



School Plan for Student Achievement (SPSA)

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the SPSA Template instructions.

CSI Instruction:

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the SPSA Template instructions.

ATSI Instruction:

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template in the SPSA Template instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mckinley Elementary	39686766042691	10/18/2024	11/12/2024

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements (For CSI and/or ATSI, if applicable) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is designed to meet the needs of all school-level planning requirement for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to improve student outcomes by creating a plan that maximizes the resources available to the school. The School Site Council (SSC) is utilized to develop and annually review the SPSA and make modification in the plan which reflect the changing needs of our school, pursuant to EC 52853(b) and 52885. The SPSA is used to document McKinley's approach to improving student outcomes through the use of additional funding sources.

This SPSA serves as the plan for using site allocated LCFF funds. The School goals and strategies are directly aligned with SUSD's Local Control Accountability Plan (LCAP) to ensure a clear alignment between the school site, district, and state priorities.

This SPSA meets all requirements to serve as the Title I Schoolwide Plan (SWP) and as the Comprehensive School Improvement (CSI) plan.

Educational Partner Involvement

How, when, and with whom did your 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

McKinley staff meet regularly with our School Site Council (SSC) to review CA Dashboard, iReady, PLUS Survey, Walkthrough Feedback, and other observation data based on the findings of our Comprehensive Needs Assessment. SSC engaged in dialogue on the progress of goals and strategies and provided feedback to help guide the implementation of the SPSA. Feedback from informational sessions with ELAC, parents, students, and staff were shared with SSC during the development of the SPSA to ensure that all educational partners were able to have a say in what McKinley's goals and strategies would be for the coming year.

School Site Council discussed SPSA review and development on the following days:

- October 3rd, 2023
- December 5th, 2023
- January 16th, 2024
- March 15th, 2024
- April 2nd, 2024
- September 11, 2024

Parents were engaged in the SPSA review and development during the following meetings and days:

- English Language Advisory Committee on October 25th, 2023
- English Language Advisory Committee on January 26th, 2024
- English Language Advisory Committee on March 8th, 2024
- English Language Advisory Committee on April 12th, 2024
- English Language Advisory Committee on September 27th, 2024

Staff were engaged in SPSA review and development during the following meetings and days:

- Leadership Meeting on April 4th, 2024
- Leadership Meeting on May 2nd, 2024

Resource Inequities (CSI and ATSI Only)

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

Differentiated Assistance: Stockton Unified School District is under Differentiated Assistance district wide for the following student groups and CA School Dashboard Indicators.

English Learners: ELA, Math, College Career (HS)

Foster Youth: ELA, Math, College Career (HS), Graduation Rate (HS)

Homeless Youth: Suspension Rate, College Career(HS)

Student with Disabilities: ELA, Math, Suspension Rate, College Career (HS), Graduation Rate (HS)

American Indian/Alaskan Native: ELA, Math, Suspension Rate, Absenteeism Rate (ELEM)

At McKinley, the student groups identified for Differentiated Assistance are performing as follows on the CA School Dashboard for 2023:

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
English Learner	123.2 points below standard (red)	131 points below standard (red)	X	X	X	N/A
Foster Youth	population too small, no indicator	population too small, no indicator	X	X	N/A	N/A
Homeless Youth	X	X	5.7% suspended at least one day (yellow)	X	X	N/A

Students with Disabilities	153.6 points below standard (orange)	173.1 points below standard (orange)	5.4% suspended at least one day (yellow)	X	N/A	N/A
American Indian/ Alaskan Native	population too small, no indicator	population too small, no indicator	population too small, no indicator	population too small, no indicator	N/A	N/A

Comprehensive School Improvement(CSI): Mckinley has been identified by the California Department of Education for CSI status under the category Low Performing. Low Performing means that Grunsky is part of the lowest performing 5% of Title I schools.

The issue of resource inequities is particularly pronounced for socioeconomically disadvantaged families, who often face significant barriers to accessing the educational resources and support they need to succeed. While efforts have been made to address these inequities, such as chronic absenteeism, there is still much work to be done to ensure that all students have equal access to the resources and opportunities they need to thrive and reduce the rates of chronic absenteeism for students who are socioeconomically disadvantaged (33.2% very high).

During the school year there was a focus on understanding the complex needs of our socioeconomically disadvantaged students. A guest speaker, current homeless parent whose children attend McKinley, shared her story and what it is like to be homeless with school aged children in order to help staff note what we are doing that is supportive and what are changes we need to consider. All teaching staff participated in a community tour in order to understand the types of living spaces our students have: hotel, motel, homeless shelter, multiple-family homes. Adjustments were made to our homework, breakfast, and behavior support policies based on these experiences.

Comprehensive Needs Assessment

Comprehensive Needs Assessment Summary

The Administrative team met with the leadership team, District CSI support team, Parent Coffee Hour parents, and School Site Council to review the 2023 California Dashboard (ELA, Math, ELPAC, Suspension, Absenteeism), iReady Diagnostic results, Accelerated Reader, PLUS survey, and other site observational data to closely examine subgroups and the factors that prevent them from achieving at grade level. See attached 2023 CA Dashboard Report at the end of the SPSA for current school performance in all areas. McKinley has been identified for Comprehensive School Improvement (CSI) for the 2024-25 school year under the classification of "Low Performing." The following student groups are performing in the Red or Orange Indicator on the CA School Dashboard for 2023.

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
All Students	91.2 points below standard (red)	112.5 points below standard (red)	4.2% suspended at least one day (red)			
Foster Youth						
English Learner	123.2 points below standard (red)	131 points below standard (red)	2.5% suspended at least one day (orange)			
Long Term English Learner						
Homeless Youth				60% chronically absent (orange)		
Socioeconomically Disadvantaged	195.7 points below standard (red)	118.4 points below standard (red)	4.5% suspended at least one day (red)			
Student with Disabilities	153.6 points below standard (orange)	173.1 points below standard (orange)		41.1% chronically absent (orange)		
African American						
American Indian/Alaskan Native						
Asian						
Filipino	13.8 points below standard (green)	33.6 points below standard (orange)	0% suspended at least one day (blue)	22.6% chronically absent (red)		

Hispanic	102.7 points below standard (red)	119.3 points below standard (red)	4.2% suspended at least one day (red)			
Two or More Races						
Pacific Islander/Native Hawaiian						
White						

Chronic absenteeism , Math and Reading proficiency were major gaps observed between student groups on the CA Dashboard Indicators for McKinley School.

Trend data was also reviewed year over year which resulted in observing an increase in chronic absenteeism. Data was reviewed utilizing a Decision Making Matrix to identify specific areas of need. The 5 Why's procedure was conducted with Educational Partners to identify the specific needs of our students. In this process, we identified absenteeism and school inclusivity as well as Tier 1 instruction as areas of focus for this 2024-2025 school year due to high percentages of chronic absenteeism within the homeless youth, students with disabilities and Filipino subgroups and lower performance scores amongst English Learners, Socioeconomically disadvantaged youth and students with disabilities. When using the 5 Whys technique to analyze the decline in math performance, we discovered the following strategies to support schoolwide improvement:

- Professional Learning Communities to support tier 1 instruction and engagement
- AVID strategies to support pedagogy in tier 1 instruction and engagement
- PBIS systems to celebrate individual and group goal achievement to support student engagement and inclusivity

Goals, Strategies/Activities, and Expenditures

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

Goal 1.1

Goal #	Description
Goal 1.1	<p>School Goal for ELA/ELD: By EOY 2025, per iReady Reading Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 5% from the EOY 2024. By EOY 2025, the percentage of students meeting their typical growth targets in Reading on the i-Ready Diagnostic 3 will increase by 5%. By EOY 2025, the percentage of students meeting or exceeding achievement standards on the Reading iReady Diagnostic 3 will increase by 2% from the EOY 2024.</p> <p>School Goal for Math: By EOY 2025, per iReady Math Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 5% from the EOY 2024. By EOY 2025, the percentage of students meeting their typical growth targets in Math on the i-Ready Diagnostic 3 will increase by 5%. By EOY 2025, the percentage of students meeting or exceeding achievement standards on the Math iReady Diagnostic 3 will increase by 2% from the EOY 2024.</p> <p>By EOY 2025, per ELPAC, we will double the number of reclassified students.</p>

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
Percentage/Number of students performing 2 or more grade levels below	ELA 45.1% Math 33.9%	ELA 40.1% Math 28.9%
Percentage of students meeting typical growth targets	ELA 46.5% Math 50.7%	ELA 51.5% Math 55.7%

Percentage/Number of students performing at or above grade level	ELA 24.7% Math 27%	ELA 26.7% Math 29
Percentage/Number of students reclassifying as Fluent English Proficient	9 Reclassified Students	18 Reclassified Students

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.1.1	<p>Career & Technical Education</p> <p>Field Trips & Extra-Curricular Activities: Provide students with hands-on experiential learning opportunities to supplement core grade level instruction through field trips, guest speakers, traveling exhibits, etc. Field trips provide extensions of classroom learning and enrichment to our educational experience. These experiences will often include pre / post assessments or act as a culminating project.</p> <p>Examples of locations: Kinder - Children' Museum, Pixie Woods First - Fog Willow Farm, Mickie Grove Zoo Second - WOW Museum, Sacramento Zoo Third - Monterey Bay Aquarium, Oak Grove Nature Center, San Francisco Zoo, AgVenture Fourth -State Capital (Railroad Museum, Sutter's Fort, Indian Museum), SJCOE Fab lab, Walt Disney Museum Fifth - Science Camp, Indian Grinding Rock, Lawrence Hall of Science Sixth - Berkeley Hall of Science, SJCOE Fab lab, Kings Day, SF Exploratorium Seventh - Berkeley Hall of Science, Marine World, SJCOE Venture Eighth - CSU Sacramento Visit, Great America Math and Science Day, Levi Stadium, Great America</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.1 Career & Technical Education: Fieldtrip Transportation: \$25,000</p> <p>Comprehensive School Improvement (CSI): Pupil fess \$4,308</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$4,308</p> <p>\$25,000</p>	<p>3182 - CSI 2023/24</p> <p>0100 - LCFF/S&C (site)</p>
1.1.2	<p>College Readiness</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.2 College Readiness: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	<p>[Identify either All Students or one or more specific student groups]</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>

1.1.3	<p>A-G High School Courses</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.3 A-G High School Courses: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
1.1.4	<p>Bilingual Instructional Support</p> <p>Bilingual Assistant (0.625 FTE Centralized Funding): Will provide small group primary language support in ELA and Math for English Language Learners at emerging and low/mid expanding levels. Additional supports may be provided in extended day or extended year to meet the needs of our students. Bilingual aide provides small group primary language support in ELA and Math for English Language Learners at emerging and low/mid expanding levels.</p> <p>Our Late Exit Bilingual Program model has shown positive results here at McKinley. While many of our students who begin in the program as primarily Spanish speaking students, struggle with some of the English assessments we use to monitor students learning (iReady, SBAC, and CORE assessments), they historically pass up their English only counterparts by 6th grade. We expect this trend of students realizing a net benefit from bilingual education to continue.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.4 Bilingual Instructional Support No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	English Learners	#[Enter amount here]	[Specify the funding source(s)]

1.1.5	<p>English Learner Professional Development</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.5 English Learner Professional Development No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	English Learners	#[Enter amount here]	[Specify the funding source(s)]
1.1.6	<p>English Learner Programs and Supports</p> <p>English Language Academic Hour (ELAH) - After school tutorial program 3 days per week for 1 hour daily - Tutoring focusing on all English language domains - Rosetta Stone / 2nd -8th. (Centralized services) Writing resources for ELD students to support writer's workshop experiences and develop student writing portfolios focused on language and skill development culturally and linguistically responsive teaching and learning PD, workshops, and resources to address the academic & social-emotional learning needs of students, Rosetta Stone sessions for ELs / DuoLingo, and I-Ready supports / iPads and headphones for instructional support PD & collaboration focused on implementing high quality instruction designated and integrated ELD program objectives and research-based instructional activities Reclassified Fluent English Proficient (RFEP) students are monitored for 4 years after reclassification beginning the following school year after the year of reclassification. If an RFEP student does not continue to maintain grade level progress, services such as tutoring and small group instruction are offered. - Covered by district funds</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.6 English Learner Programs and Supports: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	English Learners	#[Enter amount here]	[Specify the funding source(s)]

1.1.7	<p>Teacher Collaboration & Professional Development</p> <p>As a result of the CSI designation for the 2024-25 school year, teachers will participate in Professional Development, Collaboration, & Conferences on high quality first instruction to impact all students. Teachers and support staff who run the K-6 Bilingual Program will benefit from Bilingual specific PD, Collaboration, & Conferences.</p> <p>Teachers and staff will engage in professional learning opportunities through the following: Coaching opportunities on curriculum implementation, instructional strategies, standard-based instruction. Collegial collaboration opportunities and support to support core grade level instruction, to observe peer classrooms, pull-out PD throughout the year. Staff will have the opportunity to attend Professional Development on-line series, in-person trainings and conferences to support student engagement.</p> <p>Title I Funding Allocation: No additional site Title I funding is being allocated for this strategy.</p> <p>LCAP 1.7 Teacher Collaboration, Professional Development, & Academic Support Teacher Substitute Pay Calculation: 28 days X \$200 = \$5,600</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$5,600	0100 - LCFF/S&C (site)
1.1.8	<p>School Site Administrators Leadership Professional Development</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.8 School Site Administrators Leadership Professional Development No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]	[Specify the funding source(s)]

