the development and implementation of Academic Improvement Plans (AIPs) when needed <p>This multi-tiered approach ensures students receive the right support at the right time to accelerate reading achievement and close opportunity gaps.</p>		
1.3	<p>Instructional Assistants (IAs) Supporting Tier I Instruction</p> <p>To strengthen Tier I instruction and provide individualized academic support, McKinley will utilize part-time Instructional Assistants (IAs) in general education classrooms. IAs will work with small groups and individual students to reinforce academic learning, under the direction of classroom teachers and with training and oversight from the Instructional Coach.</p> <p>IAs will receive training to deliver targeted, supplemental support aligned with classroom instructional goals and grade-level standards. Their work supports differentiated instruction, especially for students needing additional scaffolding within the core program.</p> <p>For the 2024–2025 school year, a total of 9 IAs will provide 22.25 hours of instructional support daily, distributed as follows:</p> <ul style="list-style-type: none"> 2 IAs in Transitional Kindergarten (TK): 6 hours each (funded by the district) 2 IAs in Kindergarten: 3.5 hours each 5 IAs supporting Grades 1–5, allocated as: <ul style="list-style-type: none"> Grade 1: 3 hours Grade 2: 2.5 hours Grade 3: 1 hour Grades 4–5: 50 minutes each <p>These positions are partially funded by SMEF and are a critical component of our site plan to ensure that every student receives the targeted, personalized support they need to succeed.</p>	<p>All students needing additional instructional support in TK-5 Classrooms (SPED, SED and ELs)</p>	<p>Ed Foundation 2000-2999: Classified Personnel Salaries Instructional Assistants 3,200 Title I 2000-2999: Classified Personnel Salaries Additional .5 IA Time</p>
1.4	Extended Learning and Intervention Opportunities	Multilingual learners and at-promise students	District Funded

	<p>To provide additional support for at-risk students and English Learners, McKinley teachers will be compensated at the teacher hourly rate to deliver after-school academic intervention. These sessions offer targeted instruction and extended time for students who need additional support beyond the school day.</p> <p>Intervention offerings include: Extended sessions using Fountas & Pinnell Leveled Literacy Intervention (LLI) Academic Vocabulary Toolkit (AVT) for English Learners in Grades 2–3, focusing on academic language development and content vocabulary In addition, through the Expanded Learning Opportunities Program (ELOP), teachers will be funded to extend the instructional day and provide standards-aligned academic support in small-group settings.</p> <p>Students identified through performance data may also be invited to participate in Intensive Intervention Summer School, ensuring continued support and learning momentum beyond the traditional school year.</p>		1000-1999: Certificated Personnel Salaries Tutoring/Teacher Hourly
1.5	<p>Math Professional Development Partnership: UCLA Math Project</p> <p>This year, McKinley staff will continue to strengthen their mathematics instruction through a professional development partnership with Berkeley Everett from the UCLA Math Project. This collaboration is closely aligned with our schoolwide instructional priorities and aims to deepen math teaching and learning across grade levels.</p> <p>Our focus areas include: Problem Solving and Modeling/Data Analysis – applying mathematical thinking to real-world contexts and analyzing data Concepts and Procedures – building strong conceptual understanding and procedural fluency Strengthening Collaborative Conversations in Math – supporting academic discourse and reasoning</p> <p>Teachers will participate in two half-day Math Lab Sites, designed to model best practices in Number Sense Routines (NSRs) and promote student engagement and mathematical reasoning. These hands-on, in-class sessions will be followed by PLC reflection and planning, allowing teachers to generate actionable steps for continued implementation.</p> <p>As part of this series, one of the Lab Days will include a Family Math Night—a 60-minute evening event where families will explore classroom</p>	All students and targeted subgroups (SPED, SED and ELs)	10,000 Title I 2024-25 Allocation 5800: Professional/Consulting Services And Operating Expenditures Professional Development 6,300 Title I 2024-25 Allocation 1000-1999: Certificated Personnel Salaries Half day subs for 20 Tk-5 teachers (2 times)

	<p>strategies and discover ways to support math learning at home.</p> <p>This PD model connects our work across instruction, professional learning communities (PLCs), and family engagement, building shared capacity and coherence in our math program.</p>		
1.6	<p>Expanding Access to High-Interest Texts and At-Home Reading Materials</p> <p>As part of our commitment to strengthening literacy instruction, McKinley classrooms will utilize Scholastic News to provide students with high-interest, grade-level nonfiction texts. These engaging, age-appropriate magazines support close reading strategies, expose students to current events, and build background knowledge and critical thinking skills. The physical copies allow students to interact with text tangibly, encouraging both classroom discussion and at-home reading.</p> <p>In addition, we will provide book baggies to support students in bringing home independent reading books of their choice. This practice was a key part of our literacy program during years of strong reading growth, and we are excited to reintroduce it. When students have consistent access to books they can read independently—and are motivated to read—they read more frequently, building fluency, vocabulary, and comprehension skills that are essential to long-term academic success.</p> <p>Together, these strategies support a comprehensive approach to literacy that bridges classroom instruction with home reading habits and fosters a love of reading across all grade levels.</p>	All Students	<p>2,234.44</p> <p>Restricted Lottery</p> <p>4000-4999: Books And Supplies</p> <p>Scholastic Classroom Magazines</p> <p>648</p> <p>Title I 2024-25 Allocation</p> <p>4000-4999: Books And Supplies</p> <p>Book Baggies</p>
1.7	<p>Instructional Coaching to Support Core Content, ELD, and Project-Based Learning</p> <p>To accelerate academic growth and address identified needs in English Language Arts (ELA), Mathematics, English Language Development (ELD), and Project-Based Learning (PBL), McKinley Elementary will be supported by a 100% Instructional Coach, funded 50% through Title I and 50% through district LCAP funds.</p> <p>The Instructional Coach will provide targeted support at the individual, grade-level, and schoolwide levels, with a focus on:</p> <p>ELA, Math, ELD, and PBL instructional practices</p> <p>Analyzing formative and summative assessment data to guide differentiated instruction</p> <p>Modeling high-impact lessons aligned with research-based best practices</p> <p>Leading professional development that reflects site goals and data-driven priorities outlined in the School Implementation Plan (SIP)</p>	All students and targeted subgroups (SPED, SED and ELs)	<p>District Funded</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Instructional Coach</p> <p>70,000</p> <p>Title I 2024-25 Allocation</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Instructional Coach</p>

	<p>Supporting the implementation and fidelity of ELD instruction, including rollout of the new Designated ELD curriculum</p> <p>Coordinating academic family engagement events, such as Family Literacy Night and Family Math Night, to strengthen home-school partnerships</p> <p>This role is central to advancing instructional coherence, promoting equity-focused teaching, and ensuring that all students—particularly those from historically underserved groups—receive the high-quality instruction and support needed to thrive.</p>		
1.8	<p>Data-Driven Instructional Planning and Collaboration</p> <p>To support targeted instruction and improve student outcomes, all K–5 classroom teachers at McKinley Elementary will participate in a structured cycle of data meetings throughout the school year. This initiative is designed to promote data-informed collaboration and is funded through Title I.</p> <p>Teachers will engage in:</p> <p>Two half-day Data Meetings per year, aligned with the district’s STAR and Fountas & Pinnell (F&P) assessment windows</p> <p>Two additional data meetings following the Interim Assessment Blocks (IABs), scheduled during banked time</p> <p>During these meetings, grade-level teams will:</p> <p>Analyze recent classroom- and grade-level data</p> <p>Identify student strengths and areas of need</p> <p>Refine Tier I instruction, plan Tier II supports, and assign students to Tier III interventions</p> <p>Strategically plan small group instruction for subgroups identified in the site’s needs assessment (e.g., MLLs, students of color, and socioeconomically disadvantaged students)</p> <p>The Instructional Coach will facilitate each session by providing:</p> <p>Assessment reports and data analysis tools</p> <p>Professional development in identified areas of instructional need</p> <p>Instructional resources aligned to schoolwide goals</p> <p>Support for implementation aligned with the School Implementation Plan (SIP)</p> <p>To ensure consistency and shared responsibility, the Literacy and Language Interventionist, Special Education Team, and Administration will participate in all data meetings, contributing to cross-disciplinary planning and instructional alignment.</p> <p>This collaborative, data-driven approach is central to our mission of ensuring that all students receive the differentiated support they need to succeed.</p>	<p>All students with an emphasis on meeting the needs of students not making progress towards grade level standards</p>	<p>4,725</p> <p>Title I 2024-25 Allocation</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Sub Coverage for Data Meetings</p>

<p>1.9</p>	<p>STEM Instruction and Integration Across TK–5</p> <p>McKinley will continue to provide STEM instruction for all TK–5 students, integrating reading, writing, science, and mathematics through engaging, inquiry-based learning experiences. The STEM program is designed to build students’ critical thinking, problem-solving, and academic discourse skills, with a particular emphasis on listening, speaking, and reasoning—key areas aligned with McKinley’s schoolwide focus on Collaborative Conversations and identified student needs in mathematics.</p> <p>Throughout the school year, students will participate in inquiry-based STEM lessons that:</p> <ul style="list-style-type: none"> Promote engagement and intellectual curiosity Support academic language development across content areas Foster transferable skills applicable in all disciplines <p>The STEM teacher will work in collaboration with classroom teachers to co-teach and model lessons, helping to build teacher capacity and expand the use of STEM strategies within core instruction. Additionally, the STEM teacher will assist with pacing, materials management, and curriculum alignment, ensuring instructional coherence across grade levels.</p> <p>In the 2025–26 school year, the STEM teacher will collaborate with grade-level teams to co-design PBL units aligned to the Next Generation Science Standards (NGSS), further enriching interdisciplinary learning opportunities and deepening student understanding of real-world scientific concepts.</p> <p>This integrated STEM approach supports McKinley’s commitment to whole-child development, academic rigor, and equitable access to 21st-century learning experiences.</p>	<p>All Students with an emphasis on inquiry and project-based learning.</p>	<p>6,770 Stretch Grant (Ed Foundation) 5800: Professional/Consulting Services And Operating Expenditures STEM Science Staffing 18,150 Parent-Teacher Association (PTA) 4000-4999: Books And Supplies STEM Supplies 2,023 Site Formula Funds 5800: Professional/Consulting Services And Operating Expenditures STEM Science Staffing 1,057 Title I 2024-25 Allocation 5800: Professional/Consulting Services And Operating Expenditures STEM Science Staffing</p>
<p>1.10</p>	<p>Lesson Study</p> <p>As part of our site implementation plan, McKinley grade-level teams will engage in Lesson Link™ twice per year to strengthen instructional practice around collaborative conversations—our schoolwide instructional focus.</p> <p>Lesson Link™ is a research-based professional development model that directly connects teacher learning to classroom practice. Modeled after Japanese Lesson Study, it brings together small teams of 3–4 teachers to co-plan a lesson based on student data, observe each other teaching the lesson, analyze student work, and collaboratively revise the lesson based on what they observe. This</p>	<p>All students and targeted subgroups (SPED and ELs)</p>	<p>12,600 District LCAP Funds 1000-1999: Certificated Personnel Salaries Sub Coverage for 20 teachers 2x per year</p>

	<p>full-day cycle fosters deeper reflection, instructional precision, and shared learning.</p> <p>These sessions will be facilitated by the instructional coach, who will guide planning, observation, and structured debrief conversations to ensure each cycle is purposeful and aligned with student needs.</p> <p>Through Lesson Link™, McKinley teachers will: Collaborate on planning high-leverage lessons Anticipate student misconceptions and challenges Observe peer instruction and reflect using structured protocols Analyze student work for evidence of learning Strengthen facilitation and feedback skills</p> <p>This practice not only builds teacher capacity and collective efficacy, but has also been shown through research to positively impact student achievement. Our twice-yearly Lesson Link™ days will serve as key anchors in our PLC work and support our ongoing efforts to build rich, student-centered discourse in every classroom.</p>		
1.11	<p>Strengthening Project-Based Learning (PBL) at McKinley</p> <p>McKinley Elementary is committed to deepening our implementation of Project-Based Learning (PBL) as a transformative instructional approach that promotes curiosity, student agency, collaboration, and real-world problem-solving. Following a year of district-led PBL training, McKinley is now transitioning toward greater site ownership and long-term sustainability of this work.</p> <p>To support this shift, McKinley will invest in high-quality professional learning that builds staff capacity and aligns with our schoolwide focus on belonging, empowerment, and collaboration.</p> <p>Planned Professional Learning Experiences Leave to Learn: High Tech High (HTH) Site Visit A team of 24 McKinley staff members—including all TK–5 teachers, the Instructional Coach, Literacy/Language Interventionist, School Counselor, and School Psychologist—will visit a High Tech High K–12 campus. This immersive experience includes:</p> <p>A PBL 101 workshop Student-led campus tours Classroom observations Collaborative conversations with HTH teachers and leaders</p> <p>This visit will provide practical insight into sustaining meaningful PBL.</p>	All Students	<p>7,725 Title I 2024-25 Allocation 5800: Professional/Consulting Services And Operating Expenditures High Tech High Site Visit and PD Series 7,000 Title I 2024-25 Allocation 1000-1999: Certificated Personnel Salaries Sub Coverage and Mileage for Site Visits</p>

	<p>Note: TK–1st grade teachers may opt to visit an alternate PBL-focused site more aligned to early learning. Funding includes: mileage, HTH program costs, and substitute coverage for 20 teachers.</p> <p>Leave to Learn: SAMOHI CTE Site Visit Teachers will participate in a half-day visit to Santa Monica High School’s Career Technical Education (CTE) programs to explore real-world, interdisciplinary PBL in a secondary context. This local experience includes:</p> <p>Classroom observations across diverse CTE pathways Student and teacher panels Opportunities to connect PBL to future-ready learning Funding includes: half-day sub coverage for 20 teachers.</p> <p>PBL Project Unpacking: Virtual PD Series with High Tech High In partnership with experienced educators from High Tech High, McKinley teachers will engage in a series of interactive Zoom workshops focused on: Project planning and design Facilitation and scaffolding strategies Peer feedback on teacher-created projects</p> <p>These sessions offer time for application, reflection, and collaboration, ensuring that teachers are supported as they tailor authentic PBL experiences to their students’ needs and interests.</p> <p>Together, these professional learning opportunities are designed to support McKinley in building a sustainable culture of PBL, grounded in equity, engagement, and academic rigor.</p>		
1.12	<p>IAVID Implementation: College and Career Readiness for 4th–5th Grade</p> <p>In 2024–25, McKinley will continue its implementation of AVID (Advancement Via Individual Determination), with a focused emphasis on 4th and 5th grade students. Building on foundational work introduced in 2023–24, 4th–5th grade staff will deepen the use of core AVID strategies to promote academic readiness, student agency, and equitable outcomes.</p> <p>Instructional focus areas include: Focused note-taking to improve retention and comprehension Organizational systems to support executive functioning and independence Self-advocacy skills to help students take ownership of their learning</p>	All students and targeted subgroups (SPED, SED, Hispanic, AA, and ELs)	District LCAP Funds 5000-5999: Services And Other Operating Expenditures

	<p>College and career exploration, integrated into the curriculum through inquiry-based learning</p> <p>Students will participate in high-level questioning and structured academic conversations, supporting the development of critical thinking, communication, and academic discourse. These strategies are particularly aligned to McKinley's goal of increasing engagement and achievement among Black, Hispanic, and low-income students.</p> <p>To enrich the AVID experience, the district will support site visits and college field trips for 4th and 5th graders, offering students meaningful opportunities to envision their future and connect their learning to real-world possibilities.</p>		
1.13	<p>Family Engagement Workshops: Building Capacity and Connection</p> <p>To strengthen the home-school connection and empower families as partners in their children's learning, McKinley Elementary will offer a series of parent workshops facilitated by our Instructional Coach, Literacy and Language Interventionist, School Counselor, and Bilingual Community Liaison.</p> <p>These workshops will be responsive to family input and student data, with a focus on practical strategies that support academic success and student well-being at home. Workshop topics will include:</p> <ul style="list-style-type: none"> Supporting literacy and math learning at home Establishing effective homework routines Promoting positive learning habits and student independence Understanding and using school-based tools and strategies Bridging language and access gaps for multilingual families <p>All workshops will be offered in both English and Spanish and will include:</p> <ul style="list-style-type: none"> Hands-on activities Take-home resources Opportunities for dialogue and connection with school staff <p>The goal is to build parent confidence and capacity while reinforcing a shared commitment to student learning beyond the classroom.</p>	All students and targeted subgroups (SPED, SED, Hispanic, AA, and ELs)	<p>2,190 Title I Parent Involvement 4000-4999: Books And Supplies Supplies for Parent Workshops</p>
1.14	<p>Maker Space Integration: Hands-On, Standards-Aligned Learning</p> <p>In 2024–25, McKinley students were introduced to the Maker Space, exploring tools and materials through hands-on, exploratory learning. For the 2025–26 school year, the focus will shift toward intentional integration of Maker Space projects with</p>	All Students	<p>37,924</p> <p>2000-2999: Classified Personnel Salaries 2 days/week 50 min lessons 15 lessons per class Coaching and Curriculum Development</p>

	<p>core academic content, including math, science, social studies, and social-emotional learning (SEL).</p> <p>Students will participate in hands-on learning experiences that: Reinforce academic concepts Promote creativity, collaboration, and critical thinking Encourage real-world connections and student agency Maker Space will operate in two 15-week cycles: Grades 3–5 in the first semester TK–2 in the second semester</p> <p>To support this integration, classroom teachers will receive dedicated planning time to collaborate with Maker Space teaching artists. Together, they will design projects aligned with grade-level standards, ensuring that Maker Space serves as an extension of classroom learning rather than an isolated enrichment.</p> <p>This approach supports McKinley’s whole-child vision by making learning interactive, interdisciplinary, and meaningful, while also aligning with our schoolwide priorities of collaborative conversation, project-based learning, and student empowerment.</p>		<p>4,000</p> <p>4000-4999: Books And Supplies Upcycled materials replenishment</p>
1.15	<p>Use of BrainPOP and BrainPOP Jr. to Support Academic Achievement</p> <p>To support academic achievement across content areas, McKinley will utilize BrainPOP and BrainPOP Jr. as supplemental instructional tools. These platforms offer engaging, standards-aligned videos, quizzes, and interactive activities that reinforce key concepts in math, science, social studies, English language arts, and social-emotional learning.</p> <p>BrainPOP resources are particularly effective for: Vocabulary development Concept retention Critical thinking</p> <p>The content is accessible and age-appropriate, making it a valuable resource for differentiating instruction and supporting diverse learners. Teachers can incorporate BrainPOP into whole-group lessons, small-group support, or independent practice, making learning more engaging and interactive for all students.</p> <p>This tool supports McKinley’s broader instructional goals by promoting academic rigor, student engagement, and cross-curricular integration.</p>	All Students	<p>3,480 Restricted Lottery 4000-4999: Books And Supplies Brain Pop and Brain Pop Jr.</p>

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

In 2024–25, McKinley Elementary continued its commitment to Goal 1: ensuring all students are socially just and ready for college and careers. The year was marked by a combination of steady academic performance, particularly in mathematics, and renewed focus on instructional coherence, culturally responsive teaching, and enrichment opportunities. While McKinley maintained Green performance levels on the California Dashboard in both English Language Arts (ELA) and Math, the data reveal critical areas for reflection—namely a decline in ELA performance and persistent opportunity gaps for English Learners (ELs), Students with Disabilities (SWDs), and Socioeconomically Disadvantaged (SED) students.

A wide range of targeted actions were implemented to support this goal. McKinley teachers administered the Fountas & Pinnell reading assessment across all classrooms, offering valuable one-on-one insights into students' decoding, fluency, and comprehension. While teachers emphasized its value for grouping students and guiding instruction, the time required to administer the assessments highlighted the need for additional staffing support. Looking ahead to 2025–26, the team is considering how to align this practice with the state's new requirements under Senate Bill 114, which calls for early screening for reading difficulties in grades K–2.

In addition to assessment, academic intervention remained a core pillar of Goal 1. The Literacy and Language Interventionist (LLI) provided Tier III pull-out support in ELA for students in grades 3–5, while part-time Instructional Assistants (IAs) supported Tier I instruction in the classroom. Feedback from staff indicated that even modest increases in IA hours—particularly in early grades—could significantly improve outcomes. Teachers also raised important questions about the types of small group instruction IAs can lead and how best to train them.

After-school intervention opportunities were partially implemented this year. While LLI launched a cycle of AVT sessions for English Learners, other certificated staff had not yet used ELOP funds to provide math or additional literacy support. There was also some confusion about student selection criteria and how families were informed. This is a long-standing and valued program, and stakeholders recommended clarifying expectations and communication for next year.

In math, implementation of the UCLA Math Project's lab days with consultant Berkeley Everett began this year with strong initial participation. Teachers engaged with number sense routines that encouraged discourse and reasoning and participated in lesson modeling and professional development. While it is still too early to evaluate the long-term impact, the feedback has been positive, and the team recommends continuing this work in 2025–26 with a deeper analysis of outcomes.

Teachers in grades 4 and 5 continued to implement AVID Elementary practices this year, including note-taking, organizational tools, and self-advocacy strategies. Students participated in college and career exploration through field trips to local universities. AVID PLC meetings supported reflection and collaboration, and teachers found the strategies helpful in promoting academic habits and building a sense of purpose and identity.

The instructional coach, who returned to McKinley in a 50% capacity this year, played a critical role in the implementation of multiple initiatives. The coach facilitated professional development sessions on Project-Based Learning (PBL), provided demonstration lessons in early literacy and ELD, and offered individualized coaching on Tier I instructional programs such as UFLI and PALS. Staff emphasized the value of this support and noted that having a full-time coach would further strengthen instruction across the school.

Efforts to build professional learning communities continued, though with some modifications. Due to district requirements, some data meetings were repurposed as ELD professional development. Teachers expressed a strong desire to return to structured data meetings to analyze student work, plan instruction, and collaborate more deeply. Suggestions included using Title I funding to support planning days before and after the school year, as well as full-day meetings in the spring to prepare for the final stretch of instruction.

Science and STEM instruction were delivered weekly through PS Science, though some inconsistency occurred due to staff absences. The STEM Lab was used to support hands-on, inquiry-based instruction, and Maker Space artists

collaborated with teachers to integrate projects into core content areas. Staff suggested more cohesive planning with PS Science and the STEM team to connect lessons directly to science and social studies standards.

In the arts, all TK–5 students received music, visual arts, and theatre instruction. These experiences provided important outlets for student expression and engagement. Informances in visual and performing arts celebrated student learning and highlighted themes of belonging and social-emotional growth. Staff and parents noted how these programs positively impacted students' confidence, creativity, and connection to school.

The site also began reworking its Global Citizenship and Service Learning work through a renewed focus on Project-Based Learning. Supported by Prop 28 funding, teachers collaborated with Maker Space artists to design projects that integrate content, critical thinking, and real-world application. These units reflected the school's emphasis on inquiry, digital learning, and authentic engagement.

Overall, McKinley's work in 2024–25 demonstrated both the strength of its instructional foundation and the need for deeper, more targeted strategies to close persistent opportunity gaps. While math performance continues to trend upward, ELA scores have declined, especially among ELs and SWDs. Data meetings, after-school interventions, and ELD instruction are all areas identified for renewed attention. The integration of PBL, AVID, and STEM reflects a commitment to engaging students as whole learners, but continued investment in planning time, coaching, and staff development will be essential in 2025–26.

As the school moves forward, it remains clear that strong Tier I instruction, aligned supports, and intentional focus on equity are central to achieving the vision of preparing all McKinley Lions to be socially just and ready for college and careers.

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

No major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

As a result of this year's analysis and stakeholder feedback, several changes will be made to Goal 1 in the 2025–26 SPSA to better align strategies with their intended outcomes and streamline focus on academic achievement and instructional quality.

Several activities previously listed under Goal 1—music, theater, and visual arts—will be moved to Goal 3, which centers on student engagement and the development of the whole child. While these programs remain essential to McKinley's mission, relocating them ensures Goal 1 remains focused on academic performance, instructional rigor, and closing opportunity gaps.

To further support the school's instructional priorities, new strategies and resources are being added to Goal 1:

Lesson Link™ will be implemented twice annually for each grade level team. This collaborative lesson study model directly supports the schoolwide implementation plan by strengthening Tier I instruction and academic discourse.

Hard copies of texts, such as Scholastic News, will be provided for all grade levels to support close reading, reading comprehension, and home-school literacy connections. This change was made in response to both student data and teacher feedback on the importance of physical texts.

Additional educational software, including BrainPOP and BrainPOP Jr., will be funded to support content learning, vocabulary development, and student engagement across subject areas.