1.1.9	<p>Professional Learning Community Implementation, Professional Learning & Curriculum Implementation</p> <p>Teachers and staff will engage in professional learning community opportunities through the following: Coaching opportunities on curriculum implementation, instructional strategies, standard-based instruction. Collegial collaboration opportunities and support to support core grade level instruction, to create, analyze, and lesson plan around common formative assessments aligned with core academic objectives. Professional development and collaboration that focus on the exchange of best practices and implementation of best strategies. Use of substitutes to pull teachers out on a monthly basis.</p> <p>Title I Funding Allocation: Teacher Additional Comp Pay Calculation: 15 teachers x 10 hours x \$70 = \$10,500 Solution Tree Consultant = \$50,000</p> <p>LCAP 1.9 Professional Learning Community Implementation, Professional Learning & Curriculum Implementation No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): Teacher Substitute Pay Calculation: 27 days X \$200 = 5,400 Solution Tree Consultant- 70,000</p>	<p>English Learners, Foster Youth, Low Income, Students with Disabilities, All Students</p>	<p>\$50,000 \$10,500 \$70,000 \$5,400</p>	<p>3010 - Title I 3010 - Title I 3182 - CSI 2023/24 3182 - CSI 2023/24</p>
1.1.10	<p>Data Analysis and Evaluation</p> <p>Data Analysis and Goal Setting based on I-Ready, ELPAC, & SBAC:</p> <p>Site Leadership team - will meet to review iReady, ELPAC, SBAC, School Culture and Curriculum Assessment data and set and review site goals.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.10 Data Analysis and Evaluation No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No additional site CSI funding is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>

1.1.11	<p>Access to Foundational & Outdoor Learning Spaces</p> <p>All incoming kindergarteners would benefit from the Kinder Bridge program. In this program students will have the opportunity to interact with their peers who will attend their kindergarten class promoting social skills, establish a connection between the kindergarten teacher and preschooler, practice kindergarten rituals such as eating in the cafeteria, attending assemblies, and visiting the library. Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.11 Access to Foundational & Outdoor Learning Spaces No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funding has been allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	#[Enter amount here]	[Specify the funding source(s)]
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<p>1.1.12</p>	<p>Acceleration of Learning</p> <p>Primary literacy intervention: Preschool teachers and assistants will provide small group academic support to K-2 students, focusing specifically on letter recognition, phonics, and phonemic awareness. These services may be provided as a part of extended day or extended year interventions.</p> <p>License Agreements: In order to provide engaging and effective support, we will need several licenses and materials such as Rosetta Stone, , & other similar applications that will facilitate the implementation of Response To Intervention. License Agreement (Rosetta Stone, & other)</p> <p>Instructional Materials - Grades K-8, for the support of AVID strategies the use of headphones, composition books, copy paper, toner, chart paper, planners, binders, post-its, dry erase pens/erasers, electric sharpeners, quality notebooks, i-pads, furniture to support our strategies, ink for all printers, small white boards, dividers, sentence strips and other applicable supplemental materials/supplies such as:</p> <ul style="list-style-type: none"> * Classroom library books * Supplemental publisher workbooks * Realia such as visuals (maps, charts) * Manipulatives * Scientific Calculators * Science Kits (labs) * Educational Student Magazines * Flashcards * Software License fees * Educational Apps * Leveled Readers * Classroom set of novels not on the District's required reading lists *etc <p>Title I Funding Allocation: Books \$7,678.50</p> <p>LCAP 1.12 Acceleration of Learning License Agreements: \$8,666.50</p> <p>Comprehensive School Improvement (CSI): Preschool Teacher and Assistants Extra Compensation: \$3,359 Instructional Materials \$5,950</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$5,950</p> <p>\$3,359</p> <p>\$8,666.50</p> <p>\$7,678.50</p>	<p>3182 - CSI 2023/24</p> <p>3182 - CSI 2023/24</p> <p>0100 - LCFF/S&C (site)</p> <p>3010 - Title I</p>
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1.1.13	<p>Literacy and Library Supports</p> <p>Library Media Assistant (.625 FTE - 0.375 Centralized Funding, 0.375 Site Funding) support student literacy by oversight of the school library through the acquisition, circulation, maintenance and distribution of library books and instructional materials at an assigned school site; assist students and teachers in the selection, location and use of library materials and equipment. Maintaining library functionality at the school site increases and improves unduplicated pupils' access to current and culturally relevant reading materials that support increased and improved student achievement. Site-wide support of academic initiatives such as AVID, PBIS and PLC support where needed.</p> <p>Library Media Assist will conduct SORA and Epic Training that will include reading level analysis, how to set individual goals, create communication of student progress with parents, and a reward system for goals met. She will also guide students in the selection of books leveled and conduct read-aloud demonstrating proper reading strategies.</p> <p>Books: to enhance reading opportunities including multicultural and bilingual titles for library and classroom libraries.</p> <p>Title I Funding Allocation: No additional Title I funding is being allocated for this strategy.</p> <p>LCAP 1.13 Literacy and Library Supports: Library Media Assist Salary and Benefits (0.375 FTE): \$21,451</p> <p>Comprehensive School Improvement (CSI): Library Media Assist Additional Comp: \$2,000</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$21,451</p> <p>\$2,000</p>	<p>0100 - LCFF/S&C (site)</p> <p>3182 - CSI 2023/24</p>
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1.1.14	<p>Advancement Via Individual Determination (AVID)</p> <p>AVID program implementation and support for student groups focused on college, career, and community readiness skills aligned with academic growth and social-emotional development. AVID Conferences and Summer Institute - Professional development for schoolwide implementation. June 23 - 15, 2024. Site AVID Leadership Team classroom walkthroughs and AVID Pullout PD.</p> <p>AVID college visits for students to gain experience and explore college options and the requirements to attend the college they choose. AVID college visits include but are not limited to: Sixth - Delta College, UOP Campus Visit Seventh AVID - UC Davis Campus Visit, CSU Stanislaus Campus Visit Eighth AVID - Edison High School, CSU Sacramento, CSU East Bay</p> <p>Instructional Materials - Grades K-8, for the support of AVID strategies the use of headphones, composition books, copy paper, toner, chart paper, planners, binders, post-its, dry erase pens/erasers, electric sharpeners, quality notebooks, i-pads, furniture to support our strategies, ink for all printers, small white boards, dividers, sentence strips and other applicable supplemental materials/supplies.</p> <p>Title I Funding Allocation: No additional site Title I funds have been allocated for this strategy.</p> <p>LCAP 1.14 Advancement Via Individual Determination (AVID): No additional site LCFF is being allocated for this strategy</p> <p>Comprehensive School Improvement (CSI): Transportation: \$16,600 Teacher Additional Comp: 35 teachers x 5 hours x \$70 = \$12,250 Instructional Materials: \$12,641</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$12,250</p> <p>\$12,641</p> <p>\$16,600</p>	<p>3182 - CSI 2023/24</p> <p>3182 - CSI 2023/24</p> <p>3182 - CSI 2023/24</p>
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<p>1.1.15</p>	<p>Recapturing Learning Loss</p> <p>We will provide academic support to all students, CSI designation for the 2024-25 school year, in TK through 8th grade with special emphasis on reading, writing fluency, and math foundational skills.</p> <p>Academic support for students to increase reading fluency, reading comprehension, writing fluency, and mastering foundation math skills:</p> <p>License Agreements: In order to provide engaging and effective support, we will need several licenses and materials such as Rosetta Stone, Remind APP, & other similar applications that will facilitate the implementation of Response To Intervention. License Agreement (Rosetta Stone & others)</p> <p>Duplicating services: includes graphic organizers and note-taking forms for grade level support and specific project materials.</p> <p>Student Supplemental Support Materials: copy paper, toner, sentence strips, flashcards, educational games, manipulatives, binders Calculator, TI-108: handheld Chart Paper, Chart pocket, Compass, Composition Book, Dry Erase Board, Earbud, headphone, in-ear, Easel Pad, Goggles: splash-proof, Goggles: worn over glasses, Graph Paper, Highlighters, Index Cards, Play Money, Planners, Poster Board, Protractor, Ruler, Science materials (tweezers, thermometer, specimens, goggles, etc.), Tag Board / Sentence Strips, Yard/ Meter Stick</p> <p>Title I Funding Allocation: License Agreement/Subscription: \$8,000</p> <p>LCAP 1.15 Recapturing Learning Loss: No additional site LCFF is being allocated for this strategy</p> <p>Comprehensive School Improvement (CSI): Duplicating: \$1,000</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$1,000</p> <p>\$8,000</p>	<p>3182 - CSI 2023/24</p> <p>3010 - Title I</p>
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1.1.16	<p>Outdoor Education/Science Camp</p> <p>Science camp is important for kids because it provides a fun and engaging environment to develop a love for learning, explore scientific concepts through hands-on activities, build critical thinking skills, foster creativity, and cultivate a sense of curiosity about the natural world, all while socializing with peers who share similar interests and potentially sparking a lifelong passion for science. 30 5th grade students will be attending SJCOE Outdoor Education.</p> <p>Research on instructional interventions--such as culturally responsive teaching, guided inquiry, and sheltered English instruction--has shown promise for improving achievement outcomes in both science and literacy, as well as narrowing achievement gaps for students identified as English language learners. An outdoor learning science space can provide hands on learning experiences to support core academic content knowledge.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.16 Outdoor Education/Science Camp: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): Outdoor shades, portable tables, chairs, eyewash, air purifier, storage cabinets, hose, nozzle \$10,000</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$10,000	3182 - CSI 2023/24
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Annual Review

SPSA Year Reviewed: 2023-2024

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

An Analysis of how this goal was carried out in the previous year.

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

In analyzing our iReady data it shows we have made growth in Reading and Math. Reading increased by 2% and Math by just over 3%. The number of students who are 2 or more grade levels below decreased drastically in Math The total number of students performing 2 or more grade levels below in Reading decreased from 59% to 45.1%. The total number of students performing 2 or more grade levels below in Math decreased from 44% to 33.9% 50% of students met their typical growth targets in Math on the i-Ready Diagnostic 3. The percentage of students meeting or exceeding achievement standards on the Reading iReady Diagnostic 3 increased by 2% from the EOY 2023. The percentage of students meeting or exceeding achievement standards on the Math iReady Diagnostic 3 increased by 3% from the EOY 2023. Our MathCorps TIER 2 intervention students data is impressive: -40 students overall increased by 1 or more grade levels -20 students overall increased by 5+ points -7th grader "Student A" jumped 5 grade levels, and "Student B" jumped 3 grade levels, Esmeralda Hernandez jumped 4 grade levels We did not meet the goal of reclassifying 10% of our existing EL students. Our CAI and Instructional Assist have provided small group instructional support to students in 1st-4th grades. They have also facilitated SIPPS groups during our platooning time. Our data has shown that most of the students in the intervention groups have made significant progress. Teachers have noted students being more confident and having increased skills. The librarian has worked closely with teachers to provide additional literacy support. Teachers and students have enjoyed and benefited from this. Due to sub shortages, we did not attend the Unbound Ed, Rethinking Our Classroom Practices, PLC, Trauma Informed Practices, and some of the AVID trainings we had planned on attending. We have offered teachers additional compensation for PD hours outside of their contractual time, but have had limited attendance for these opportunities. The administrative team has been very strategic in planning professional development for AVID, PBIS, GLAD, and SIPPS during staff meetings, and these strategies have been implemented successfully by teachers. Additionally, the program specialist trained teachers in the use of SIPPS after school. Academic Conferences did not happen due to the substitute shortage. The Goal Setting Conferences did take place, but they were not done in the manner than normal as teachers tried to pull students to a back table while the rest of the class worked individually. This was less effective than in past years due to the inability of the teacher and students to completely focus on the conference. Parent teacher conferences were completed and effective, however we need to explore ways to get more parents to attend. Due to transportation shortages, we did not attend most of the planned fieldtrips. We did attend several virtual field trips, a BMX consultant out to discuss following dreams and anti-bullying, a petting zoo, Stockton Kings presentation on healthy living choices/SEL. These field trip substitutes were very well received. Maintenance agreements and duplicating services were used and provided the expected benefit. Before and after school tutoring greatly supported Tier 2 instructional support. Our bilingual assist provides much needed primary language small group support to our bilingual students in K-3 and push in support to our bilingual middle school students in 7th and 8th. These supports have been very valuable, and we will explore the possibility of expanding these supports next year.

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

We have 10 staff members signed up to attend PLC, 12 for AVID Summer Institute, 14 for site PLC PD, and 11 signed up for ELD Institute. Unfortunately, all of these professional development opportunities will take place in the summer of 2024 and not directly effect the 2023-24 student population. Due to transportation shortages, we did not attend most of the planned fieldtrips. We did attend several virtual field trips, a BMX consultant out to discuss following dreams and anti-bullying, a petting zoo, Stockton Kings presentation on healthy living choices/SEL. These field trip substitutes were very well received. However, fieldtrip attendance to support AVID and PBIS implementation are needed to continue to grow our programs.

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.

For the 2024-25 school year, McKinley is designated as a Schoolwide Comprehensive Improvement site. We will look to improve all target groups, not just targeted student groups: African American and Students with Disabilities. We will seek additional opportunities for professional development for our bilingual classes. There is a need for a second full-time bilingual aide. We will look to focus on PLC teacher development during the next school year. We will look to utilize subs to give teachers PLC time during the school day monthly, in addition to regularly scheduled afterschool PLC times. We will seek to contract with Solution Tree to guide this work. We will build capacity with our Guiding Coalition team to support this work. Classroom Equity walks with a targeted focus on AVID instruction, SPED and EL accommodations with adherence to the PLC process will be key to improved test scores.