New professional development opportunities will be added, including learning visits to demonstration schools implementing high-quality Project-Based Learning (PBL). These site visits are designed to support teacher understanding and implementation of gold-standard PBL strategies, a core part of McKinley's instructional vision.

These changes are reflected in the updated strategies and actions under Goal 1 of the SPSA, with realignments of previous activities noted under Goal 3. Together, these revisions aim to deepen instructional coherence, build teacher capacity, and improve outcomes for all students, especially those in historically underserved groups.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

All Content Areas

Goal 2: English Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive standards-aligned core curriculum (LCAP 1, 2, 4, 7, 8)

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Multilingual Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive, standards-aligned core curriculum.

Identified Need

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

A review of McKinley Elementary's California School Dashboard and local assessment data highlights English Learners (ELs) as a student group in need of significant improvement. Although EL enrollment has remained relatively stable—representing 13–15% of the student population over the past three years—student outcomes in both language acquisition and academic achievement have shown a decline.

Language Acquisition and Reclassification

Reclassification rates remain low and stagnant, with only five students reclassified annually and fewer than 2% of ELs achieving Reclassified Fluent English Proficient (RFEP) status in recent years. This lack of movement may reflect challenges in meeting reclassification criteria, and suggests a need to review reclassification protocols, increase staff awareness of criteria, and provide more targeted support for Long-Term English Learners (LTELs).

The ELPAC data further emphasizes these concerns. From 2021–22 to 2023–24, the percentage of students scoring at the highest proficiency level (Level 4) on the Overall ELPAC dropped from 40.4% to 19.1%, while those at Level 1 nearly doubled, from 5.8% to 11.9%. However, students receiving a 3 increased from 40.38% to 52.38% over the three years. In both the Speaking and Listening domains, there was a significant decrease in the percentage of students scoring "Well Developed," and an increase in those rated "Somewhat Developed" or "Beginning," indicating a need to examine practices that support oral language proficiency.

Writing and Reading scores present a widening performance gap. Writing has declined significantly, with only 11.9% of students scoring "Well Developed" in 2023–24—down from 23.1% in 2021–22—and a concurrent rise in students scoring at the Beginning level. The Reading domain reflects a polarizing trend: while more students are reaching the highest levels, the number of students performing at the lowest level also increased, pointing to the need for tiered supports that address both foundational and advanced literacy needs. It could also suggest an influx of newcomers who are taking the summative ELPAC for the first time.

These patterns point to a need for designated and integrated ELD practices that explicitly teach academic language, oral discourse, sentence construction, grammar, and listening comprehension. Students would also benefit from scaffolded writing opportunities and vocabulary instruction tied to core content.

Academic Achievement and Dashboard Performance

English Learners are underperforming on statewide assessments. On the 2023–24 CA Dashboard, ELs scored 24.9 points below standard in ELA (Medium) and 34.1 points below standard in Math (Low). Additionally, only 52.9% of ELs demonstrated growth in English proficiency on the EL Progress Indicator (Low), compared to 61.1% in the prior year. That said, since 21–22, we have seen an increase in the percentage of English Learners increasing one ELPI level from 36.4% in 21–22 to 42.4% in 22–23 and 50% in 23–24. The percentage of students who decreased one ELPI level decreased substantially between 22–23 and 23–24 from 21.2% to 13.3%. That said, only 3.3% maintained a level 4 in 23–24, which indicates that a need to improve instructional supports that accelerate language acquisition and academic achievement.

Steps Taken and Next Steps

In response, McKinley is committed to strengthening the support structures and instructional practices that once led to growth in EL outcomes. The site has begun revisiting successful past practices, including:

Re-integrating academic discourse (collaborative conversation) routines across subject areas as a means to bolster integrated ELD instruction

Implementing sentence frames, structured speaking and listening activities, and conversation protocols in daily instruction

Piloting a designated ELD program, that includes explicit writing support, grammar and vocabulary instruction, and oral fluency. This program will be full implemented in 25–26 with the support of our instructional coach.

Expanding the use of tiered early literacy interventions like UFLI and PALS to support decoding and comprehension in the primary grades.

Additionally, McKinley will continue to monitor reclassification criteria and practices, ensure alignment of instruction to ELPAC claims, and provide ongoing professional development for teachers in both foundational ELD and integrated strategies.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification Percentage	<p>The CDE requires 4 criteria for reclassification: ELPAC Assessment scores (4 overall performance) Basic Skills Assessments- Star Reading (2 consecutive 75th percentile) Teacher input Parent input</p> <p>2024-2025 10 POTENTIAL reclassifications out of 31=Reclassification Rate: 32%</p> <p>2023-2024 9 reclassified out of 50 = Reclassification Rate:18%</p> <p>2022-23 11 reclassified out of 56 = Reclassification Rate: 20%</p> <p>2021-22 0 reclassified out of 56 = Reclassification Rate: 0%</p> <p>2020-21- 5 reclassified out of 56 = Reclassification Rate: 9%</p> <p>2019-20- 8 reclassified out 53 = Reclassification Rate: 15%</p> <p>2018-19- 4 reclassified out of 44 = Reclassification Rate: 9%</p>	<p>SMART Goals: All goals are calculated by identifying the percentage of students not meeting grade-level standards and then multiplying that percentage by 10 percent (i.e. 18% of ELs were classified; 82% of ELs were not reclassified; therefore $82 \times .1 = 8.2\%$. $18\% + 8.2\%$ is 16.2%)</p> <p>SMART Goal- by June 2026, 37% of ELs will be reclassified as RFEPs.</p> <p>By June 2025, 26.2% of ELs will be reclassified as RFEPs. Actual (as of May 2025): 10 out of 31 ELs meet the criteria for reclassification (32%). Goal MET and EXCEEDED (pending)</p>
CAASPP Scores percentage of ELs meeting or exceeding standard in ELA and Math	<p>CAASPP EL scores in ELA 9% 16-17 to 26% 17-18 to 44% 18-19 to 45% in 21-22, 26% in 22-23 and 14% in 23-24</p> <p>CAASPP EL scores in Math were 32% in 16-17, 31% 17-18, 23% in 18-19 29% in 21-23, 23% in 22-23 and 42% in 23-24</p>	<p>SMART Goal-</p> <p>By June 2026, the percentage of EL students meeting and exceeding standards on the CAASPP in ELA will increase by 9%.</p> <p>By June 2026, the percentage of EL students meeting and exceeding standards on the CAASPP in Math will increase by 6%.</p>
Dashboard EL Data	<p>Dashboard Status 2024</p> <p>EL Progress- Low - 52.9% making progress (Declined 8.2%) Number of Students: 34</p> <p>ELA achievement- No color- 24.9 points below standard (Declined 21 points) Number of Students: 27</p>	<p>SMART Goals-</p> <p>By October 2025 (Date of release of 2024-24 Dashboard scores), McKinley will increase the percentage of EL students making progress by 5% to 58% and will have the color Yellow for the EL Progress ranking on Dashboard.</p> <p>By October 2025 (Date of release of 2024-25 Dashboard scores), McKinley will have the color of Green for the</p>

	<p>Math achievement- No color- 34.1 points below standard (Declined by 4.3 points) Number of Students: 28</p> <p>Dashboard Status 2023</p> <p>EL Progress- Low - 61.1% making progress (Declined 5.6%) Number of Students: 36</p> <p>ELA achievement- Medium (yellow) with 3.9 points below standard (Declined by 5.8 points) Number of Students: 31</p> <p>Math achievement- Low (orange) with 29.1 points below standard (Declined by 5.2 points) Number of Students: 31</p>	<p>ELA ranking for the subgroup of English Learners.</p> <p>By October 2025 (Date of release of 2024-25 Dashboard scores), McKinley will have the color of Yellow for the Math ranking for the subgroup of English Learners.</p>
Star ELA and Star Math	<p>2024-25 Star scores for ENGLISH LEARNERS</p> <p>SPRING 2024-25 Star scores - EL Star Early Literacy - Spring 2025 - EL 12 EL students in TK/K/1st grade completed Star Early Literacy; 16.7% or 2 of 12 EL students scored at or above the minimum district benchmark proficiency level 50% or 6 of 12 EL students scored at or above typical growth (35th current SGP) from Fall to the given test period;</p> <p>Star Reading - Spring 2025 -EL 22 EL students in 1st-5th grades completed Star Reading assessments; 27.3% or 6 of 22 EL students estimated to score at or above the proficiency benchmark on the Reading state test 36.4% or 8 of 22 EL students scored at or above the minimum district benchmark proficiency level 68.4% or 13 of 19 EL students scored at or above typical growth (35th current SGP) from Fall to the given test period</p> <p>Star Math - Spring 2025 - EL 21 EL students in 1st-5th grades completed Star Math assessments; 23.8% or 5 of 21 EL students estimated to score at or above proficiency benchmark on the Math state test 61.9% or 13 of 21 EL students scored at or above the minimum district benchmark proficiency level</p>	<p>SMART Goal-</p> <p>By June 2026, the EL Proficiency Rate (district benchmark) on the Star ELA assessment will be 42% (36.4% (spring 2025)+6%)</p> <p>By June 2026, the EL Proficiency Rate (state benchmark) on the Star ELA assessment will be 34% (27.3% (spring 2025)+7%)</p> <p>By June 2026, the EL Proficiency Rate (district benchmark) on the Star MATH assessment will be 66% (61.9% (spring 2025)+4%)</p> <p>By June 2026, the EL Proficiency Rate (state benchmark) on the Star MATH assessment will be 31% (23.8% (spring 2025)+7%)</p>

	<p>64.7% or 11 of 17 EL students scored at or above typical growth (35th current SGP) from Fall to the given test period</p> <p>WINTER 2024-25 Star scores - EL 42.1% in ELA Star Reading proficiency rate (district benchmark) 22.2% Star Reading proficiency rate (state benchmark) 57.9% Growth Percentile in Star Reading</p> <p>55.6% Proficiency Rate in Math (district benchmark) 55.3% Proficiency Rate in Math (state benchmark) 52.9% Growth Percentile in Math</p> <p>33.3% Early Literacy proficiency rate (district benchmark) 41.7% Early Literacy student growth percentile</p> <p>FALL 2024-25 Star scores - EL 44.4% in ELA Star Reading proficiency rate (district benchmark) 22.2% Star Reading proficiency rate (state benchmark) 76.5% Growth Percentile in Star Reading</p> <p>66.7% Proficiency Rate in Math (district benchmark) 16.7% Proficiency Rate in Math (state benchmark) 75% Growth Percentile in Math</p> <p>15.3% Early Literacy proficiency rate (district benchmark) 28.6% Early Literacy student growth percentile</p> <p>PROGRESS FALL to WINTER STAR Progress (2024–25) - EL Star Reading: District Benchmark: Decreased by 2.3% (from 44.4% to 42.1%) State Benchmark: Increased by 3.1% (from 22.2% to 26.3%) Growth Percentile: Decreased by 19.6% (from 76.5% to 56.9%)</p> <p>Star Math: District Benchmark: Decreased by 11.1% (from 66.7% to 55.6%) State Benchmark: Increased by 5.5% (from 16.7% to 22.2%) Growth Percentile: Decreased by 22.1% (from 75% to 52.9%)</p>	
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	<p>Star Early Literacy: District Benchmark: Increased by 17.9% (from 15.4% to 33.3%) Growth Percentile: Increased by 13.1% (from 28.6% to 44.7%)</p> <p>WINTER to SPRING STAR Progress (2024–25) - EL ELA Star Reading District Benchmark: Decreased by 5.7% (from 42.1% to 36.4%) State Benchmark: Increased by 1% (from 26.3% to 27.3%) Growth Percentile: Increased by 10.5% (from 57.9% to 68.4%)</p>	
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Comprehensive ELD Program to Support English Learners</p> <p>To improve outcomes for English Learners, McKinley will implement a comprehensive ELD program with coordinated staffing, instructional, and professional development supports:</p> <p>A full-time Literacy and Language Interventionist (LLI) will provide targeted Designated ELD instruction to 4th and 5th grade Long-Term English Learners (LTELs) using English 3D and other supplemental resources. The LLI will also collaborate with classroom teachers to share effective ELD strategies and instructional practices.</p> <p>All TK–5 teachers will deliver 30 minutes of daily Designated ELD using a newly adopted schoolwide curriculum. This program was successfully piloted by a Kindergarten and 1st grade teacher in 2024–25 and will now be implemented across grade levels to ensure consistency and alignment.</p> <p>In addition to Designated ELD, all teachers will embed Integrated ELD strategies across the curriculum. These include:</p> <p>Academic vocabulary development Sentence frames and language scaffolds Structured opportunities for academic discourse</p> <p>In 2025–26, McKinley will re-center its instructional focus on collaborative conversations to enhance comprehension and provide students with more opportunities to speak, think, and rehearse for writing. Teachers will be supported through: Professional development, coaching cycles, and PLCs with a focus on English Learner achievement</p>	English Learners and Tier III Students	District Funded 1000-1999: Certificated Personnel Salaries Literacy and Language Interventionist

	<p>Inquiry cycles to monitor student progress, reflect on practice, and guide responsive instruction</p> <p>This professional learning and instructional support will be facilitated by a full-time instructional coach, funded through a combination of district resources and Title I.</p>		
2.2	<p>Targeted Academic Support for English Learners and Tier III Students</p> <p>To address the academic needs of English Learners and other Tier III students reading below grade level, the school will implement the following targeted interventions:</p> <p>After-school intervention will be provided by classroom teachers at the teacher hourly rate. Instruction will focus on foundational literacy using research-based programs, including UFLI (University of Florida Literacy Institute) and PALS (Peer-Assisted Learning Strategies).</p> <p>Academic Vocabulary Toolkit (AVT) will be offered after school to 2nd and 3rd grade English Learners by the Learning Language Interventionist (LLI). This program is designed to build academic vocabulary across content areas and support language development.</p> <p>Designated ELD instruction for 4th and 5th grade Longterm English Learners (LTEs) will be delivered during the school day by the LLI, ensuring consistent access to targeted language instruction.</p>	English Learners and Tier III Students	District Funded 1000-1999: Certificated Personnel Salaries Intervention
2.3	<p>Professional Development on ELD</p> <p>As a result of our analysis, we are enhancing professional development to build staff capacity in both Integrated and Designated ELD through a three-part approach:</p> <p>Part 1: Site Implementation Focus – Collaborative Conversations (Integrated ELD): Early release Wednesdays will include ongoing professional development aligned to our School Implementation Plan (SIP), with a focus on Integrated ELD through collaborative conversations. We will engage in three cycles of inquiry, each targeting key elements of academic discourse:</p> <p>Cycle 1: Accountability for roles, responsibilities, and completion of tasks/processes Cycle 2: Conveying understanding, sharing ideas, critiquing, and building upon the reasoning of others Cycle 3: Structured academic discourse to analyze, evaluate, and use evidence-based reasoning for problem solving</p>	English Learners and targeted subgroups	None Specified PD contractor costs, teacher hourly, and/or sub coverage

To support this work, we will provide opportunities for varied collaborative conversations:

Across the day, content areas, and settings (e.g., partnerships, small groups, whole class)
Across routines such as Turn and Talk, Think-Pair-Share, Jigsaw, Four Corners, Debates, and Grand Conversations
Strategic talk partnerships that vary throughout the year and across content
Agreements for conversation
Preparation that supports discussion (especially in Grades 3–5)
Differentiated language frames to support clarification, elaboration, and understanding
Intentional think time to increase student processing and participation

Part 2: District-Led Series: Supporting Multilingual Learners

In collaboration with our instructional coach and district personnel, staff will continue the multi-part PD series that began this year. Topics include:
Asset-based approaches and equity-centered practices
Foundational knowledge (ELPAC, ELPI, stages of language acquisition, reclassification criteria, etc.)
Effective Integrated and Designated ELD instruction (SDAIE, SIOP, scaffolding strategies)
Use of district observation tools, curriculum resources, and protocols for planning

Part 3: Implementation of New Designated ELD Curriculum (2025–2026):

All staff will receive training in the district’s newly adopted Designated ELD curriculum to ensure consistent and effective instruction. This training will support alignment across classrooms and deepen staff understanding of how to meet the specific language needs of English Learners.

Part 4: Training of K–2 Teachers on UFLI

In 2025–26, all K–2 teachers will receive training on the UFLI (University of Florida Literacy Institute) Foundations program, a research-based, structured literacy curriculum designed to support early reading development. This training will build teacher capacity to provide explicit, systematic, and sequential phonics instruction, which is essential for ensuring that all students—especially English Learners—develop strong foundational literacy skills. The UFLI program addresses critical elements of the reading process, including phonological awareness, phonemic decoding, orthographic mapping, morphology, and syntax. This explicit approach is particularly beneficial for English Learners, who require clear instruction in English phonology and grammatical structures to support both word recognition and language comprehension. By making the structure of English visible and accessible, UFLI helps bridge the gap

	between spoken and written language, ensuring ELs have equitable access to reading success.		
2.4	<p>Parent Education to Support English Learners</p> <p>To strengthen family engagement and support English Learners at home, the school will offer parent education through three key strategies: Targeted Parent Workshops for ELAC Members: A series of workshops will be provided for families of English Learners on topics such as: Supporting students with homework Building literacy and numeracy routines at home Raising bilingual and biliterate children These workshops will be led by the school's bilingual community liaison and school counselor to ensure culturally and linguistically responsive support.</p> <p>Family Literacy and Math Nights: The school will host dedicated evenings focused on: Literacy strategies that families can use at home in any language Math routines that build number sense and mathematical thinking across grade levels These events are designed to be interactive and accessible to all families, regardless of home language.</p> <p>Targeted Communication and Outreach: The bilingual community liaison will lead efforts to ensure that families of English Learners receive timely, translated, and personalized communication about all parent education opportunities to increase awareness and participation.</p>	English Learners and at-promise students	2,072 Title I 2023-24 Allocation 1000-1999: Certificated Personnel Salaries Family Literacy and Math Workshops centered on English Learners
2.5	<p>Bilingual Community Liaison to Support Family Engagement</p> <p>To strengthen school-home connections and support the engagement of families of English Learners, the school will employ a full-time bilingual (English/Spanish) Community Liaison. The Liaison will: Facilitate effective communication between families and school staff Serve as a translator during school functions, conferences, and in the front office Assist parents with school-related questions and accessing resources Lead parent workshops and trainings to help families support their child's academic success Collaborate with school administration to coordinate and support parent groups, including the English Learner Advisory Council (ELAC)</p> <p>In partnership with the Liaison, school administration will work closely with ELAC members to ensure the voices of families of English Learners are heard and reflected in school</p>	Spanish speaking students and families, at-promise, low-income, and all students	District Funded 2000-2999: Classified Personnel Salaries Parent Engagement-Community Liaison and ELAC

	decisions. ELAC meetings will include relevant updates, resources, and opportunities for input into programs and services that impact English Learners.		
2.6	<p>Technology and Software to Support EL Academic Progress</p> <p>To support English Learners and other students in developing foundational skills in reading and math, the school will continue to utilize district-funded adaptive educational software, including Lexia (ELA) and DreamBox (Math). These programs are accessible through the district's Clever platform, both at school and at home.</p> <p>All students in Grades K–5 have one-to-one Chromebooks for daily use. TK and Kindergarten classrooms each have a set of 10 iPads to support early learning. The school also maintains a pool of approximately 150 Chromebooks available for home checkout to ensure technology access for families in need.</p> <p>Lexia and DreamBox provide personalized, level-appropriate instruction to support English Learner growth in English Language Arts and mathematics, helping to reinforce core instruction and close learning gaps.</p> <p>To further support English Learners in accessing grade-level content, the PTA will fund the purchase of BrainPOP and BrainPOP Jr. (see Goal 1). These platforms provide engaging, standards-aligned videos and activities that help build background knowledge across content areas, which is especially critical for English Learners as they encounter new academic vocabulary and concepts. By presenting information visually and auditorily, BrainPOP supports comprehension and reinforces the development of academic language in a way that is accessible and meaningful for ELs.</p>	English Learners, at-promise, and all students	District LCAP Funds 4000-4999: Books And Supplies Supplemental Resources

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Over the past year, McKinley Elementary has made meaningful strides in implementing strategies to support English Learners (ELs), with several promising outcomes—particularly in reclassification and mathematics achievement. While gains were not consistent across all areas, the overall trajectory points to progress, with clear evidence of impact in specific domains and a strong foundation for continued improvement.

One of the most significant indicators of success this year has been the increase in the reclassification rate. As of May 2025, 10 out of 31 EL students have met the criteria for reclassification, resulting in a projected reclassification rate of 32%. This exceeds our SMART goal of 26.2% and represents the highest rate in at least seven years. For context, reclassification rates hovered between 0% and 20% in the years prior, with 18% achieved in 2023–24 and just 9% as recently as 2020–21. This notable growth is likely the result of our schoolwide emphasis on strengthening designated and integrated ELD instruction, piloting a targeted ELD curriculum, and expanding early literacy supports such as UFLI and PALS in the primary grades.

At the same time, math achievement among English Learners has improved significantly. Based on Spring 2025 STAR assessments, 61.9% of ELs met or exceeded the district benchmark in math, surpassing our goal of 53%. Even more notably, 23.8% of ELs are now estimated to score at or above the state proficiency benchmark—up from 0% the previous spring. Student growth percentiles also remained strong, with nearly two-thirds of students achieving typical or better growth. These gains are echoed in the CAASPP math scores, which jumped from 23% proficiency in 2022–23 to 42% in 2023–24, indicating that the scaffolds and supports in place—such as structured conversation protocols, vocabulary instruction, and small group math intervention—are helping students build both skills and confidence.

Progress in English Language Arts has been more mixed. On the Spring 2025 STAR Reading assessment, 36.4% of ELs met or exceeded the district benchmark in ELA, slightly exceeding our goal of 35%. However, only 27.3% of students met the state proficiency benchmark, falling short of the 30% target. Additionally, CAASPP ELA performance declined this year, with only 14% of ELs meeting or exceeding standards—down from 26% the year before and a high of 45% in 2021–22. This was accompanied by a 21-point drop on the ELA Dashboard indicator, which led to the loss of color status for the subgroup.

Language acquisition growth, as measured by the English Learner Progress Indicator (ELPI), also declined. In 2024, only 52.9% of ELs demonstrated growth in English proficiency, down from 61.1% in 2023. While we have seen an encouraging increase in the percentage of students moving up one ELPI level—from 36.4% in 2021–22 to 50% in 2023–24—the percentage of students maintaining Level 4 proficiency remains very low, signaling a continued need to focus on accelerating language development and oral fluency.

These results reflect the reality that while foundational shifts have taken root—especially in reclassification and math—our efforts must now deepen in ELA and oral language development. The site has already taken steps to address this by revisiting high-impact practices such as academic discourse routines, sentence framing, and structured speaking and listening opportunities. The designated ELD pilot, which includes explicit instruction in grammar, writing, and oral fluency, will be fully implemented in 2025–26, supported by our instructional coach.

In summary, McKinley is beginning to see the payoff of its targeted strategies, with some SMART goals already met or exceeded. The reclassification rate has reached new highs, math scores have improved across multiple measures, and student growth percentiles in both reading and math reflect strong progress. However, ELA proficiency and language acquisition remain areas of need, and continued focus on these domains will be essential as we move forward. The work is far from over, but the direction is clear—and the gains we are seeing reaffirm our commitment to sustaining and expanding the strategies that are beginning to make a measurable difference.

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

The District's Academic Support Program (ASP), which offered one-on-one Zoom tutoring for low-income and Tier III students, was discontinued at the beginning of the year. The LLI provided designated ELD instruction to LTELs in 4th and 5th grades during the school day instead of after school.

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.

As a result of this analysis, several key changes have been made to this goal to more effectively support the academic and language development of English Learners, particularly in early literacy. These changes reflect updated student needs, district program shifts, and an emphasis on research-based instruction.

One major change is the addition of UFLI (University of Florida Literacy Institute Foundations) as a core instructional tool for early literacy. All K–2 teachers will receive training on UFLI, which provides explicit, sequential, and systematic phonics instruction. This approach is especially critical for English Learners, as it directly supports their understanding of English phonology, morphology, and syntax, areas that are essential for both decoding and language development. To further strengthen early identification and support, all K–2 students will participate in a dyslexia screener, ensuring ELs and other at-risk students receive timely intervention.

In Grades 4 and 5, Designated ELD for Long-Term English Learners (LTELs) will now be provided during the school day by the Literacy and Language Interventionist (LLI), shifting from the previous after-school model to ensure more consistent access. The discontinued District Academic Support Program (ASP), which offered one-on-one Zoom tutoring, has been replaced by site-based after-school intervention, delivered by classroom teachers using research-based programs such as UFLI and PALS for Tier III students and English Learners reading below grade level.