Goal 2.1

Goal #	Description
Goal 2.1	<p>School Goal for Suspension: By the end of June 30, 2025, the percent of unduplicated student suspensions will decrease by 50% from the previous year as measured by Discipline cumulative reports.</p> <p>School Goal for Attendance/Chronic Truancy: By the end of June 30, 2025, we will reduce our chronic absentee rate by 5% as measured by P2 attendance reports.</p> <p>School Goal for School Climate: In the 2024 / 2025 school year, we will utilize the following 5 questions given to 4th-8th grade students on the School Climate Survey to evaluate our growth in school climate.</p> <ul style="list-style-type: none"> - I feel like I am part of this school. - I feel safe in my school. - At my school, there is a teacher or other adult who really cares about me. - I have friends my age that really care about me. - I feel like my voice matters to the adults at my school. <p>We will improve each of the 5 baseline measures from the 2023 / 2024 EOY School Climate Survey by 5% on the 2024 / 2025 EOY School Climate survey.</p>

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
Suspension Rate	11.9%	5.9%
Chronic Absenteeism Rate	27.63%	22.63%

Percentage of Students feeling connected to school	74%	79%
Percentage of Students feeling safe at school	72%	77%
Percentage of Students who feel staff care about them	79%	84%
Percentage of Students who feel they have friends that care about them	90%	95%
Percentage of Students who feel like their voice matters	67.5%	72.5%

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.1.1	<p>Educational Equity, Diversity, and Inclusion</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.1 Educational Equity, Diversity, and Inclusion: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]

2.1.2	<p>Ethnic Studies Program</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.2 Ethnic Studies Program: No Additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
2.1.3	<p>Equity and Inclusion Training and Workshops</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.3 Equity and Inclusion Training and Workshops: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
2.1.4	<p>Cultural Relevance, Outreach, and Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.4 Cultural Relevance, Outreach, and Support No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]

<p>2.1.5</p>	<p>Positive Behavior Interventions and Support (PBIS)</p> <p>In the efforts of improving attendance, reducing chronic absenteeism, and improve our school climate, we have strategies in place: Eagles Soar Attendance Challenge, Mindfulness Month activities, Kindness Month activities, Counseling small groups, trimester assemblies, Super Recess, School dances, perfect attendance celebrations and recognitions, check-ins for behavior and attendance, parent meetings, Student Store, home visits, and classroom incentives and celebrations.</p> <p>Consultants- Guest speakers or on-site presentations to deepen classroom instruction, provide social emotional learning opportunities, and enrich the educational experience of our students.</p> <p>Structured student engagement activities: ELEVO, YMCA Noon Time Sports, or similar coaching and mentoring group to provide organized activities during recess, lunch, after school, and extended day or extended year, intended to provide students inclusion, mentorship, and conflict avoidance and resolution strategies that will promote a positive school climate. - District Funded</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.5 Positive Behavior Interventions and Support (PBIS): No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>
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<p>2.1.6</p>	<p>Student Assistance Program Support (SAP)</p> <p>Student Assistance Program (SAP): Grade level teams, Counselors, Administrators, parents, Mental Health Clinician, CWA Case Manager, and community partners will collaborate to provide strategies and resources for student success through the implementation of: PBIS, PLUS, CARE/SST meetings, Check-In/ Check-Out, Restorative Practices, Smart Kids, Xello, Kelso's Choice, Why Try, & counseling groups.</p> <p>Counselors: School counselors at all school sites provide increased or improved academic guidance, social-emotional support and services, career exploration experiences, and collaborative services in partnership with staff and families to address the academic and social-emotional needs.</p> <p>Mental Health Clinicians: Provide increased or improved mental health direct services to students, families, and staff district wide Mental Health Clinician 4 days per week / Centralized Services.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.6 Student Assistance Program Support (SAP) No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>
<p>2.1.7</p>	<p>Behavior Support Services</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.7 Behavior Support Services: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy</p>	<p>[Identify either All Students or one or more specific student groups]</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>

2.1.8	<p>New Teacher Training and Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.8 New Teacher Training and Support No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
2.1.9	<p>Social Service Supports for Families in Transition</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.9 Social Service Supports for Families in Transition: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
2.1.10	<p>Central Enrollment Direct Services to Families</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.10 Central Enrollment Direct Services to Families: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]

2.1.11	<p>Student Attendance and Truancy</p> <p>Counselors will facilitate after school groups, clubs, and other organized activities to improve school climate and conduct home visits to support school attendance goals. These groups can be provided in extended day and extended year to meet the needs of our students and families.</p> <p>Counselors & CWA Case Manager - to conduct home visits for students identified as chronically absent and support for outreach to parents.</p> <p>In order to approve attendance, counselors will provide goal setting groups for intervention and goal-setting. May include rallies, assemblies, home visits and celebrations for attaining attendance goals.</p> <p>Synergy attendance data will be monitored weekly by administration and counselors. Teachers will be the first line of defense and will be following up with families when they notice attendance concerns. Attendance groups and the SAP process will also be used to monitor and intervene with attendance concerns. The Healthy Kids survey will be used to monitor the overall school climate and effectiveness of our incentive programs.</p> <p>Title I Funding Allocation: No additional site Title I funding is being allocated for this strategy.</p> <p>LCAP 2.11 Student Attendance and Truancy: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): Counselors Additional Compensation: \$1,500</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$1,500	3182 - CSI 2023/24
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2.1.12	<p>Health and Wellness Services and Supports</p> <p>CARE team meetings provided focus on connecting families with social service referrals and coordination resources. Substitutes(Centralized Funding) are used to provide time for teachers to participate in CARE team meetings and SST meetings to engage with families and support staff to improve students academic, attendance, and or behavior through interventions and other targeted supports.</p> <p>Trauma-informed and restorative practices training, support for teachers and staff through Care Solace, small group counseling focused on social skills, trauma, and loss</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.12 Health and Wellness Services and Supports: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	#[Enter amount here]	[Specify the funding source(s)]
2.1.13	<p>Mental Health Resources and Supports for Students</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.13 Mental Health Resources and Supports for Students: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]

<p>2.1.14</p>	<p>Social Emotional and Restorative Practices and Responsive Schools</p> <p>Student Leadership & Engagement Experiences: Peer Leaders Uniting Students (PLUS) program experience provide increased or improved access to students focused on leadership skills, student engagement, positive and inclusive school culture and climate, providing students with opportunities to have their voices heard and be the drivers of developing academic learning environments that are inclusive and equitable focused on developing student leadership skills.</p> <p>Check-Ins by counselors, CSAs, and additional staff - provide additional support to students having behavior or attendance challenges incentives - various incentives to motivate students in academics, social skills, and attendance.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.14 Social Emotional and Restorative Practices and Responsive Schools No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>
<p>2.1.15</p>	<p>School Connectedness</p> <p>Counselors, librarian, CSA, and additional classified staff coordinate community building special events including Career Fair, Trunk or Treat, School Carnival, and Dia del Ninos celebration.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.15 School Connectedness: Counselors/librarian/CSA (classified staff) Additional Compensation: \$1,500</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy</p>	<p>All Students, English Learners, Foster Youth, Students with Disabilities, Low Income</p>	<p>\$1,500</p>	<p>0100 - LCFF/S&C (site)</p>

2.1.16	<p>Assistant Principal Restoration at TK-8th Grade School Sites</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.16 Assistant Principal Restoration at TK-8th Grade School Sites: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
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<p>2.1.17</p>	<p>Additional School Site Support</p> <p>In order to increase and/or improve to unduplicated pupils' access to teachers, administrators, and paraprofessionals with professional development, support, and training to recruit and retain high needs specialized positions, existing teachers, new teachers, and administrators focused on building capacity and implementing systemic structures and practices that will increase and/or improve student achievement and school climate.</p> <p>Program Specialist (1 FTE - Site Funded) Title I - provides Title I federally sponsored activities such as professional development support to teacher, scaffolding instruction, support training with parent on home instructional strategies, coordinator of AVID, SIPPS platooning, intervention, extended day (tutoring), extended year (summer school) and i-Ready. LCFF non-federally sponsored activities relating to test coordination with, SBAC, ELPAC.</p> <p>Instructional Coach: Instructional coaches work with teachers to improve their teaching and learning skills, which can help raise student achievement levels. - District Funded</p> <p>Instructional Assistants (2 @ 0.4375 FTE - Site Funded), Computer Assistant 1 (0.4375 FTE - Site Funded), or similar staff will provide "push in and pull out" individual and small group support to classrooms, including extended day and extended year, to work with students identified as needing support in reading, writing, and math fluency.</p> <p>Counselors, librarian, CSA, and additional classified staff coordinate small groups, check-ins, one on one support to improve school climate.</p> <p>Title I Funding Allocation: Program Specialist Salary/Benefits (0.5 FTE): \$85,192.50 Instructional Assistant Salary/Benefits (0.4375 FTE) \$38,137 Instructional Assistant Salary/Benefits (0.4375 FTE): \$38,137 Program Specialist Additional Comp: \$1,000</p> <p>LCAP 2.15 Additional School Site Support Program Specialist Salary/Benefits (0.5 FTE): \$85,192.50 Computer Assist I (0.4375 FTE) \$24,665 Classified Support Additional Compensation: \$3,000 Program Specialist Additional Comp: \$1,000</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$85,192.50</p> <p>\$85,192.50</p> <p>\$24,665</p> <p>\$1,000</p> <p>\$38,137</p> <p>\$1,000</p> <p>\$38,137</p> <p>\$3,000</p>	<p>0100 - LCFF/S&C (site)</p> <p>3010 - Title I</p> <p>0100 - LCFF/S&C (site)</p> <p>0100 - LCFF/S&C (site)</p> <p>3010 - Title I</p> <p>3010 - Title I</p> <p>3010 - Title I</p> <p>0100 - LCFF/S&C (site)</p>
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	Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy			
2.1.18	Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.18 Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
2.1.19	Technology and Innovation Support Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.19 Technology and Innovation Support: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]

2.1.20	<p>Instructional Technology</p> <p>Learning resources and instructional technology devices and software applications to help improve student achievement. Instructional technologies provide unduplicated pupils with real-time two-way interactive, collaboration, and engagement allowing for feedback within the instructional program. Instructional monitoring and integration tools/applications promote unduplicated pupil safety and allows teachers to remotely monitor student learning. Instructional technology supports implementation of supplemental programs and foster high levels of student engagement, effective instructional practices, and application of Common Core state standards. Such equipment may include student laptops, tablet devices, E-readers, projectors, document readers/cameras, interactive SMART boards, printers, copiers, laminators, poster makers, wireless audio components, and other instructional ancillary devices.</p> <p>Maintenance Agreements: Teachers will use various equipment such as the laminator, copier, poster maker. Maintenance agreements ensure the equipment (5 copy machines) is available and usable to provide a print rich environment.</p> <p>Title I Funding Allocation: License Subscriptions/Agreements: 4,000</p> <p>LCAP 2.20 Instructional Technology: Maintenance Agreement: \$4,200</p> <p>Comprehensive School Improvement (CSI): Equipment: \$6,120</p>	All Students, Foster Youth, English Learners, Low Income, Students with Disabilities	\$4,200 \$6,120 \$4,000	0100 - LCFF/S&C (site) 3182 - CSI 2023/24 3010 - Title I
2.1.21	<p>Instruction and Teacher Staffing</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.21 Instruction and Teacher Staffing: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]	[Specify the funding source(s)]

2.1.22	<p>Recruit, Hire, Retain High Qualified Staff</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.22 Recruit, Hire, Retain Highly Qualified Staff: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
2.1.23	<p>School Facilities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.23 School Facilities No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
2.1.24	<p>Student and Campus Safety</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.24 Student and Campus Safety: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]

Annual Review

SPSA Year Reviewed: 2023-2024

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

An Analysis of how this goal was carried out in the previous year.

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

The SST / CARE Team review process that we implemented this year was very successful. Our counselors served 54 students in small groups that focused on topics such as Anger Management, Anxiety, Attendance, Self-Control, Social Skills & Friendship. They had 628 Tier 2 contacts and 118 Tier 3 contacts. There were 66 SSTs held. Counselors led the PLUS team alongside the PLUS Elective teacher. Forums were held for all 4th and 5th grade classes. Our counseling team has submitted for RAMP certification. Our CWA clerk did many home visits in conjunction with admin to help improve attendance. Our chronic absenteeism rate was reduced by 5%. Schoolwide incentives such as Eagles Soar Attendance Challenge, Mindfulness Month activities, Kindness Month activities, Counseling small groups, trimester assemblies, Super Recess, School dances, perfect attendance celebrations and recognitions, check-ins for behavior and attendance, parent meetings, Student Store, home visits, and classroom incentives and celebrations helped to improve our school climate in 4/5 areas. Results - I feel like I am part of this school. (22/23 75%, 23/24 74%) - I feel safe in my school. (22/23 70%, 23/24 72%) - At my school, there is a teacher or other adult who really cares about me. (22/23 79%, 23/24 83.5%) - I have friends my age that really care about me. (22/23 88%, 23/24 90%) - I feel like my voice matters to the adults at my school. (22/23 63%, 23/24 67.5%)

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

School dances did not have the intended impact. Teachers set varied goals across the grade level that are not consistent. In addition, dances are not publicized, though calendared, to use as an incentive or goal to work towards. Snacks during recess became more of a distraction to students and the flow of recess. Students would spend too much time in line for snacks then actually playing. ELEVO was hugely popular but was only implemented during the final 8 weeks of school. Our CARE/SST system has been revised over the past 3 years to streamline and more effectively find Tier 1 and 2 supports for students. We will look to expand the CARE team to include our MHC, instructional coach and resource teachers. Both of our Resource teachers were over their caseloads this year. This limited the input they could provide outside of their student contact time.

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.

We will work on calendaring PBIS events in enough time for them to be incentivized. Students will be required to note events in their planners. Teachers, all teachers, will need to participate in these events and use them to help students to attain behavioral and academic goals. Counselors began "Student Find" where they looked for students who may have not received the CARE/SST/504 attention they may have needed. This process stopped with 6th - 8th grades. We will look to expand this to more grade levels. We processed one 504 this year. We believe there are more opportunities to support students through a 504 instead of an IEP. We will look to educate ourselves on this process and expand our 504 services.

Goal 3.1

Goal #	Description
Goal 3.1	<p>School Goal for Suspension: By the end of June 30, 2025, the percent of unduplicated student suspensions will decrease by 50% from the previous year as measured by Discipline cumulative reports.</p> <p>School Goal for Attendance/Chronic Truancy: By the end of June 30, 2025, we will reduce our chronic absentee rate by 5% as measured by P2 attendance reports.</p> <p>School Goal for School Climate: In the 2024 / 2025 school year, we will utilize the following 5 questions given to 4th-8th grade students on the School Climate Survey to evaluate our growth in school climate.</p> <ul style="list-style-type: none"> - I feel like I am part of this school. - I feel safe in my school. - At my school, there is a teacher or other adult who really cares about me. - I have friends my age that really care about me. - I feel like my voice matters to the adults at my school. <p>We will improve each of the 5 baseline measures from the 2023 / 2024 EOY School Climate Survey by 5% on the 2024 / 2025 EOY School Climate survey.</p>

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
Percentage of Parents connected to teacher via Remind App	50% Parents	70% Parents
Average Number of Parents participating in meetings	10 Parents	20 Parents

Number of registered parent volunteers	15 Volunteers	30 Volunteers
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Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.1.1	<p>Student Engagement and Leadership Opportunities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.1 Student Engagement and Leadership Opportunities No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy</p>	[Identify either All Students or one or more specific student groups]	\$[Enter amount here]	[Specify the funding source(s)]
3.1.2	<p>Youth Engagement Activities and Athletic Programs</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.2 Youth Engagement Activities and Athletic Programs: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy</p>	[Identify either All Students or one or more specific student groups]	\$[Enter amount here]	[Specify the funding source(s)]
3.1.3	<p>Arts Programming</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.3 Arts Programming No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy</p>	[Identify either All Students or one or more specific student groups]	\$[Enter amount here]	[Specify the funding source(s)]

3.1.4	<p>Expanded Learning and Enrichment Opportunities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.4Expanded Learning and Enrichment Opportunities: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
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Annual Review

SPSA Year Reviewed: 2023-2024

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

An Analysis of how this goal was carried out in the previous year.

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

Our parent liaison worked to increase parent involvement. Though he is very supportive to parent needs and requests, having him only part-time makes consistent support difficult. He is a 1/2 time employee split between two sites. Our family events were very successful for those who attended. We partnered with the Family Resource Center and CAPC to set up information tables during these events. Community food distribution program, Second Harvest, served 500 families monthly for the entire school year. These food distributions are conducted by parent/guardian volunteers. Our College and Career fair partnered with 17 agencies/ businesses in the community and was well received by students. Community partnerships with Simpson Strong Tie, Cornerstone Wealth, Westside Spreading, Food 4 Less, and Costco helped us to distribute books, school supplies, bikes, to our students.

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

It seems we did not have a huge increase of parent volunteers in all events. The family Posada, Trunk or Treat and Food distribution programs all did well. Many of the other activities did not. When parents were questioned why participation has declined, many stated that communication was not sent or consistent. This year we attempted to go electronic for parent volunteer sign ins and this did not work well. For many, the QR code would not properly load on their phones or be so delayed the parents would skip signing in.

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

The following school year we are increasing the Parent Liaison position to full time. This will help to support communication between families and the site. We will seek to get Blackboard access to Parent Liaison for more frequent communication. This year we attempted to go electronic for parent volunteer sign ins and this did

not work well. For many, the QR code would not properly load on their phones or be so delayed the parents would skip signing in. Next year we will return to a sign in folder.

Goal 4.1

Goal #	Description
Goal 4.1	<p>School Goal for Meaningful Partnerships: Increase parent connectedness, participation to workshops, parent volunteers, and trainings:</p> <p>We will have 70% of our parents connected with their teachers via the Remind app, email, and text by November 1, 2024, as measured by teacher Remind app rosters, and Blackboard data.</p> <p>We will increase our parent participation in Coffee Hours, Parents by Choice, and Parent Cafe meetings, from an average of 10 participants to an average of 20 participants, in the 2024 / 2025 school year, as measured by sign in sheets.</p> <p>We will increase the number of volunteers that participate in food distribution, Dia del Nino, School Carnival, Trunk or Treat, after school sales, or classroom prep from 15 to 30, in the 2024 / 2025 school year, documented in our volunteer binder.</p> <p>We will host at least 4 family events in the 2024 / 2025 school year, that may include our Winter Posada, AVID Night, Math / Science / STEM Night, Literacy Night, Escape Room Night, or Movie Night.</p>

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
[Add metric/indicator here]	[Add baseline here]	[Add expected outcome here]

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

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
4.1.1	Family and Community Communication, Empowerment, and Engagement	Students with Disabilities, Low Income, Foster Youth, All Students,	\$2,608 \$1,000 \$500	3010 - Title I - Parent 3010 - Title I - Parent 3010 - Title I - Parent
	All students in Preschool through 8th grade will benefit from the partnership of our parents and community. Foster educational partnerships that target student and community needs and provide support services. Increase parent			

<p>involvement, resulting in student success through access, awareness and connection between school and community. Provide opportunities, supports, resources, staff, and space for parents/guardians at the site, such as English Learner Advisory Committee (ELAC), School Site Council (SSC), and other Parent Advisory Committees, to contribute to the development and monitoring of various programs and supports made available to all students, staff and community. Conduct parent trainings and school events that empower community in supporting student achievement and build capacity for school relations and partnership. Student focused and content-based school activities that have been shown to be effective at increasing family and community engagement in the school.</p> <p>Parent Meeting: Light snacks and refreshments, parent training materials, such as chart paper, markers, white boards, toner, paper, etc. to support parent engagement activities while using various strategies such as gallery walks. These materials will be used during Coffee Hour and training sessions to provide visuals and hands-on activities for our parents. We want them to learn in a similar fashion that our students do. Parent / Guardian workshops and ongoing learning series to support increased involvement, participation, and capacity building of their ability to support their children and understand school structures and learning expectations</p> <p>Books: Books will be utilized to provide parents with current strategies around positive parenting, ELA & math strategies to support their children at home. Parents will utilize the books to gain understanding and learn positive parenting skills and expand their knowledge in a variety of topics. These skills will transfer to the parents' ability to help their children at home and provide a positive environment that is conducive to learning.</p> <p>Non- Instructional Materials: Providing materials and workshops to families to help improve their child's academic achievement. Technology to support parent engagement such as completing on-line activities, surveys, and accessing and printing workshop activities. Materials for parent and student involvement activities, such as literacy night, science night, STEM, multicultural night, and other workshops provided by our district or outside agencies. These materials are essential to provide hands-on activities for our families to learn together and build a community of learning.</p> <p>Non-Instructional consultant or conferences: Parent training and empowerment fostered through conferences , such as CAFE, and parent educator consultants. Providing workshops to families to designed to improve their child's academic achievement.</p> <p>Parent Liaison(0.75 FTE - Site Funded): Provides parents with support and resources that empowers them, allowing them to be more engaged in their student's learning. Benefits include parent training and workshops (Library</p>	<p>English Learners</p>	<p>\$1,000</p> <p>\$91,143</p>	<p>3010 - Title I - Parent</p> <p>3010 - Title I</p>
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	<p>Resources, ELD Strategies, Suicide Prevention, Early Childhood Development, COVID Precautions, Recreational Resources, Family Literacy Project, and Cyber Safety), technology support, translation services, parent social meetings (Zumba, ice cream social) volunteer opportunities. Serves on the SSC and ELAC committees to help create connections between our school and our parents. Workshops, trainings, planning and social events with parents will be available during extended day/year. .75 FTE Parent Liaison \$87,976 (salary and benefits included) - Title I (29101)</p> <p>(If personnel are vacant for any portion of the school year, salary and additional compensation funds associated with these staff will be reallocated to alternate resources that achieve the objective of the original expenditure - such as instructional materials, equipment, consultants, additional compensation, etc.)</p> <p>Sign in sheets from our parent meeting will be the primary source of data for this strategy. Parent feedback that is obtained through parent surveys and informal interactions by administration and the parent liaison.</p> <p>Title I Funding Allocation: Meeting Expenses: \$2,608 - Title I Parent Books and Reference Materials: \$500 Books - Title I Parent Non-Instructional Materials: \$1,000 - Title I Parent Consultants: \$1,000 Title I Parent Parent Liaison Salary and Benefits (.75 FTE): \$91,143</p> <p>LCAP 4.1 Family and Community Communication, Empowerment, and Engagement: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			
4.1.2	<p>District Strategic Planning and Communication</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 4.2 District Strategic Planning and Communication: No additional site LCFF is being allocated for this strategy.</p>	<p>[Identify either All Students or one or more specific student groups]</p>	<p>[\$[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>

4.1.3	<p>Community Schools Supports and Resources</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 4.1 Community Schools Supports and Resources No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
4.1.4	<p>Parent Advisory Committee Supports and Resources</p> <p>Parent Liaison (0.4375 - Site Funded): Provides parents with support and resources that empowers them, allowing them to be more engaged in their student's learning. Benefits include parent training and workshops (Library Resources, ELD Strategies, Suicide Prevention, Early Childhood Development, COVID Precautions, Recreational Resources, Family Literacy Project, and Cyber Safety), technology support, translation services, parent social meetings (Zumba, ice cream social) volunteer opportunities. Serves on the SSC and ELAC committees to help create connections between our school and our parents. Workshops, trainings, planning and social events with parents will be available during extended day/year.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 4.4 Parent Advisory Committee Supports and Resources: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): Parent Liaison Additional Compensation: \$2,000</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$2,000	3182 - CSI 2023/24

Annual Review

SPSA Year Reviewed: 2023-2024

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

An Analysis of how this goal was carried out in the previous year.

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 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.

Goal 5.1

Goal #	Description
Goal 5.1	Provide access and opportunities for students with disabilities/different abilities to ensure success through high expectations, inclusive practices, and multi-tiered systems of support (MTSS), by providing necessary resources, supports, and levels of services based on individual student needs, as measured by CA Schools Dashboard and local data.

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
[Add metric/indicator here]	[Add baseline here]	[Add expected outcome here]

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

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
5.1.1	<p>Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Gap</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.1 Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Performance Gap: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]

5.1.2	<p>Developing Student Individual Transition Plans</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.2 Developing Student Individual Transition Plans: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
5.1.3	<p>Accelerate Learning for all SPED Students</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.3 Accelerate Learning for all SPED Students: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
5.1.4	<p>Culturally Responsive Professional Development</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
5.1.5	<p>Meaningful Student Experiences and Opportunities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.5 Meaningful Student Experiences and Opportunities: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]

5.1.6	<p>Recruit, Hire and Retain Student Support Personnel</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.6 Recruit, Hire, and Retain Student Support Personnel: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
5.1.7	<p>Parent and Family Supports and Resources</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.7 Parent and Family Supports and Resources: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
5.1.8	<p>Enhancing School Engagement and Attendance for Students with Disabilities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.8 Enhancing School Engagement and Attendance for Students with Disabilities: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]

Annual Review

SPSA Year Reviewed: 2023-2024

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

An Analysis of how this goal was carried out in the previous year.

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 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.

Goal 6.1

Goal #	Description
Goal 6.1	Reduce the achievement gap between all students and African American/Black students by providing positive learning conditions and experiences through Culturally and Linguistically Responsive (CLR) Teaching is a methodology that schools use to validate students' home cultures and build communities in the classroom. It's a movement that aims to provide quality, equitable, and liberating education for all students.

Identified Need

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

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
[Add metric/indicator here]	[Add baseline here]	[Add expected outcome here]

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

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
6.1.1	<p>Student Achievement Plan</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.1 Student Achievement Plan: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]	[Specify the funding source(s)]

6.1.2	<p>Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA)</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.2 Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA): No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
6.1.3	<p>Educator Gap Equity Plan</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.3 Educator Gap Equity Plan: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]

6.1.4	<p>BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy</p> <p>Culturally and Linguistically Responsive (CLR) Teaching is a methodology that schools use to validate students' home cultures and build communities in the classroom. It's a movement that aims to provide quality, equitable, and liberating education for all students.</p> <p>Professional development through CLR practitioner working with a cadre of 10-2 teachers who want to increase the level of CLR quantity, quality, and strategy in their instructional planning and facilitation to service more equitable learning opportunities and outcomes for all students, especially those who are underserved by the traditional culture of school. There will then be 3 ISD sessions (in person site visits), and a minimum of 5 monthly meetings led by your Study Facilitator. They will occur before and in-between the three ISD sessions. See below to learn more about the study sessions.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.4 BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy: Additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): Teacher Additional Compensation: 15 teachers x 4 hours x \$70 = \$4,200 Classified Additional Compensation: 2 staff x 4 hours x \$60 = \$480</p>	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	\$480 \$4,200	3182 - CSI 2023/24 3182 - CSI 2023/24
6.1.5	<p>BSAP Community Partnerships</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.5 BSAP Community Partnerships: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]

6.1.6	<p>Development of an African American Studies Course</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.6 Development of an African American Studies Course: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
6.1.7	<p>BSAP School Climate & Wellness Personnel Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.7 BSAP School Climate & Wellness Personnel Support No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
6.1.8	<p>BSAP Community -Based Safety Pilots</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.8 BSAP Community-Based Safety Pilots: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]

Annual Review

SPSA Year Reviewed: 2023-2024

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

An Analysis of how this goal was carried out in the previous year.