Instructionally, the school is implementing a new schoolwide Designated ELD curriculum, following a successful pilot in Kindergarten and 1st grade. All TK–5 teachers will now provide 30 minutes of daily Designated ELD, while also integrating academic vocabulary, structured student talk, and sentence frames across all content areas. The 2025–26 instructional focus on collaborative conversations will provide ELs with more opportunities to rehearse academic language and prepare for writing.

To support implementation, professional development will be aligned to the School Implementation Plan (SIP) and delivered through coaching cycles, PLCs, and inquiry cycles, with a focus on collaborative conversations. A full-time instructional coach, funded through district and Title I resources, will lead this work. Teachers will also continue participating in the district-led Supporting Multilingual Learners PD Series and will receive training on the new Designated ELD curriculum.

Family engagement will also be expanded, with ELAC-targeted workshops, Family Literacy and Math Nights, and increased communication through the bilingual community liaison, who will also support parent education and ELAC coordination.

The use of adaptive technology, such as Lexia and DreamBox, remains in place, with continued 1:1 device access and home technology support. The school is exploring the addition of Freckle to further personalize instruction.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Safe and Inclusive Climate

Students with disabilities make up 18.6% of the total student population at McKinley Elementary (73 out of 393 students). This sizable percentage underscores the importance of inclusive practices, access to high-quality special education services, and a schoolwide commitment to universal design for learning (UDL) to ensure that all students can engage, learn, and thrive in the general education environment.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students and families feel connected and informed, engaging in safe, well-maintained, and culturally responsive schools that support future-ready learning.

Identified Need

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

A review of the 2025 Hanover Culture and Climate Survey, the California Healthy Kids Survey (CHKS), and California School Dashboard data revealed several key strengths at McKinley Elementary, including strong family engagement, a respectful school climate, and high levels of adult care and academic motivation. However, these sources also highlighted areas needing significant attention—most notably, chronic absenteeism, student boredom and engagement, support for English Learners, and school maintenance and facilities.

Chronic absenteeism remains a critical area of concern at McKinley Elementary, despite notable progress. In 2023–24, the school saw a 3.9 percentage point decrease in chronic absenteeism, and while the overall school remains in the Yellow performance band, this improvement signals that attendance interventions and family partnerships are making a positive impact. Notably, the African American student group, previously in the Red (very low) performance band, improved to Yellow (medium). Asian students demonstrated the strongest outcomes, with only 5.7% chronically absent, placing them in the Green performance band.

However, several student groups remain disproportionately impacted, including:

Socioeconomically Disadvantaged students: 19.3% chronically absent

Students with Disabilities: 16.9%

English Learners: 13.1%, despite a 6.6 percentage point improvement

To address these disparities, McKinley will continue to implement and refine a multi-tiered system of supports (MTSS) focused on:

Building strong attendance habits

Strengthening home-school communication

Providing individualized, wraparound services

This system includes regular attendance monitoring, family outreach, and the work of our early intervention team, which includes our counselor, assistant principal, bilingual community liaison, and attendance specialist.

In parallel, student survey results highlighted the need to improve academic engagement and instructional challenge. While 84% of students reported experiencing joy at school, only 60% felt their classes were challenging, and more than 60% reported feeling bored at least some of the time. Additionally, only 40% of students felt they had meaningful opportunities to contribute to their learning. These findings point to a need for deeper, more relevant, and student-centered instructional approaches.

In response, McKinley is deepening its commitment to Project-Based Learning (PBL) as a schoolwide instructional model. PBL fosters curiosity, collaboration, and real-world application—key levers for boosting engagement and reducing boredom. Teachers began receiving professional development in PBL in 2024–25, and this work will continue into 2025–26 with additional training, coaching, and collaboration time supported by the district and McKinley’s full-time instructional coach. Educators will also have opportunities to visit model PBL schools and collaborate with specialists—including our maker space artists, science teacher, and visual and performing arts educators—to co-develop cross-disciplinary, hands-on learning experiences.

This past year also marked the launch of McKinley’s Maker Space program, which was enthusiastically received by students—especially students with disabilities, who consistently cited it as their favorite subject. In 2025–26, we will expand maker-centered learning to reach a broader range of students, particularly those who thrive through tactile, collaborative, and creative engagement.

To further inform our efforts, McKinley will conduct student surveys in 2025–26 focused on identifying where students feel most engaged and what types of work give them pride, reflecting the values of our PRIDE philosophy. We will also engage staff in similar reflective practices, asking them to identify areas of professional pride to help us grow from our strengths as a community.

Ultimately, McKinley believes that by increasing student engagement through relevant, student-centered learning experiences, we will not only foster deeper academic growth but also help address chronic absenteeism at its roots—ensuring that all students feel motivated, connected, and excited to be at school.

In addition, McKinley will participate in the district’s Social-Emotional Learning (SEL) PD wheel, supported by our full-time counselor, who is also a credentialed school social worker. McKinley is currently the only elementary school in the district with this level of counseling support, enabling the school to implement comprehensive Tier I SEL strategies, including:

Schoolwide climate campaigns

Restorative play

Social skills groups

Attendance support
Co-teaching SEL lessons with classroom teachers

These Tier I supports help foster a strong sense of belonging, emotional safety, and resilience, which are foundational for both academic success and improved attendance.

In terms of school climate and student behavior, McKinley achieved exceptional success, with a 0% suspension rate across all student groups, earning a Blue performance level—the highest possible on the state Dashboard. This outcome reflects our schoolwide commitment to restorative practices, trauma-informed care, and proactive SEL. Historically marginalized groups—such as African American, Hispanic, Socioeconomically Disadvantaged students, and Students with Disabilities—all recorded 0% suspensions, showing real progress in equity-centered discipline.

These successes are driven by:
PBIS, Responsive Classroom, and Restorative Justice
Second Step and Olweus bullying prevention programs
A deep focus on relationships, proactive problem-solving, and inclusive community-building

Finally, McKinley continues to serve a racially and ethnically diverse student body, with no single group comprising a majority. The school's largest groups include White (35.1%), Hispanic (34.9%), Asian (12.7%), and African American (8.9%) students. This diversity underscores the need for culturally responsive instruction, an inclusive curriculum, and community practices that affirm the identities and experiences of all learners.

Taken together, these priorities—including chronic absenteeism reduction, increased engagement through PBL, expanded SEL supports, and equity-focused discipline practices—form the foundation of Goal 3 of the SPSA, which ensures that all students and families feel connected, informed, and supported in safe, well-maintained, and culturally responsive school environments.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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<p>Attendance Data from A2A</p>	<p>Attendance Data for 2024-25 School Year with Excellent- 13.8% Satisfactory- 42.8% Manageable- 26.0% Chronic- 15.7% Severe Chronic- 1.7%</p> <p>Attendance Data for 2023-24 School Year with Excellent- 12.0% Satisfactory- 44.5% Manageable- 29.3% Chronic- 12.0% Severe Chronic- 2.3%</p> <p>Attendance Data for 2022-23 School Year with Excellent- Satisfactory- Manageable- Chronic- Severe Chronic-</p> <p>Attendance Data for 2021-22 Pandemic School Year with Quarantines- Excellent- 5.3% Satisfactory- 32.9% Manageable- 37.9% Chronic- 19.7% Severe Chronic- 4.2% Significant increase in chronic attendance since returning from the pandemic and due to quarantines.</p> <p>Attendance Data for 2020-21 during Distance Learning Excellent- 45.8% Satisfactory- 39.2% Manageable- 9.9% Chronic- 4.2% Severe Chronic- 1.0%</p> <p>Attendance Data for 19-20 Up Until Distance Learning Began on 2/27/20 Excellent- 28.5% Satisfactory 42.8% Manageable- 22.7% Chronic- 5.6% Severe Chronic- .4%</p> <p>Baseline- 2018 end-of-year summative: Excellent attendance 17-18 20.7%, 18-19 19.3% Satisfactory (1-4.99% absence) 17-18 53.8%, 18-19 53.3% Manageable (5-9.9% absence) 17-18 20%, 18-19 20.9% Chronic (10-19.99% absence) 17-18 4.9%, 18-19 5.7%</p>	<p>SMART Goals: All goals are calculated by identifying the percentage of students not meeting grade-level standards and then multiplying that percentage by 10 percent (i.e. 86% of students had excellent, satisfactory or manageable attendance and 14% of students had chronic or severe chronic attendance. Therefore $14 \times .1 = 1.4\%$. 14%-1% is 13%)</p> <p>SMART Goals- By June 2026, (for 2025-26 school year) the percentage of chronic and severely chronic absent students will be less than 15%.</p> <p>By June 2026, (for 2025-26 school year) the percentage of students with excellent or satisfactory attendance in A2A will be 60%.</p> <p>By June 2025, (for 2024-25 school year) the percentage of chronic and severely chronic absent students will be less than 13%. Actual: Goal NOT MET with percentage of chronic and severely chronic absent students at 17.4%</p> <p>By June 2025, (for 2024-25 school year) the percentage of students with excellent or satisfactory attendance in A2A will be 62%. Actual: Goal NOT MET with percentage of chronic and severely chronic absent students at 56.6%</p>
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	Severe Chronic (more than 20% absence) 17-18 .6%, 18-19 .8%	
Dashboard Chronic Absenteeism Scores	<p>2024 Dashboard Attendance was an area of growth with a score of Medium- 11.7% of students Chronically Absent (students missing 10% or more of the school year). This represents a decline of 3.9% from 2023</p> <p>2023 Dashboard Attendance was an area of growth with a score of Very High- 15.6% of students Chronically Absent (students missing 10% or more of the school year). This represents a decline of 8.9% from 2022.</p> <p>2022 Dashboard Attendance was an area of growth with a score of Very High- 24.5% students Chronically Absent (students missing 10% or more of the school year).</p> <p>Schoolwide on the 2019 Dashboard chronic absenteeism is orange with 7.6% of students chronically absent. SED are red, and all other subgroups except white (yellow) are orange.</p>	<p>SMART Goals-</p> <p>By October 2025 (Date of release of 2024-25 Dashboard scores from the state), McKinley will have the color of Green for the schoolwide ranking for Attendance.</p> <p>By October 2025 (Date of release of 2024-25 Dashboard scores from the state), McKinley will have the color of Yellow for the ranking for Attendance for African Americans, and Green for all other subgroups</p> <p>By October 2024 (Date of release of 2023-24 Dashboard scores from the state), McKinley will have the color of Green for the schoolwide ranking for Attendance. Actual: Yellow - Goal NOT MET</p> <p>By October 2024 (Date of release of 2023-24 Dashboard scores from the state), McKinley will have the color of Orange for the ranking for Attendance for African Americans, Yellow for Students with Disabilities and Hispanic and Green for English Learners, White and SED students. Actual: African Americans: Yellow - Goal MET and EXCEEDED Students with Disabilities, Hispanic, English Learners: Yellow - Goal MET White and SED: Yellow- Goal NOT MET</p>
<p>Empathy Pride Interviews: As part of our ongoing reflection on student experience and engagement, we plan to pilot a new approach: student interviews centered around what they are most proud of. We're curious—will students highlight core academic achievements, or will they point to enrichment experiences like art, music, sports, or performance? Their responses will offer valuable insight into whether our instructional program is providing opportunities for students to feel seen, successful, and proud of their work.</p> <p>This inquiry connects deeply to our school's identity. At McKinley, PRIDE is more than a motto—it's our philosophy. We are a Pride of Lions:</p>	Baseline - TBD	<p>SMART Goal</p> <p>-By June 2026, students in TK-5 will name something that they are proud of an academic achievement (i.e. ELA, math, science, social studies)</p>

Positive, Respectful, Intelligent, Diverse, and Enthusiastic. Our goal is to ensure that every part of the student day—from academics to enrichment—fosters self-worth, purpose, and joy in learning.		
Olweus Survey Data	<p>Baseline-</p> <p>2024-2025 - Olweus was NOT administered in 2024-2025</p> <p>2023-2024 Data</p> <p>Percentage of girls and boys bullied 2-3 time a month or more 16% (lower than the national average)</p> <p>The highest type of bullying reported by boys and girls is verbal 20% and 23% respectively) with the highest location for both boys and girls on the playground/athletic field (74% as the area.</p> <p>55% of students tell an adult at school about the bullying.</p> <p>2022-23 Data TBD</p> <p>2018-19 Data (last available data):</p> <p>Percentage of girls and boys bullied 2-3 times a month or more 18% (lower than national average)</p> <p>The highest type of bullying reported by boys is verbal at 20%) and exclusion with girls 14%) with the highest location for both boys and girls on the playground/athletic field (73% as the area.</p> <p>34% of students tell an adult at school about the bullying.</p>	<p>SMART Goals-</p> <p>By June 2025, on the Olweus 3rd-5th survey, the percentage of boys and girls who report being bullied 2-3 times a month will decrease by 2% to 14%. Actual- N/A</p> <p>By June 2025, on the Olweus 3rd-5th survey, the percentage of students who tell an adult at school by will increase to 60%. Actual - N/A</p>
Informal Assessment of Engagement through Learning Rounds, Observation, Academic Discourse, Student Work, Communication Rubrics etc.	<p>Baseline</p> <p>Informal data collected by the teacher and SLT at the start of each school year.</p> <p>2024-2025 Learning Walk Data (TK-5)</p> <p>Learning Walk 1: November 2024</p> <p>During our first round of Learning Walks across TK–5 classrooms, we observed a range of strong, research-aligned instructional practices that support vocabulary development, language acquisition, and student engagement.</p> <p>Early Grades (TK–1st):</p> <p>Rich Language Environments: Classrooms are fostering word-conscious communities where</p>	<p>SMART Goal:</p> <p>By June 2026, the Site Leadership Team (SLT) will observe students during Learning Walks to collect informal observation data about student engagement using a Rubric of Collaborative Conversation skills to identify evidence of student learning, with Collaborative Conversations occurring in 90% of classrooms observed.</p> <p>By June 2026, the Site Leadership Team (SLT) will have developed a rubric for assessing the use of strategies for Culturally Relevant, Equity-Centered, Trauma-Responsive, and Social-Emotional Learning and will use it to observe students during Learning Walks to collect informal</p>

	<p>vocabulary is celebrated and meaningfully embedded into daily routines.</p> <p>Explicit Vocabulary Instruction: Teachers are using a variety of strategies to introduce and reinforce Tier 2 and general academic vocabulary, supporting both language learners and emerging readers.</p> <p>Risk-Taking and Belonging: Positive classroom climates are encouraging students to take academic risks and engage actively in their learning, contributing to a strong sense of belonging.</p> <p>Upper Grades (2nd–5th):</p> <p>Effective Collaborative Conversations: Structures such as Turn and Talk are being regularly used to deepen comprehension, encourage metacognition, and promote academic discourse.</p> <p>Integration of Content and Language: Academic vocabulary is embedded within content instruction through explicit modeling, visuals, and structured routines.</p> <p>Supportive and Predictable Environments: Classrooms are anchored by visual supports, such as word walls and sentence frames, that help students access rigorous content with confidence.</p> <p>Learning Walk 2: March 2025</p> <p>Student Success Indicators:</p> <p>Higher-Order Thinking Skills: We observed an increase of the inclusion of higher order thinking skills since Cycle 1. This was most often seen when lessons included both content and language objectives.</p> <p>Academic Language Frames: It was great to see academic language frames posted in all the classrooms. Some of the classrooms used them to provide structured support to engage students in meeting the content objective.</p> <p>Tier 2 & 3 Vocabulary: Students used Tier 2 and 3 vocabulary across all classrooms. There is clear evidence that vocabulary has been explicitly taught in math as well as other content areas. This enriches their academic language skills and makes content comprehensible.</p>	<p>observation data about student engagement to identify evidence of student social-emotional learning, with these practices occurring in 90% of classrooms observed.</p>
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	<p>Collaborative Conversations & Written Work: Partner talk was evident in all classrooms observed. This naturally led to a good balance of student and teacher talk. Some students shared their thinking in their written work using Tier 2- and 3-word banks and sentence frames to support their thinking.</p> <p>Staff Practices:</p> <p>Word Conscious Environment: Word walls in all rooms connected to content, including math.</p> <p>Content and Language Objectives: Some teachers included both content and language objectives, although not explicitly.</p> <p>Academic Language Frames: Teachers provided academic language frames to support the process and content of the lessons.</p> <p>Evidence of Explicit Vocabulary Instruction: All teachers either modeled explicit vocabulary instruction or reviewed prior instruction.</p> <p>Teacher Talk vs. Student Talk: All teachers provided an appropriate balance of teacher and student talk, providing ample time for students to practice prior to problem solving.</p> <p>Looking Ahead: As we continue to refine our practice, some areas of growth are:</p> <p>Intentionally design and teach sentence frames that support students in accessing complex content and using academic vocabulary in context. Ensure students understand how to use the frames by explicitly modeling the types of phrases or parts of speech that complete them.</p> <p>Intentionally planning turn and talks so that they are used by partnerships to grapple with difficult content and higher order thinking.</p> <p>Intentional talk partnerships and protocols that include accountable roles to ensure that all students participate and practice.</p> <p>Key Takeaways:</p> <p>Higher-order thinking skills are being more frequently embedded, especially when both content and language objectives are clearly stated.</p>	
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	<p>Academic language frames are consistently posted and increasingly used to support students in engaging with rigorous content.</p> <p>Tier 2 and Tier 3 vocabulary is being explicitly taught and authentically used by students across subject areas.</p> <p>Collaborative conversations and a balanced ratio of student-to-teacher talk are helping students make their thinking visible both verbally and in writing.</p> <p>Classroom environments reflect intentional vocabulary support, with word walls and visual scaffolds connected to current content.</p>	
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.2	<p>Campus Monitors and School Climate Support</p> <p>Campus Monitors play a critical role in promoting a safe, inclusive, and positive school climate at McKinley Elementary. These staff members provide supervision during lunchtime and lunch recess to ensure student safety, reinforce behavior expectations, and support the development of strong peer relationships.</p> <p>In alignment with the Olweus Anti-Bullying Program, Campus Monitors are strategically stationed in areas identified through Olweus Survey data (23-24) as high-risk for peer conflict or bullying. They are trained to identify, prevent, and intervene in bullying situations, ensuring students feel safe and supported throughout the school day.</p> <p>In 2024–25, Campus Monitors received ongoing professional development led by our School Counselor and Assistant Counselor, focusing on: Active supervision techniques Positive teacher language, including how to reinforce, remind, and redirect student behavior The development and implementation of logical consequences on the yard Use of visual cue cards with students, including strategies like "You break it, you fix it," "Take a break," and "Loss of privilege"</p> <p>This foundational training has helped to build consistency across recess settings and support students in learning self-regulation and accountability in a respectful, developmentally appropriate way.</p> <p>In 2025–26, Campus Monitors will continue to deepen their skills in Restorative Practices and</p>	All students	<p>13,214</p> <p>Site Formula Funds</p> <p>2000-2999: Classified Personnel Salaries</p> <p>Campus Monitors</p> <p>44,267</p> <p>District Funded</p> <p>2000-2999: Classified Personnel Salaries</p> <p>Campus Monitors</p> <p>19,800</p> <p>Parent-Teacher Association (PTA)</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Campus Monitors Before and After the Bell</p>

	<p>Responsive Classroom techniques. Focus areas will include:</p> <ul style="list-style-type: none"> Collaborative problem-solving Peer conflict resolution Positive reinforcement strategies Relationship-building and social-emotional modeling <p>Campus Monitors will also continue to support the schoolwide Positive Behavior Support Plan by issuing MAC slips to students who demonstrate McKinley's core behavior expectations, contributing to a culture of recognition and belonging. Campus monitors will support additional yard activities such as art cart and book cart, providing alternatives to physical play for students who prefer those recreational activities.</p> <p>Additionally, Campus Monitors help ensure physical campus safety by monitoring school gates before and after school and serving as approachable, trusted adults for students throughout the day.</p> <p>Through their visible presence, consistent expectations, and growing toolbox of SEL and restorative strategies, Campus Monitors are key partners in advancing Goal 3 of the SPSA—ensuring all students feel safe, connected, and supported in a culturally responsive and well-maintained learning environment.</p> <p>Campus Monitors- Lunch Recess (TK-5) 5 Monitors - Lunch Supervision 11:35-1:30 (115 minutes) 2 Monitors-AM GateSupervision/PM Gate Supervision 8:15-8:35 (20 minutes)/2:45-3:10/1:45-2:05 (W) (25 min) 1 Monitor - Breakfast Gate Supervision 8:00-8:35 (35 minutes) 2 Monitors - 4th/5th Grade Recess 10:30-10:50 (20 minutes) 1 Monitor - 2nd-5th Grade Recess 9:55-10:50 AM (55 min)</p> <p>(2 IAs have increased time as CMs- 1 3.5 hour K IAs by 20 minutes, 1 IA by 52 minutes)</p>		
3.3	<p>Enrichment & Engagement Beyond the Core Curriculum</p> <p>In addition to the core academic program, McKinley students have access to a rich variety of supplemental enrichment opportunities designed to support whole-child development and spark curiosity. During the school day, students participate in classes such as:</p> <p>Music Physical Education (PE)</p>	All Students	

	<p>Dance STEM Visual Arts Theater Library Makerspace School Garden</p> <p>These programs provide hands-on, creative, and interdisciplinary learning experiences that deepen engagement and broaden students' skills.</p> <p>To further support student choice and creativity, McKinley offers alternative enrichment options during lunch recess, including access to the: Art Cart, stocked with drawing and crafting materials Book Cart, offering a quiet space for reading and reflection</p> <p>These opportunities ensure that all students have access to engaging, inclusive, and meaningful experiences throughout the school day.</p>		
3.4	<p>Schoolwide Shared Reading Program: Character Through Literature</p> <p>Each month, all McKinley students participate in a schoolwide shared reading experience centered around the Pillars of Character. A carefully selected book—aligned with that month's pillar—is read across all grade levels, fostering a shared culture of character development.</p> <p>Book selections are: Representative of McKinley's diversity Aligned with Social Justice Standards Chosen to highlight historically excluded voices These texts are intentionally selected to serve as: Mirrors – reflecting students' own identities and experiences Windows – offering insight into the lives of others Sliding glass doors – encouraging empathy and expanding worldviews</p> <p>Following the reading: Students engage in structured discussions with their upper/lower grade reading buddies or during Community Meetings The month culminates in a schoolwide outdoor assembly, where one grade level performs or presents on that month's Pillar of Character This program nurtures a sense of community, supports social-emotional learning, and encourages students to reflect on and embody the values we practice every day at McKinley.</p>	All Student Subgroups	
3.5	<p>In year two, McKinley's school counselor will continue to implement a comprehensive counseling program aligned with the three domains of the American School Counselor Association (ASCA):</p>	All students and targeted sub groups (at promise students)	90,000 Title I 2023-24 Allocation 1000-1999: Certificated Personnel Salaries

<p>academic, career, and social-emotional development. The program will focus on strengthening Multi-Tiered Systems of Support (MTSS) and building staff capacity to sustain a whole-child approach to learning and development.</p> <p>Data-Informed, Equity-Focused Approach The counseling program will be designed in response to McKinley's academic, attendance, and behavioral data, in consultation with site administrators. The counselor will continue to identify targeted subgroups and deliver Tier I, II, and III supports to improve both academic performance and social-emotional wellbeing.</p> <p>Direct Student Services Tier I: Schoolwide classroom lessons using Second Step and integrated SEL content (Restorative Justice, Responsive Classroom, Olweus Morning Meetings, AVID strategies for upper grades). Counselor will continue to lead schoolwide climate initiatives such as:</p> <p>School Climate Campaigns Mindful Mondays & Wellness Wednesdays Peacemaker Program Counselor's Corner & Community Resource Bulletins</p> <p>Tier II: Small group counseling cycles (8 weeks), targeting skills such as self-regulation, problem-solving, and peer relationships (e.g., Lunch Bunch Groups Round 1 and 2).</p> <p>Tier III (Mon/Fri): Individual check-ins, crisis response, and intensive supports including: Parent outreach and education Participation in IEPs, 504s, and SSTs Counseling referral triage and mental health consultations</p> <p>Capacity Building and Systems Work The counselor will play a key role in strengthening McKinley's SEL and MTSS structures, including: SEL and PBIS MTSS integration Staff trainings on SEL, trauma-informed and culturally responsive practices Restorative Justice implementation and peer mediation DEI & SEL Bulletin development Wellness space organization and staff support initiatives (e.g., drop-in wellness hours, Sunshine Committee)</p> <p>Co-leadership of the PBIS/Safety and DEI Committees</p> <p>Indirect Services and Family Support</p>		<p>School Counselor (Temporary Contract)</p>
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	<p>In addition to direct services, the counselor will continue to provide:</p> <p>Consultation: Partnering with staff and families to share strategies that support student success</p> <p>Collaboration: Working with teachers, administrators, and community agencies</p> <p>Referrals: Connecting students and families to school-based and outside services</p> <p>Mental Health Partnership</p> <p>Students needing individual counseling will be referred to:</p> <p>Our part-time Mental Health Counselor from Family Services of Santa Monica (40%)</p> <p>MSW interns</p> <p>Hazel Health teletherapy services</p> <p>The counselor is the preceptor for the counseling interns.</p> <p>Professional Development and Staff Support</p> <p>The counselor will provide regular PD for staff on SEL practices, classroom management strategies, and inclusive, neurodiversity-affirming approaches. Resources such as a staff handbook, visuals, and guest teacher welcome packets will continue to support consistency across the site.</p>		
3.6	<p>Family Engagement & Communication at McKinley</p> <p>At McKinley, we believe that strong family-school partnerships are essential to student success. We are committed to keeping families informed, involved, and empowered to support their children's education.</p> <p>Communication Channels</p> <p>Families will receive regular updates about school events, academic programs, and important announcements through multiple platforms, including:</p> <p>Emails, Robocalls and Texts via Parentsquare</p> <p>The Lion's Roar: Weekly principal newsletter</p> <p>School and PTA websites</p> <p>Social media (Twitter)</p> <p>School Handbook and Volunteer Handbook</p> <p>Parent meetings and workshops</p> <p>Back to School Night, Open House, SST/IEP Meetings, and parent-teacher conferences</p> <p>Bulletin board postings</p> <p>School/Home Communication Menu (available online, in the Handbook, and posted on campus)</p> <p>Parent Leadership & Involvement</p> <p>McKinley supports and promotes a variety of parent leadership groups, including:</p> <p>School Site Council (SSC)</p> <p>Parent Teacher Association (PTA)</p> <p>English Learner Advisory Council (ELAC)</p> <p>African American Family Association (AAFA)</p> <p>Special Education Resource Group (SERG)</p>	All students	<p>2,190</p> <p>Title I</p> <p>4000-4999: Books And Supplies</p> <p>Parent workshops</p>