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 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 Table

Description	Amount
Total Funds Provided to the School Through the ConApp	\$338,896.00
Total Federal Funds Provided to the School from the LEA for CSI	\$157,808.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$676,979.00

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 (\$)
3010 - Title I	\$333,788.00
3010 - Title I - Parent	\$5,108.00
3182 - CSI 2023/24	\$157,808.00

Subtotal of additional federal funds included for this school: \$496,704.00

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 (\$)
0100 - LCFF/S&C (site)	\$180,275.00

Subtotal of state or local funds included for this school: \$180,275.00

Total of federal, state, and/or local funds for this school: \$676,979.00

Addendums

2024-25 School Plan for Student Achievement Recommendations and Assurances

Site Name: McKinley

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to materials changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC completed an Annual Evaluation/Review of the 2023-24 SPSA for overall effectiveness towards goals and identified possible modifications to consider as a result of the analysis.

9/11/24

Date of Meeting

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

English Learner Advisory Committee

9/27/24

Date of Meeting

5. The SSC reviewed the content requirements for school plans of programs included in the 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.
6. 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.

2024-25 SPSA was adopted by the SSC at a public meeting on

10/18/24

Date of Meeting

(Optional)

Other committees included in the Comprehensive Needs Assessment and SPSA review include:

Committee

Date of Meeting

Attested:

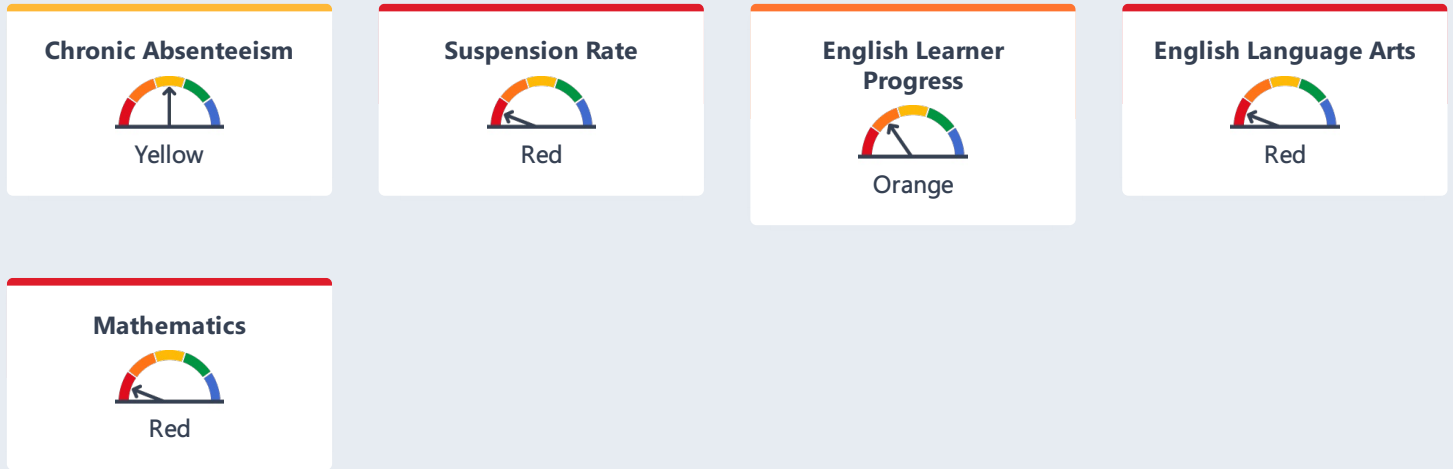
Brandy De Alba
Typed Name of School Principal

B. DeAlba
Signature of School Principal

10/18/24
Date

McKinley Elementary

Explore the performance of McKinley Elementary under California's Accountability System.



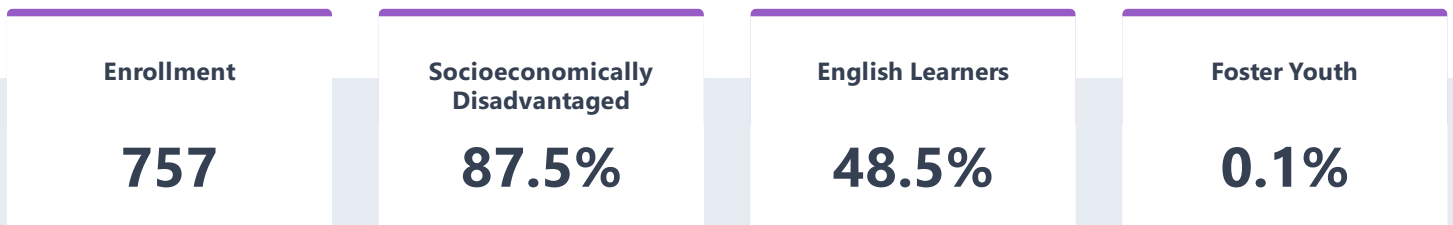
School Details

NAME McKinley Elementary	ADDRESS 30 West Ninth Street Stockton, CA 95206-3102	WEBSITE N/A	GRADES SERVED K-8
CHARTER No	DASHBOARD ALTERNATIVE SCHOOLS STATUS No		

MCKINLEY ELEMENTARY

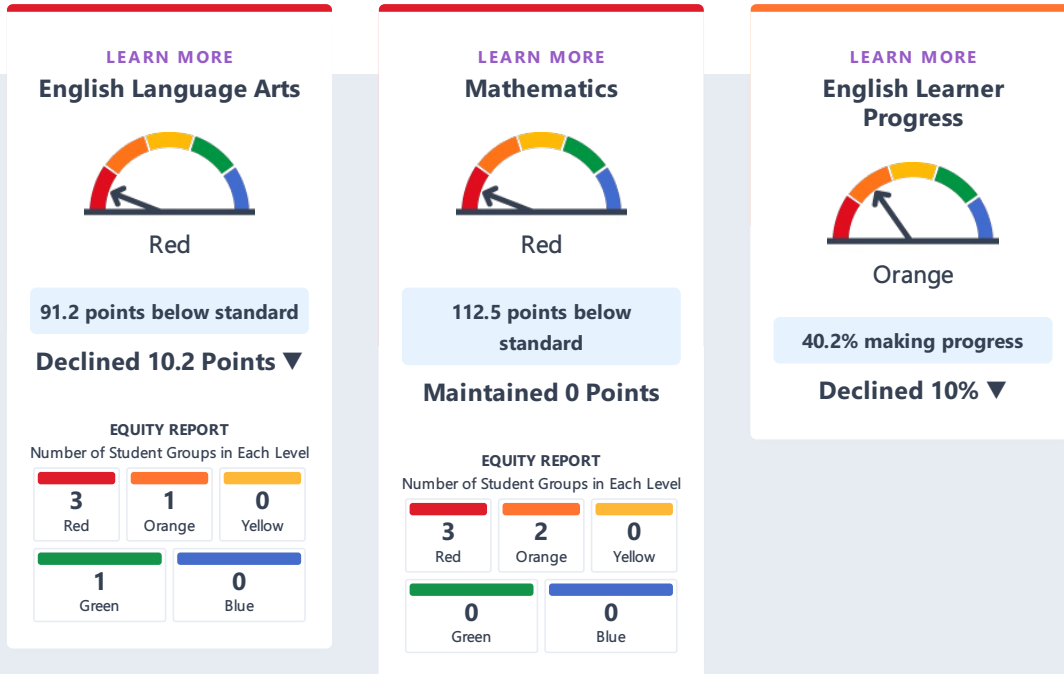
Student Population

Explore information about this school's student population.



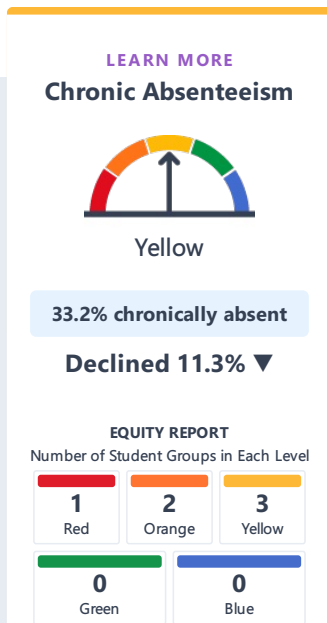
Academic Performance

View Student Assessment Results and other aspects of school performance.



Academic Engagement

See information that shows how well schools are engaging students in their learning.




MCKINLEY ELEMENTARY

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE
Suspension Rate



Red

4.2% suspended at least one day

Increased 2.6% ▲

EQUITY REPORT
Number of Student Groups in Each Level

2 Red	1 Orange	2 Yellow
0 Green	1 Blue	

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore 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.

All Students



Red

91.2 points below standard

Declined 10.2 Points ▼

Number of Students: 506

Student Group Details

All Student Groups by Performance Level

12 Total Student Groups



Red

English Learners

Hispanic

Socioeconomically Disadvantaged



Orange

Students with Disabilities



Yellow

No Student Groups



Green

Filipino



Blue

No Student Groups



No Performance Color

African American

Asian

Foster Youth

Homeless

Two or More Races

Pacific Islander

White

African American



No Performance Color

148.5 points below standard

Declined 53.1 Points ▼

Number of Students: 13

Asian



No Performance Color

21.3 points below standard

Declined 4.4 Points ▼

Number of Students: 15

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless



No Performance Color

115.9 points below standard

Increased 8.1 Points ▲

Number of Students: 29

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

English Learners



Red

123.2 points below standard

Declined 11.3 Points ▼

Number of Students: 269

Hispanic



Red

102.7 points below standard

Declined 8.1 Points ▼

Number of Students: 419

Socioeconomically Disadvantaged



Red

95.7 points below standard

Declined 10.1 Points ▼

Number of Students: 447

Students with Disabilities



Orange

153.6 points below standard

Increased 3.1 Points ▲

Number of Students: 49

Filipino



Green

13.8 points above standard

Declined 4.4 Points ▼

Number of Students: 43

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

2022

2023

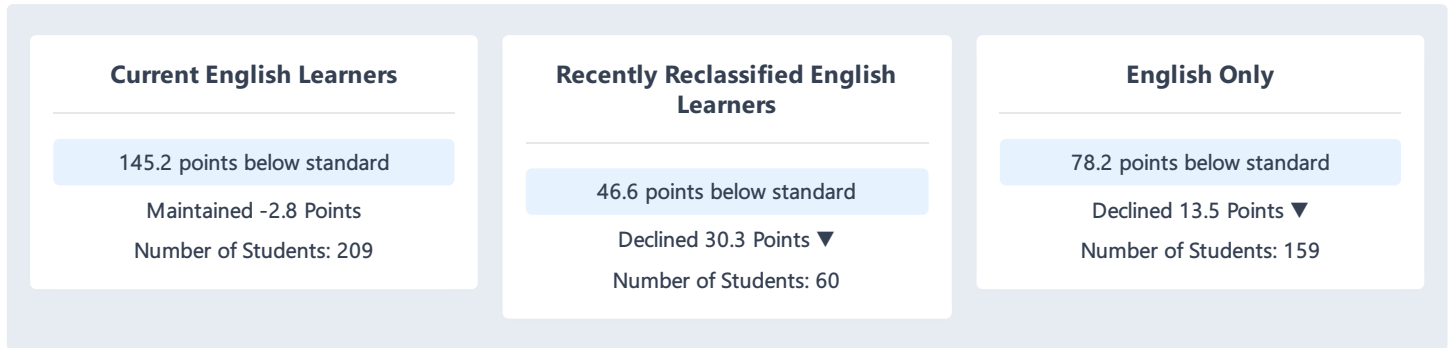
All Students

80.9 points below standard

91.2 points below standard

English Language Arts Data Comparisons: English Learners

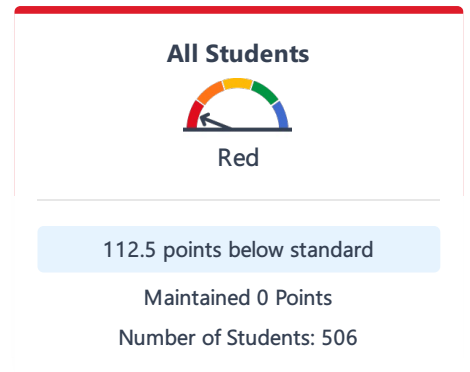
Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.