	<p>School Beautification Committee Room Parents</p> <p>In 25-26 plan to invite members of our School Site Council to participate in future Learning Walks. Including families and community partners in these reflective practices will help us stay grounded in our shared vision. It's an opportunity to make our SPSA work more transparent, inclusive, and student-centered, while strengthening the connection between what we value and what we see in classrooms.</p> <p>Event Committees (which meet regularly to support schoolwide initiatives)</p> <p>Events & Activities The Administration and PTA Executive Board collaborate to coordinate over 50 annual family events, designed to build community and deepen student and parent engagement. Signature events include:</p> <p>Family Literacy and Math Nights Jog-a-Thon Multicultural Celebration Day School Beautification Days Harvest Festival</p> <p>Parent Education & Support Parents are offered a range of workshops and training sessions to strengthen their role as partners in learning. These include: Parent Academy (multi-session series) Reflective Parenting Training</p> <p>Additional events and presentations on academic strategies, social-emotional development, and school initiatives</p> <p>Workshops are led by staff, the Bilingual Community Liaison, School Counselor, and Administration, and tailored to family interests and needs.</p> <p>Academic Partnership & Data Sharing We are committed to transparent communication about student achievement, including subgroup data and strategies to close the achievement gap. These communications are designed to promote meaningful parent-school partnerships and support informed family engagement in student learning.</p>		
3.7	<p>Student Clubs at McKinley</p> <p>McKinley offers six engaging clubs for 4th and 5th graders: Student Council, The McKinley Times (Newspaper), Dance Team, Green Team, Mindfulness Club, Rainbow Club—an offering unique among SMMUSD elementary schools. These clubs help build meaningful connections</p>	<p>4th and 5th grade Students</p>	<p>Parent-Teacher Association (PTA) 4000-4999: Books And Supplies for the clubs</p>

	<p>across classrooms and grade levels while fostering relationships between students and staff beyond the traditional school day. Led by teachers during lunch or after school, each club provides high-interest, community-building opportunities that promote leadership, creativity, inclusion, and wellness.</p> <p>To honor staff time and sustain these valuable programs, some clubs will after-school hours through the Expanded Learning Opportunities Program (ELOP). Dance Team is already successfully operating after school through ELOP.</p> <p>Clubs:</p> <p>Green Team: Supports campus recycling and composting and promotes environmental awareness.</p> <p>Student Council: Builds leadership and civic engagement through weekly meetings, spirit days, and schoolwide presentations.</p> <p>Rainbow Club: Promotes inclusion and provides a supportive space for LGBTQ+ students and allies.</p> <p>Newspaper – The McKinley Times: Students research, write, and edit content for a monthly student publication.</p> <p>Dance Team: Students learn choreographed routines and perform at school events (currently operating after school through ELOP).</p> <p>Mindfulness Club: Focuses on emotional regulation and wellness through breathing, meditation, and mindfulness activities.</p>		
3.8	<p>Classified Staff Professional Development</p> <p>Monthly training for Instructional Aides will be led by the school's Instructional Coach, while Campus Monitors will receive targeted training from the School Counselor and site administration. These sessions are designed to align with the schoolwide instructional focus and support classified staff in applying effective strategies that help close achievement and opportunity gaps. Trainings will be directly connected to the monthly Cycle of Inquiry that teachers are engaging in, ensuring a unified approach across all staff. Topics may include collaborative conversations, social-emotional learning (SEL), and strategies to promote inclusive and supportive learning environments.</p> <p>Paraeducators also participate in monthly early-out Wednesday trainings facilitated by the SMMUSD Behaviorist and site administrators. Additionally, they receive ongoing professional development and coaching from special education teachers and specialists to strengthen their instructional practices and ability to meet the needs of students with IEPs.</p>	All students	

<p>3.9</p>	<p>McKinley Elementary School Positive Behavior Support Plan</p> <p>McKinley's Positive Behavior Support Plan is grounded in our PRIDE Philosophy, Pillars of Character, School Rules, and the Olweus Anti-Bullying Program. Our approach integrates Responsive Classroom, Restorative Justice, mindfulness practices, and community meetings into a comprehensive, schoolwide PBIS framework.</p> <p>We emphasize three core behavior expectations: Be Respectful, Be Responsible, and Be Safe. These expectations are taught, modeled, and reinforced across all school settings.</p> <p>Communication & Reinforcement The plan is consistently reinforced and communicated through: Weekly morning announcements Monthly schoolwide assemblies, where each grade presents on a Pillar of Character MAC Slips: Students who demonstrate PRIDE and our three expectations are recognized with a MAC slip and entered into a weekly raffle. One student per grade is selected to receive a prize and be featured in the main office. Bi-Annual Behavior Expectation Assemblies at the start of each school year and after winter recess.</p> <p>Posted expectations in every classroom and throughout common areas Ongoing family communication via monthly newsletters, Back to School Night, the school and PTA websites, and the School Handbook</p> <p>Digital Citizenship As a Common Sense Certified School, McKinley ensures that all teachers are trained in Digital Citizenship, helping students navigate the digital world safely, ethically, and respectfully.</p> <p>Social-Emotional Learning & Equity To support the development of socially just, emotionally literate students: The Second Step curriculum provides direct instruction in social-emotional skills. Responsive Classroom practices are used to build positive classroom communities and reinforce social-emotional learning. Restorative Justice is used schoolwide to strengthen relationships and repair harm. All staff have received formal training. Many educators have completed Mindfulness Certification, supporting student self-awareness and emotional regulation.</p>	<p>All students</p>	
<p>3.10</p>	<p>The School Climate/Safety/Olweus Committee consists of teachers and classified staff. This committee will meet regularly to discuss topics</p>	<p>All students</p>	

	<p>related to the Positive Behavior Support Plan and school climate.</p> <p>Students and staff are taught and know the definition of bullying, and the four anti-bullying rules. Staff are trained on how to intervene when they suspect or see bullying. Teachers will also implement Community Meetings (called Morning Meetings in Olweus), in order to build relationships, help students develop their conflict resolution skills, and to promote students' social-emotional development. Similarly, teachers will use Responsive Classroom techniques such as morning meetings to build a safe classroom community, and to engage students by connecting to their different experiences, backgrounds, languages, and cultures. Staff are also trained in Restorative Justice to build relationships and community. Information about bullying prevention strategies at McKinley is provided on the website and in the Handbook and at parent meetings and trainings.</p> <p>An Olweus survey will be given to all 3rd-5th graders in the Spring to determine areas of need, and the Olweus Committee will meet to analyze the data and determine supports.</p>		
3.11	<p>Mental Health Counseling Services at McKinley</p> <p>McKinley will continue its partnership with Family Services of Santa Monica, providing a 40% school-based counselor, along with university counseling interns. These counselors offer vital social-emotional support for students, both individually and in small groups.</p> <p>Services include: Individual counseling Social skills groups and small group counseling Parent and teacher consultation Staff and parent training Counseling support is available free of charge, covered by insurance, or offered on a sliding scale, depending on a student's needs and insurance coverage.</p>	Students with Mental Health Social-emotional Learning and Wellbeing Needs	
3.12	<p>Staff Leadership & Committees at McKinley</p> <p>McKinley fosters shared leadership by offering a variety of staff committees that empower educators and support ongoing school improvement. These committees provide opportunities for co-leadership, promote student engagement, and contribute to organizational growth.</p> <p>Current committees include: Site Leadership Team Faculty Advisory Council</p>	BIPOC, Latinx, LGBTQI and historically marginalized groups	

	<p>Site Governance Council Safety/Climate (PBIS) Committee - in 25-26, Consider changing this to the Safety and SEL Committee to align with district initiatives Student Success Team (SST) DEI Committee AVID Committee - in 25-26, consider eliminating this committee in favor of discussing related topics during 4th/5th grade PLCs Sunshine Committee</p> <p>All committees meet regularly throughout the school year to ensure shared voice, collaboration, and sustained impact.</p>		
3.14	<p>Tk-5th Maker Space Enrichment Program</p> <p>A major addition in the 2024–25 school year was the launch of Maker Space, an art-forward STEAM program developed in partnership with the ReDiscover Center and funded through Proposition 28. Housed in McKinley's dedicated STEAM Lab—a space designed for project-based learning with display areas and a collaborative Think Wall—Maker Space is now fully utilized: three days per week for science instruction and two days per week for maker-centered learning.</p> <p>All students receive 15 weeks of hands-on Maker Space instruction, where they build with cardboard and recycled materials, work on content-connected projects, and develop skills in design thinking, engineering, and creative problem-solving. The program is led by two Maker Space artists who collaborate with classroom teachers to ensure alignment with grade-level content and promote cross-disciplinary learning. Given its success, Maker Space will continue in 2025–26, expanding equitable access to high-quality, integrated arts and STEM instruction.</p>	All Students	<p>37,924.32 Arts and Music In Schools Funds 2000-2999: Classified Personnel Salaries 2 days/week 50 min lessons 15 lessons per class Coaching and Curriculum Development with the support of Maker Space Artists</p> <p>4,000.00 Arts and Music In Schools Funds 4000-4999: Books And Supplies Upcycled materials replenishment</p>
3.15	<p>TK-5th Grade Dance Program</p> <p>To expand access to arts education, McKinley will launch a new 10-week dance unit for students in grades TK–3 through a partnership with Soul of Cali (formerly World Groove). This program will take place during students' PE block and emphasize joyful, age-appropriate movement and expression rather than technical skill. Depending on the finalized PE schedule, instruction will be provided either twice weekly for 25 minutes or once weekly for 42 minutes. Students will build kinesthetic awareness, follow choreography, and connect movement to music. The unit will culminate in in-class performances and a showcase at McKinley's Multicultural Festival in January.</p>	Students in Grades 1st-5th	<p>4,966 Arts and Music In Schools Funds 5800: Professional/Consulting Services And Operating Expenditures 2 days/week 25 min lessons taught during PE 20 lessons per class (10 weeks) Taught during PE with the support of PE Coach and PAS Performance takes place at school/Multicultural Festival Creates a TK-5th grade dance program with the district supporting 4th/5th grade dance</p>

3.16	<p>TK–5th Music Program</p> <p>To support whole child development and increase student engagement, all McKinley students will participate in music instruction. Music promotes creativity, critical thinking, and non-verbal self-expression—skills that transfer across content areas and support academic success.</p> <p>Grades 3–5 receive music funded by the District: Grade 3: 1 session/week, 40 minutes Grades 4–5: 2 sessions/week, 40 minutes each</p> <p>Using Stretch Grant funds, McKinley will expand access to include TK–2 students. These students will receive 30 sessions of 30-minute music instruction throughout the year.</p>	TK-5th Students	<p>20,000 Stretch Grant (Ed Foundation) 5800: Professional/Consulting Services And Operating Expenditures TK-2 Music; 30 minute classes, 30 sessions</p> <p>District LCAP Funds 1000-1999: Certificated Personnel Salaries 3rd-5th music funded by District</p>
3.17	<p>TK-5th Visual and Performing Arts Program</p> <p>To promote student engagement and integrate creative expression into academic learning, McKinley will provide both visual arts and theatre instruction for all TK–5 students. These programs support listening, speaking, and non-verbal communication skills, and foster a deeper connection to learning through the arts.</p> <p>Visual Arts: All students will receive 15 sessions of visual art instruction—50 minutes for grades 1–5 and 45 minutes for TK–K—funded through SMEF. Lessons will incorporate standards-based instruction and opportunities for personal expression.</p> <p>Theatre: All students will also receive theatre instruction that incorporates social-emotional learning and social justice themes. Lessons will focus on communication, empathy, and self-expression, culminating in performances that reflect meaningful issues relevant to each grade level.</p>	TK-5th Students	<p>18,538 Site Formula Funds 5800: Professional/Consulting Services And Operating Expenditures 15 weeks of Theatre for TK-5 8,306 Stretch Grant (Ed Foundation) 5800: Professional/Consulting Services And Operating Expenditures 15 weeks of Theatre for TK-5 4,597 Arts and Music In Schools Funds 5800: Professional/Consulting Services And Operating Expenditures 15 weeks of Theatre for TK-5</p> <p>Ed Foundation 5800: Professional/Consulting Services And Operating Expenditures TK-5 Visual Arts</p>
3.18	<p>Responsive Classroom 1 Day Workshop: Improving Teacher and Student Language</p> <p>To support SEL and our School Implementation Plan (SIP) on collaborative conversations, McKinley will offer a one-day professional development workshop for certificated staff focused on improving teacher and student language. This workshop emphasizes the power of language in building understanding, fostering respectful dialogue, and promoting active listening and clear reasoning. Participants will reflect on and refine their own communication practices while learning</p>	Certificated and Classified Staff	<p>2,145 District LCAP Funds 5800: Professional/Consulting Services And Operating Expenditures In this one-day workshop, teachers will learn strategies for teaching students the skills to communicate effectively and the teacher language that deepens academic engagement</p>

	<p>how to explicitly teach core speaking and listening skills to students.</p> <p>Certificated staff will attend the full-day training, while classified staff will receive a turn-keyed version of the workshop led by the school counselor and instructional coach.</p> <p>Participants will: Develop a plan to support student communication skills Engage in peer collaboration and problem-solving Explore strategies for refining teacher language to deepen engagement Experience community-building activities for classroom use</p>		<p>Tied to SIP (school focus) and SEL (district focus)</p> <p>4,725 Title I 5800: Professional/Consulting Services And Operating Expenditures In this one-day workshop, teachers will learn strategies for teaching students the skills to communicate effectively and the teacher language that deepens academic engagement Tied to SIP (school focus) and SEL (district focus)</p> <p>4320 Title I 1000-1999: Certificated Personnel Salaries Teacher Hourly 3 hours for 24 staff (TK-5 (15) +SAI (5) plus LLI, Coach, Counselor, SLP (\$180 X 24)</p>
3.19	<p>IEP Scheduling and Sub Coverage</p> <p>To support meaningful parent participation and reduce scheduling barriers, substitute coverage will be provided so that IEP meetings can occur during the school day. This increases flexibility for families, making it easier for parents and guardians to attend and actively engage in their child's educational planning. Daytime scheduling also allows teachers to preserve before- and after-school time for instructional planning, collaboration, and preparation, supporting the delivery of effective, engaging instruction. IEP meetings will continue to be scheduled before and after school as needed, with flexibility based on the needs of each IEP team</p>	Students in Special Education	<p>1000-1999: Certificated Personnel Salaries Sub Coverage for Teachers to Attend During-School IEP Meeting</p>

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Implementation and Effectiveness of Strategies

This year, McKinley made significant strides in advancing our articulated goals through strategic investments in social-emotional learning, staff capacity building, family engagement, and inclusive, whole-child practices.

A key turning point was the addition of a full-time school counselor (MSW). At a time of rising student mental health needs, having a dedicated expert on campus has been transformative. Beyond direct student support, our counselor has built staff capacity through ongoing consultation, workshops, and classroom support. Her leadership has had districtwide impact—informing the hiring of the new SEL TOSA and contributing to the development of the district's revised PBIS framework.

This investment has produced measurable outcomes:

Chronic Absenteeism has declined 12.8% over the past two years, with improvement across all student groups. Our African American subgroup moved from Red to Yellow on the CA Dashboard.

Suspension rates remain at 0% across all groups (Blue level).

Family engagement has flourished, with a 50% increase in PTA membership. Survey data shows 99% of families feel welcome, and 95% feel encouraged to partner with the school.

In the California Healthy Kids Survey, 92% of students said the school promotes success, 98% said staff care about them, and 91% reported feeling safe and supported in their social-emotional needs.

Under our counselor's leadership, McKinley's Mental Health Team has grown to include four university interns and a part-time mental health counselor, greatly expanding access to individual and group counseling, teacher and parent consultation, and social skills groups.

We also undertook a collaborative revision of our schoolwide PBIS plan, incorporating input from classified staff and committee representatives, which has led to stronger consistency, clarity, and shared ownership of expectations and supports.

Our commitment to staff capacity-building continues to be a cornerstone of our approach. Every classroom now implements regular SEL lessons, and we concluded the year with a culminating staff-wide workshop in preparation for our transition to the SEL strand of the district's professional development wheel.

Enrichment remains a vital part of our school identity. From Makerspace and Art to Theater, Dance, Garden, PE, and student-led clubs, these experiences are woven into our model of whole-child development—not extras, but essential learning opportunities.

Family engagement continues to be a hallmark of McKinley. This year, we hosted over 50 events, from Coffee with the Principal to expert-led workshops, fostering strong connections between families and school. One highlight: a McKinley parent, inspired by our "dandelion" theme, composed an original musical piece that will be performed at culmination by the Lincoln Orchestra, Choir, and our 5th graders—a beautiful example of family-school partnership in action.

Finally, our ongoing professional development in trauma-informed and culturally responsive practices has deepened instructional practice across the site. Teachers report stronger relationships with students and greater alignment between equity-driven pedagogy and classroom culture.

Together, these efforts reflect a clear, cohesive, and community-centered approach to achieving our goals—centered on wellness, belonging, and academic success for all students.

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

There are no major differences between the intended implementation and/or the budgeted expenditures.

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.

Planned Changes to Goal, Outcomes, Metrics, and Strategies

As a result of our analysis, several strategic adjustments will be made to strengthen implementation and outcomes under this goal. These changes are reflected in the updated strategies and annual outcomes in the 2024–25 SPSA under Goal 3 (Safe and Inclusive Climate).

Expanded Enrichment Linked to PRIDE Philosophy

We are introducing a new dance enrichment program for TK–3rd grade students that is explicitly connected to our PRIDE philosophy. This addition aims to deepen students' sense of belonging, expression, and community, while reinforcing character education through movement and the arts.

Increased Focus on Social-Emotional Learning (SEL)

McKinley is joining the district's professional development wheel for SEL, which will guide our sitewide focus next year.

We are adding a new Responsive Classroom training focused on teacher and student language, directly aligned with our schoolwide emphasis on collaborative conversations and inclusive, affirming classroom cultures.

Our SEL goals will emphasize the development of key social-emotional competencies: cooperation, assertiveness, responsibility, empathy, and self-control, as well as academic competencies related to engagement and learning behaviors.

Sustaining and Strengthening PBIS & Attendance Work

We will continue efforts to reduce chronic absenteeism, especially among targeted student groups, through proactive outreach, student incentives, and caregiver partnerships.

We aim to maintain our 0% suspension rate through continued PBIS implementation, strengthened restorative practices, and expanded mental health supports.

New Strategies for Student Voice and Shared Reflection

We will pilot PRIDE Interviews, asking students what they are most proud of to gain insight into how our instructional and enrichment programs support student agency, belonging, and engagement.

We will also invite School Site Council (SSC) members to participate in Learning Walks, incorporating family and community perspectives into instructional reflection to ensure our SPSA work remains transparent, inclusive, and student-centered.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$489,280.76
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$14,435.00
Title I Parent Involvement	\$2,190.00

Subtotal of additional federal funds included for this school: \$16,625.00

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

State or Local Programs	Allocation (\$)
	\$41,924.00
Arts and Music In Schools Funds	\$51,487.32
District Funded	\$44,267.00
District LCAP Funds	\$14,745.00
Parent-Teacher Association (PTA)	\$37,950.00
Restricted Lottery	\$5,714.44
Site Formula Funds	\$33,775.00
Stretch Grant (Ed Foundation)	\$35,076.00
Title I 2023-24 Allocation	\$92,072.00
Title I 2024-25 Allocation	\$115,645.00

Subtotal of state or local funds included for this school: \$472,655.76

Total of federal, state, and/or local funds for this school: \$489,280.76

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
American Book Drive	890.42	890.42
Site Formula Funds	37,942	4,167.00
Stretch Grant (Ed Foundation)	52,953	17,877.00
Title I 18-19 Allocation	180,180	180,180.00
Title I 17-18 Carryover	31,884	31,884.00

Expenditures by Funding Source

Funding Source	Amount
	41,924.00
Arts and Music In Schools Funds	51,487.32
District Funded	44,267.00
District LCAP Funds	14,745.00
Parent-Teacher Association (PTA)	37,950.00
Restricted Lottery	5,714.44
Site Formula Funds	33,775.00
Stretch Grant (Ed Foundation)	35,076.00
Title I	14,435.00
Title I 2023-24 Allocation	92,072.00
Title I 2024-25 Allocation	115,645.00
Title I Parent Involvement	2,190.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	225,007.00
2000-2999: Classified Personnel Salaries	136,529.32
4000-4999: Books And Supplies	36,892.44
5800: Professional/Consulting Services And Operating Expenditures	90,852.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries		37,924.00
4000-4999: Books And Supplies		4,000.00
2000-2999: Classified Personnel Salaries	Arts and Music In Schools Funds	37,924.32
4000-4999: Books And Supplies	Arts and Music In Schools Funds	4,000.00
5800: Professional/Consulting Services And Operating Expenditures	Arts and Music In Schools Funds	9,563.00
2000-2999: Classified Personnel Salaries	District Funded	44,267.00
1000-1999: Certificated Personnel Salaries	District LCAP Funds	12,600.00
5800: Professional/Consulting Services And Operating Expenditures	District LCAP Funds	2,145.00
1000-1999: Certificated Personnel Salaries	Parent-Teacher Association (PTA)	19,800.00
4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	18,150.00
4000-4999: Books And Supplies	Restricted Lottery	5,714.44
2000-2999: Classified Personnel Salaries	Site Formula Funds	13,214.00
5800: Professional/Consulting Services And Operating Expenditures	Site Formula Funds	20,561.00
5800: Professional/Consulting Services And Operating Expenditures	Stretch Grant (Ed Foundation)	35,076.00
1000-1999: Certificated Personnel Salaries	Title I	4,320.00
2000-2999: Classified Personnel Salaries	Title I	3,200.00
4000-4999: Books And Supplies	Title I	2,190.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	4,725.00
1000-1999: Certificated Personnel Salaries	Title I 2023-24 Allocation	92,072.00
1000-1999: Certificated Personnel Salaries	Title I 2024-25 Allocation	96,215.00
4000-4999: Books And Supplies	Title I 2024-25 Allocation	648.00
5800: Professional/Consulting Services And Operating Expenditures	Title I 2024-25 Allocation	18,782.00
4000-4999: Books And Supplies	Title I Parent Involvement	2,190.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3

Total Expenditures
208,216.44
2,072.00
278,992.32

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

Name of Members	Role
Daniela Wiener	Principal
Rosio Medina	Classroom Teacher
LaShawn Moore, Ed.D.	Classroom Teacher
Melissa Russell	Other School Staff
Kristina Milne	Classroom Teacher
Parisa Sobhani	Parent or Community Member
Melissa Goodman	Parent or Community Member
Jaime Botello	Parent or Community Member
Nicole Cogan	Parent or Community Member
Inesha Phillips	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 4/29/25.

Attested:



Principal, Daniela Wiener on 4/29/2025



SSC Chairperson, Erin Buckley Burnett on 4/29/2025

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

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

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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