Mathematics

All Students

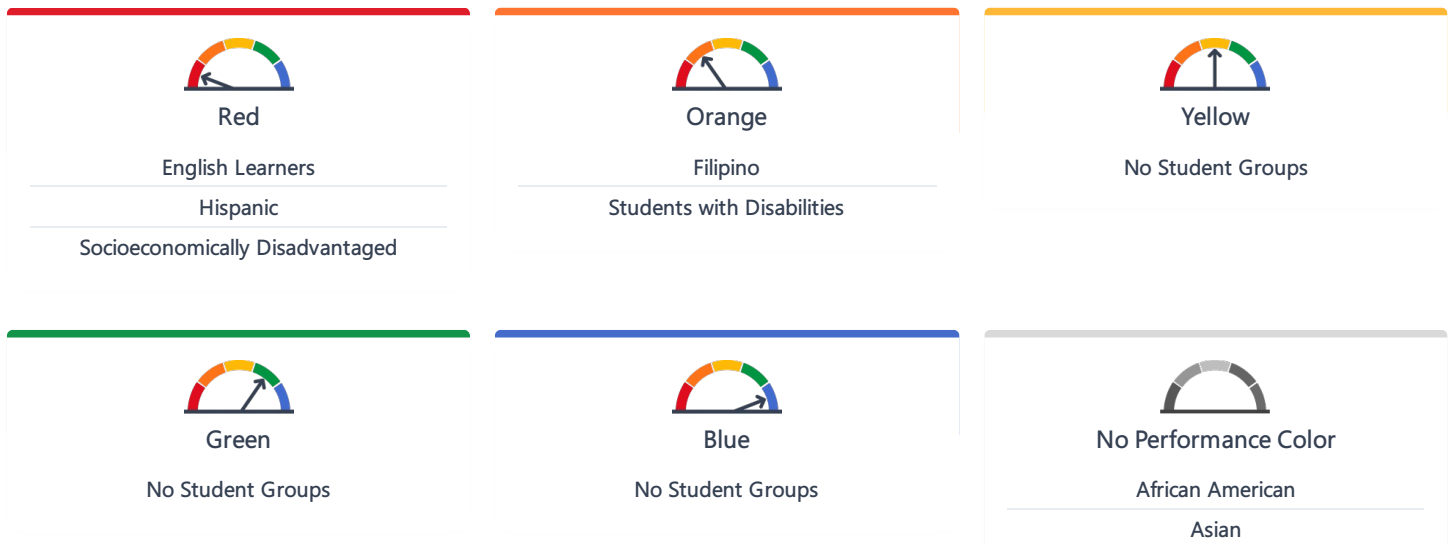
Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



Student Group Details

All Student Groups by Performance Level

12 Total Student Groups



Foster Youth

Homeless

Two or More Races

Pacific Islander

White



African American



No Performance Color

191 points below standard

Declined 41.2 Points ▼

Number of Students: 13

Asian



No Performance Color

54.2 points below standard

Declined 25 Points ▼

Number of Students: 15

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless



No Performance Color

141.3 points below standard

Increased 15.7 Points ▲

Number of Students: 29

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

English Learners



Red

131 points below standard

Maintained 0.4 Points

Number of Students: 269

Hispanic



Red

119.3 points below standard

Maintained 2.3 Points

Number of Students: 419

Socioeconomically Disadvantaged



Red

118.4 points below standard

Maintained -2.8 Points

Number of Students: 447

Filipino



Orange

33.6 points below standard

Maintained 0.9 Points

Number of Students: 43

Students with Disabilities



Orange

173.1 points below standard

Increased 12.5 Points ▲

Number of Students: 49

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	112.5 points below standard	112.5 points below standard

Mathematics Data Comparisons: English Learners

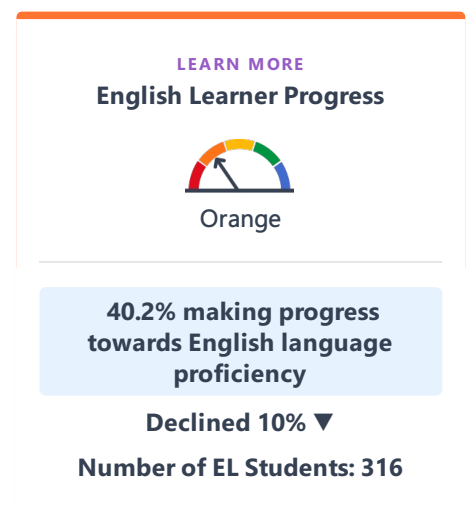
Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in mathematics.



English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



Student English Language Acquisition Results

Summative ELPAC

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.

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore 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. Additional information on the counts and reasons for absences can be found on DataQuest on the Absenteeism by Reason reports: <https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?aggllevel=School&cds=39686766042691&year=2022-23>

All Students



Yellow

33.2% chronically absent

Declined 11.3% ▼

Number of Students: 801

Student Group Details

All Student Groups by Performance Level

12 Total Student Groups



Red

Filipino



Orange

Homeless
Students with Disabilities



Yellow

English Learners
Hispanic
Socioeconomically Disadvantaged



Green

No Student Groups



Blue

No Student Groups



No Performance Color

African American
Asian
Foster Youth
Two or More Races
Pacific Islander
White



African American



No Performance Color

64% chronically absent

Increased 2.1% ▲

Number of Students: 25

Asian



No Performance Color

26.1% chronically absent

Declined 21.7% ▼

Number of Students: 23

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Two or More Races



No Performance Color

16.7% chronically absent

Declined 24.5% ▼

Number of Students: 12

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Filipino



Red

22.6% chronically absent

Increased 7% ▲

Number of Students: 53

Homeless



Orange

60% chronically absent

Declined 26.2% ▼

Number of Students: 50

Students with Disabilities



Orange

41.1% chronically absent

Declined 4.7% ▼

Number of Students: 73

English Learners



Yellow

26.4% chronically absent

Declined 12.6% ▼

Number of Students: 397

Hispanic



Yellow

32.6% chronically absent

Declined 12.8% ▼

Number of Students: 674

Socioeconomically Disadvantaged



Yellow

34.8% chronically absent

Declined 11.2% ▼

Number of Students: 707

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.

All Students



Red

4.2% suspended at least one day

Increased 2.6% ▲

Number of Students: 825

Student Group Details

All Student Groups by Performance Level

12 Total Student Groups



Red

Hispanic

Socioeconomically Disadvantaged



Orange

English Learners



Yellow

Homeless

Students with Disabilities



Green

No Student Groups



Blue

Filipino



No Performance Color

African American

Asian

Foster Youth

Two or More Races

Pacific Islander

White



African American



No Performance Color

11.5% suspended at least one day

Increased 11.5% ▲

Number of Students: 26

Asian



No Performance Color

0% suspended at least one day

Maintained 0%

Number of Students: 24

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Two or More Races



No Performance Color

15.4% suspended at least one day

Increased 15.4% ▲

Number of Students: 13

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Hispanic



Red

4.2% suspended at least one day

Increased 2.5% ▲

Number of Students: 691

Socioeconomically Disadvantaged



Red

4.5% suspended at least one day

Increased 3% ▲

Number of Students: 729

English Learners



Orange

2.5% suspended at least one day

Increased 1.8% ▲

Number of Students: 405

Homeless



Yellow

5.7% suspended at least one day

Declined 0.8% ▼

Number of Students: 53

Students with Disabilities



Yellow

5.4% suspended at least one day

Declined 1.5% ▼

Number of Students: 74

Filipino



Blue

0% suspended at least one day

Maintained 0%

Number of Students: 54

Suspension Rate By Year

Percentage of students who were suspended.

	2022	2023
Suspension Rate	1.6%	4.2%



Research and Accountability Department

Empowering with data.

McKinley Data Review

April 2024

Summary



Research and Accountability Department

Empowering with data.

Accountability

- McKinley's current ESSA Status is **CSI, exiting ATSI from prior year**. Areas identified as "Red" were ELA, Math, and Suspension ([slide 10](#))
- McKinley's State Indicators for **Chronic Absenteeism and ELPI** are the same as the district ([slide 11](#))
- McKinley's State Indicators for **Suspension, ELA, and Math** are lower than the district ([slide 11](#))
- Chronic Absenteeism decreased last year from prior year, ending 2022-23 at 33.2% ([slides 13](#))

Demographics

- McKinley's demographics are highly **Hispanic** at 83.8% of the student population ([slide 5](#))
- McKinley had 48.5% of students as English Learners in the latest school year available (2022-23) ([slide 6](#))

State Assessments

- Percent of students meeting or exceeding standards on **ELA** decreased from prior year to 18.44% ([slide 14](#))
- Percent of students meeting or exceeding standards on **Math** maintained from prior year at 11.53% ([slide 16](#))
- Number of **students tested with ELPAC** increased slightly from 2022 to 2023 by 2 students ([slide 18](#))
- Percent of students scoring at **Level 4** increased by 3% ([slide 18](#))

Local Assessments

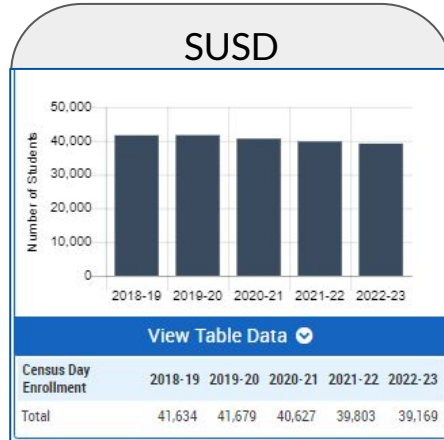
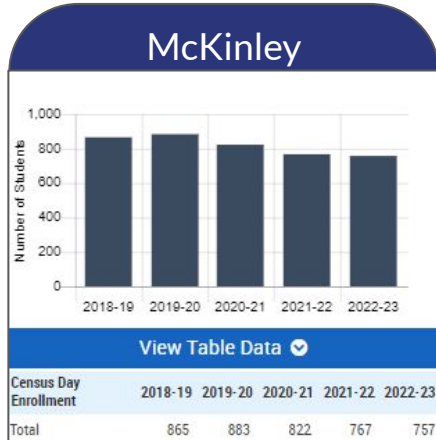
- i-Ready (starting on [slide 21](#)): At the end of 2022-23, **Reading on grade level** decreased slightly to 23% and **Math** maintained at 24%
- i-Ready Lessons: Students have spent on average 39 minutes in reading and 36 minutes in math for i-Ready lessons ([slide 33](#))
- **Engagement in curriculum** (Benchmark, Ready Math) is low across the grade levels (starting on [slide 27](#))



Research and Accountability Department
Empowering with data.

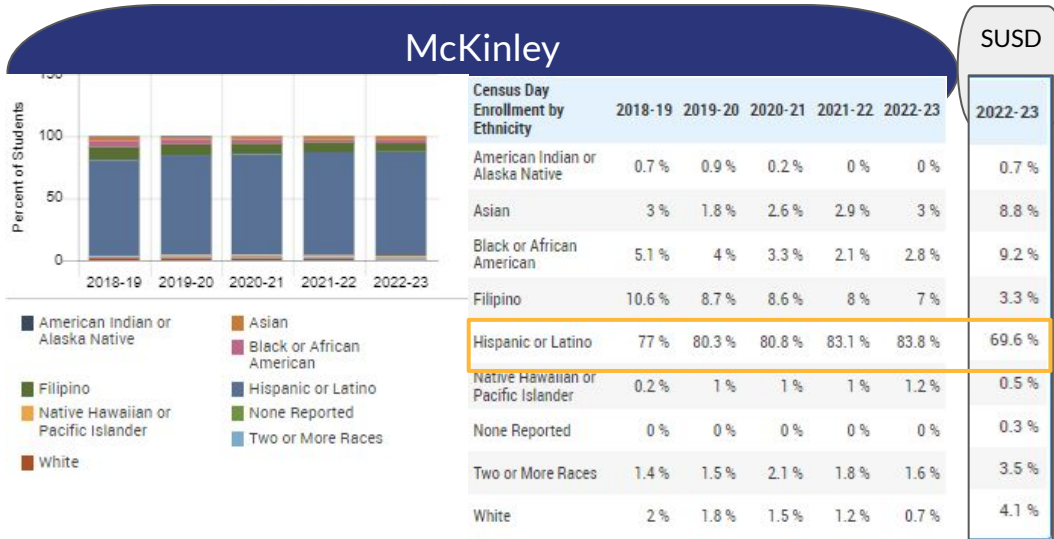
Demographics

Enrollment



- McKinley's enrollment declined by 10 students from 2021-22 to 2022-23
- McKinley's **stability rate** (percent of students who start and end the school year at the school) is 88%, 1% higher than the district (87%)

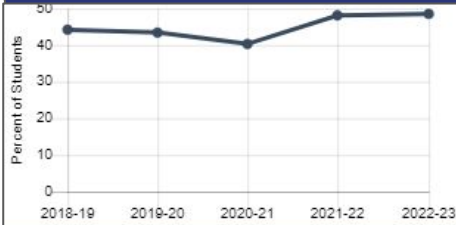
Demographics



- McKinley's population is majority **Hispanic**, with 83.8% of the student population
- This is the highest ethnicity in the district as well, at 69.6%

English Learners

McKinley



View Table Data

English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
Total	44.2 %	43.4 %	40.3 %	48.1 %	48.5 %

English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
Total	382	383	331	369	367

SUSD



View Table Data

English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
Total	22.8 %	22.8 %	21.7 %	24.1 %	24.4 %

- **McKinley averaged 45% English Learners over the last 5 years**
- **Most current data is 48.5% of the student population are English Learners**
- **The percent of English Learners is higher than the district (between 21% and 25% over the last 5 years)**

English Learners' Language

McKinley

Languages of English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
All Other	1 %	0.7 %	0.5 %	0.7 %	0.1 %
Arabic	0.5 %		0.4 %	0.5 %	0.5 %
Cebuano (Visayan)	0.7 %	0.7 %	0.5 %	0.5 %	
Filipino (Pilipino or Tagalog)	1.6 %	0.9 %	0.7 %	0.7 %	0.5 %
Ilocano	0.6 %	0.5 %	0.5 %	0.5 %	0.4 %
Khmer (Cambodian)		0.3 %			0.1 %
Spanish	39.8 %	40.3 %	37.7 %	45.2 %	46.8 %

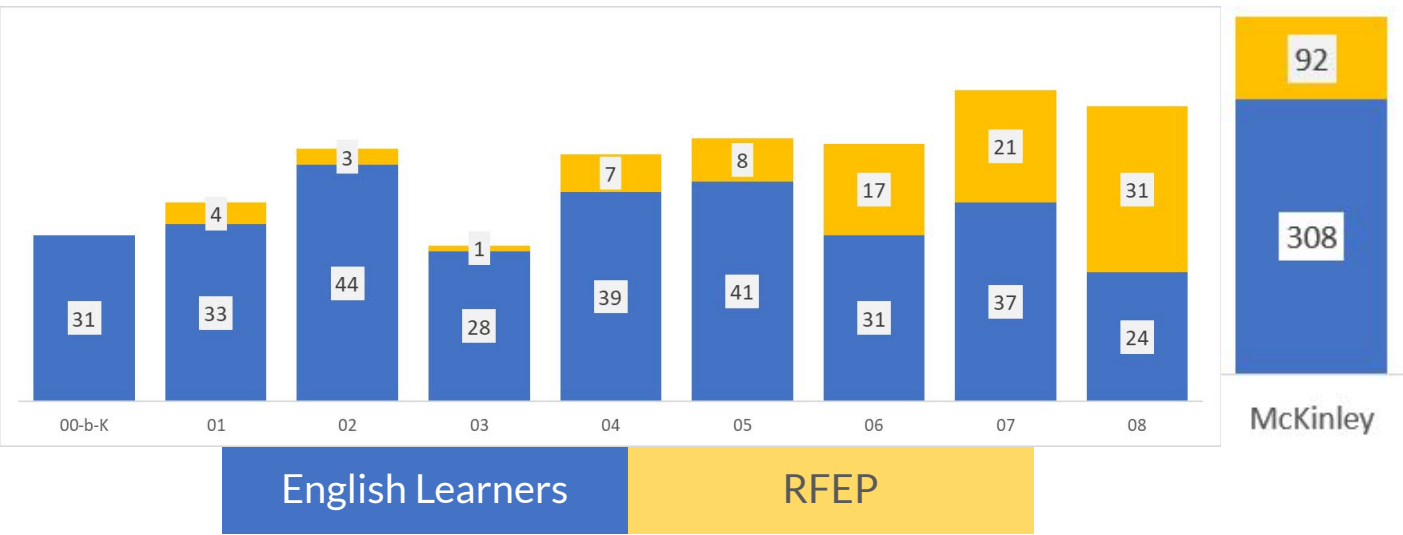
SUSD

Languages of English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
All Other	1.2 %	1.3 %	1.2 %	1.4 %	1.4 %
Arabic	0.3 %	0.2 %	0.2 %	0.3 %	0.3 %
Filipino (Pilipino or Tagalog)	0.3 %	0.3 %	0.3 %	0.3 %	
Hmong	0.6 %	0.5 %	0.5 %	0.5 %	0.5 %
Khmer (Cambodian)	0.5 %	0.5 %	0.4 %	0.4 %	0.4 %
Punjabi					0.2 %
Spanish	19.9 %	20.1 %	19.1 %	21.2 %	21.7 %

- Spanish is the majority language of English Learners
- This is in line with the district as the top language for ELs

Current ELs and RFEPs by Grade Level

21 23 17 15 16 16 30 29 30 197



- McKinley has 308 English Learners and 92 RFEP students*
- 2nd has the highest number of English Learners at 44

*Source: Synergy, local data as of 4/5/24



Research and Accountability Department
Empowering with data.

State Assistance & Indicators

2023 ESSA Support



Research and Accountability Department
Empowering with data.

- McKinley exited ATSI and entered CSI for this current year
- McKinley **improved**
 - Absenteeism
- McKinley **declined:**
 - Suspension
 - ELPI
- ELA and Math **remained** unchanged
- McKinley was CSI due to majority of areas being at the lowest level (Red)

Year	Status	Area	Current Indicator	Previous Indicator
Current (2023)	CSI	ELA	1 - Red	1 - Red
2022	ATSI	Math	1 - Red	1 - Red
2021	ATSI	Absenteeism	3 - Yellow	1 - Red
2020	ATSI	Suspension	1 - Red	3 - Yellow
2019	ATSI	ELPI	2 - Orange	3 - Yellow
2018	No Status			

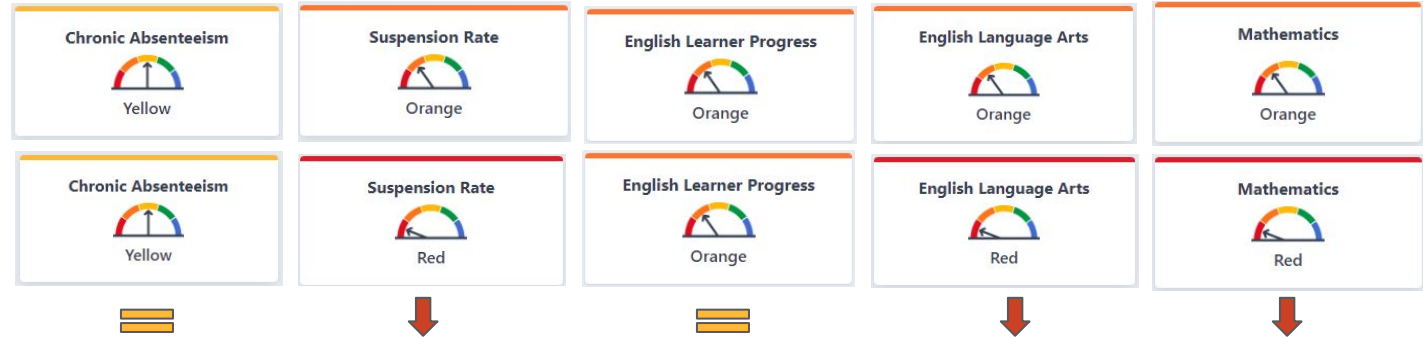


Note: These are the color indicators on the California School Dashboard (see next slide)

Source: [ESSA 2023](#), visually on [2023 Indicator Dashboard](#)

California School Dashboard

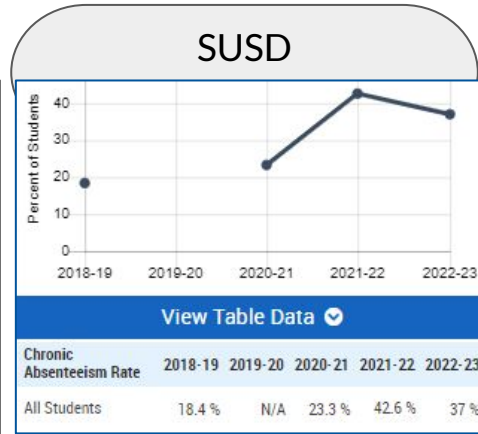
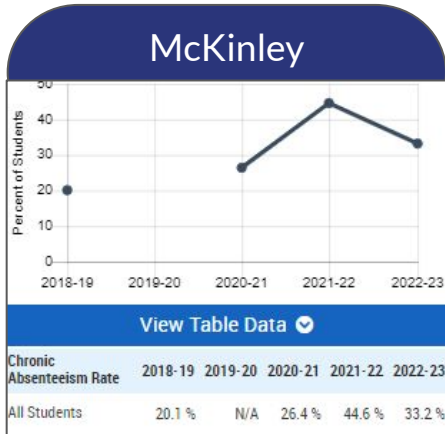
Stockton Unified



McKinley

- Absenteeism was the same as the district as Yellow
- ELPI was the same as the district as Orange
- Suspension, ELA, and Math were lower than the district, all Red

Chronic Absenteeism Historical



- Last year, McKinley decreased the percent of Chronic Absenteeism from 44.6% to 33.2%
- This was lower than the district's absenteeism rate at 37%

Sources: EdData, [McKinley](#)

Chronic Absenteeism

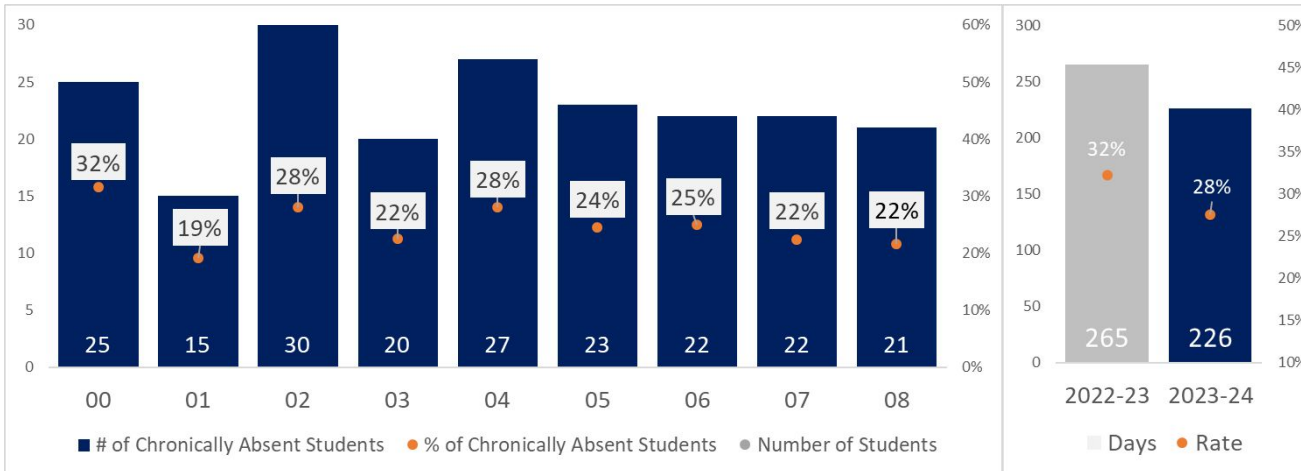


Yellow

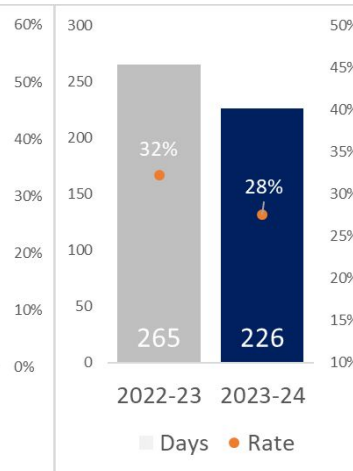
Chronic Absenteeism Current Year

McKinley Chronic Absenteeism through February

2023-24 Percent of Chronically Absent Students by Grade Level
(# of students Chronically Abs / Total Students)

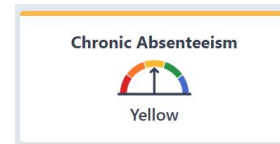


Days Absent



- The number of days absent decreased from 265 to 226 and percent of days decreased by 4% (through March)
- **Kinder** has the highest chronically absent rate of students at 32%
- **2nd grade** has the highest number of students Chronically Absent at 30

Source: Synergy, local data provided by Student Support services, March

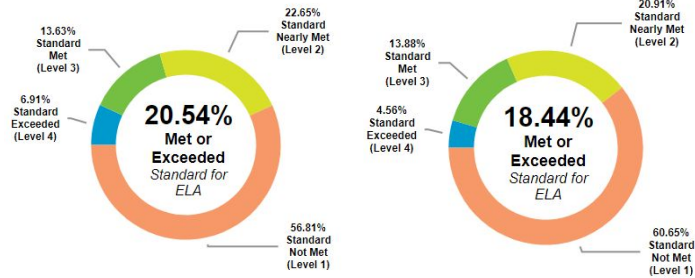


CAASPP ELA 2 years

2021-2022

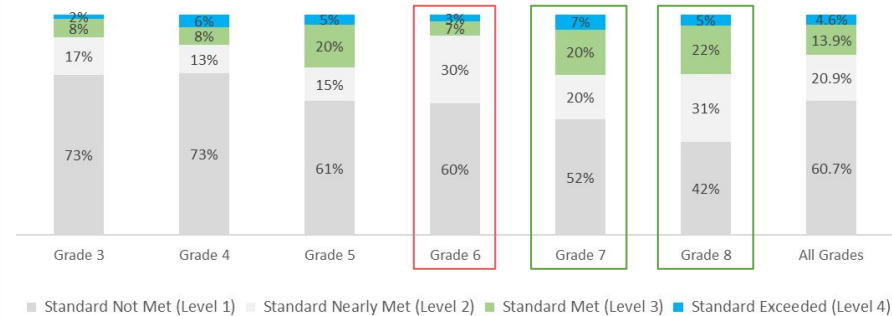
2022-2023

Percent of students within each achievement level Percent of students within each achievement level

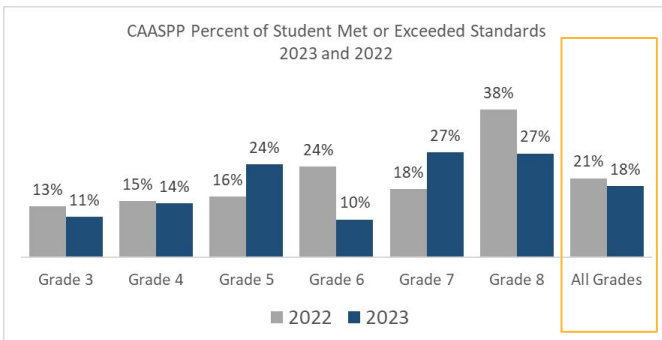


2022-2023

Percent Met or Exceeded Standards by Grade Level



Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Standard Not Met (Level 1)	73%	73%	61%	60%	52%	42%	60.7%
Standard Nearly Met (Level 2)	17%	13%	15%	30%	20%	31%	20.9%
Standard Met (Level 3)	8%	8%	20%	7%	20%	22%	13.9%
Standard Exceeded (Level 4)	2%	6%	5%	3%	7%	5%	4.6%
Number of Students With Scores	95	86	87	92	88	78	526



- **18.44%** of students met or exceeded ELA standards (9.3% lower than the district at 27.78%)
- This was a 2.1% decrease from the prior year
- **8th and 7th grades** had the highest percent of students who met or exceeded standards
- **6th grade** had the lowest percent of students who met or exceeded standards

Source: [Smarter Balanced Results, McKinley](#)

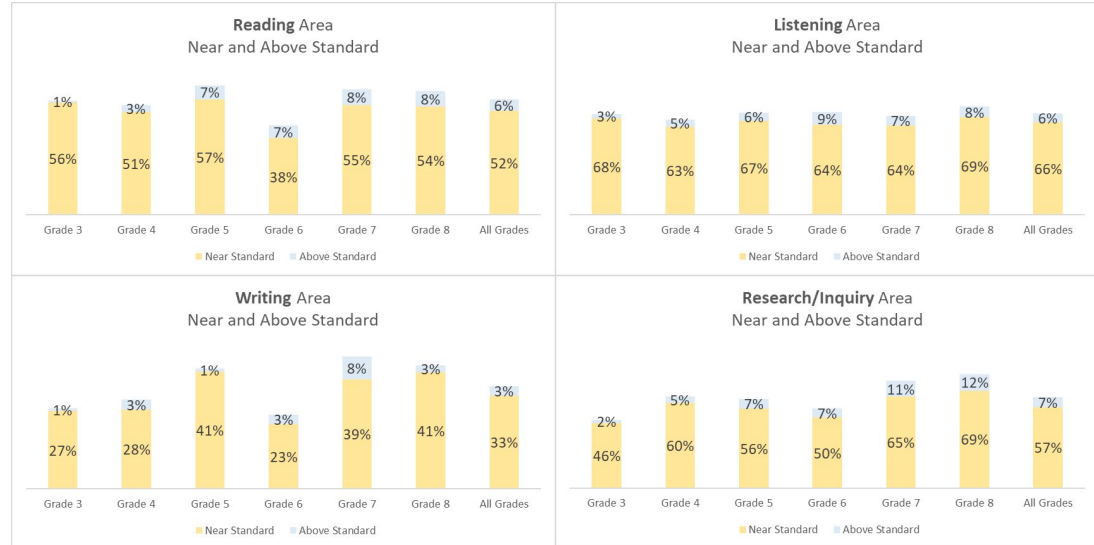
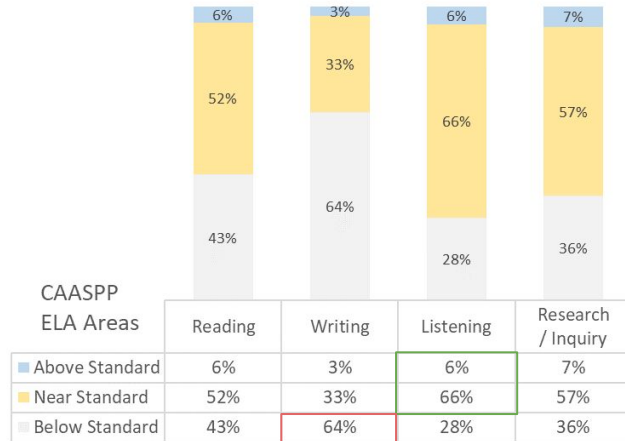


CAASPP ELA 2022-2023

By Area



Research and Accountability Department
Empowering with data.



- **Writing** was the lowest area on CAASPP, with 64% of students below standard
- **Listening** was the highest with 72% near or above standard



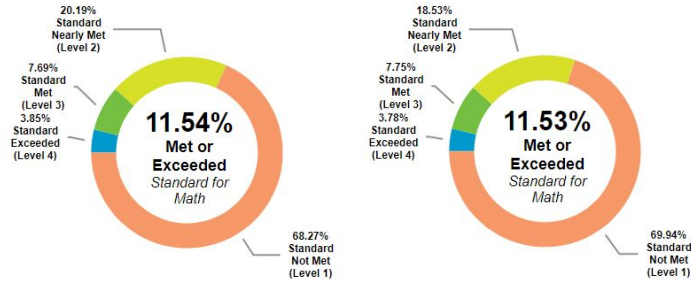
CAASPP Math

2 years

2021-2022

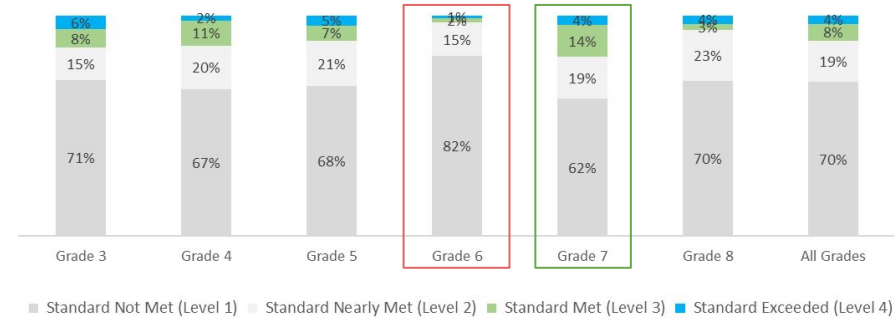
2022-2023

Percent of students within each achievement level

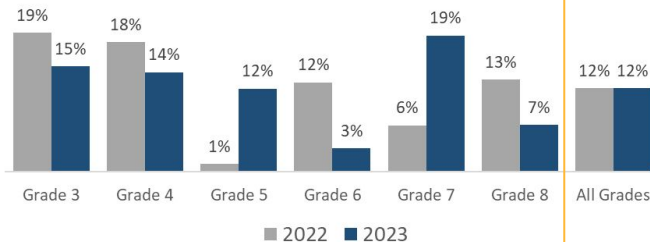


2022-2023

Percent Met or Exceeded Standards by Grade Level



CAASPP Percent of Student Met or Exceeded Standards 2023 and 2022



- **11.53%** of students met or exceeded Math standards (5.23% higher than the district at 16.76%)
- This was the same as prior year
- **7th grade** was the highest at 19% met or exceeded standards
- **6th grade** was the lowest at 3% met or exceeded standards

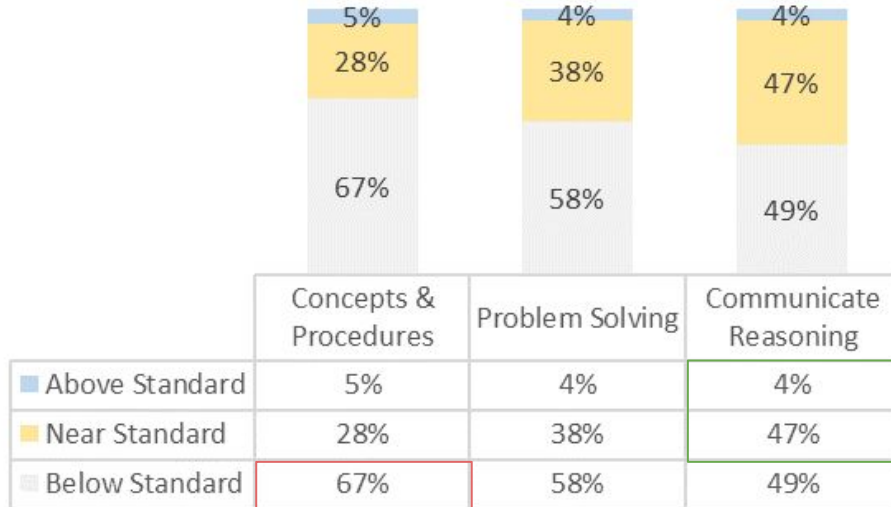
Mathematics



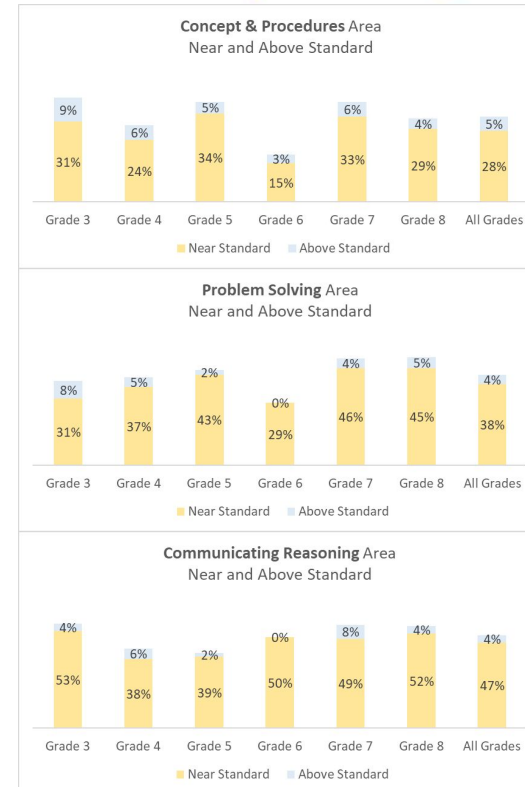
Red

CAASPP Math 2022-2023

By Area

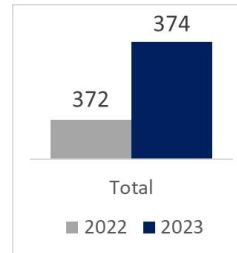
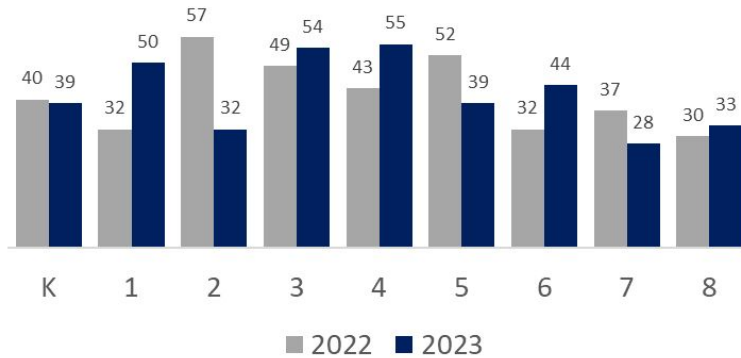


- **Concepts & Procedures** was the lowest math area in CAASPP at 67% of students below grade level
- **Communicate Reasoning** was the highest area at 51% of students near or above grade level

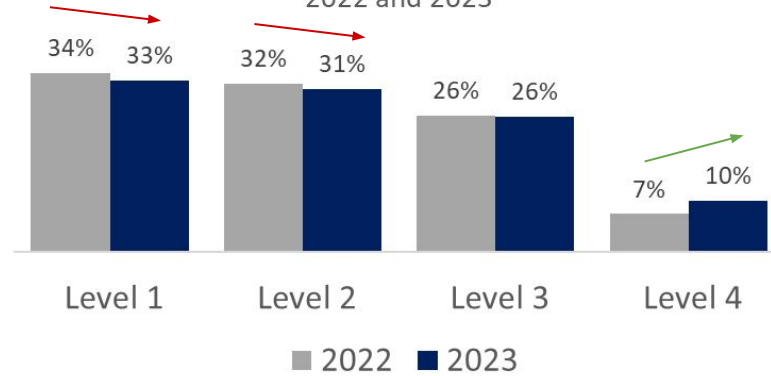


ELPAC 2 Years Overview

Number of Students Tested With ELPAC
2022 and 2023



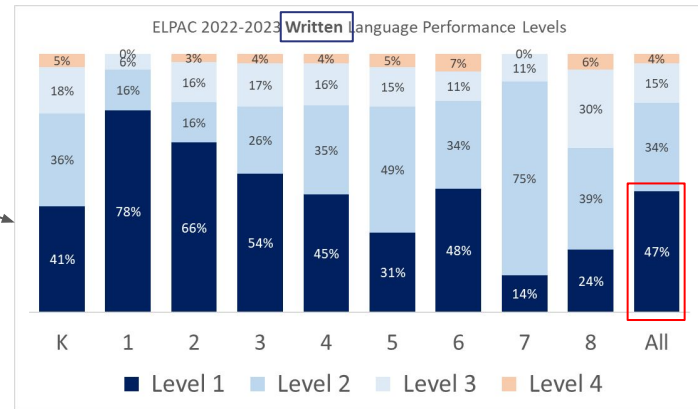
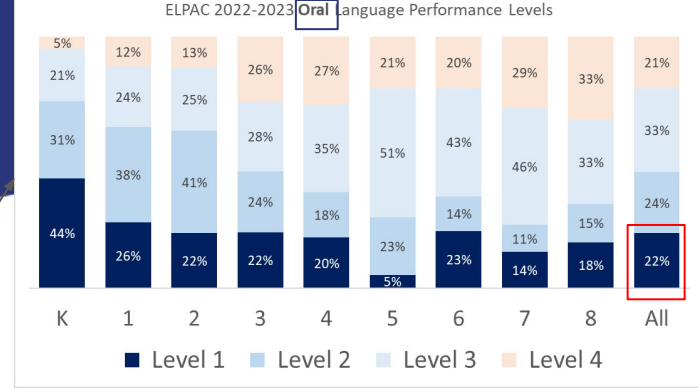
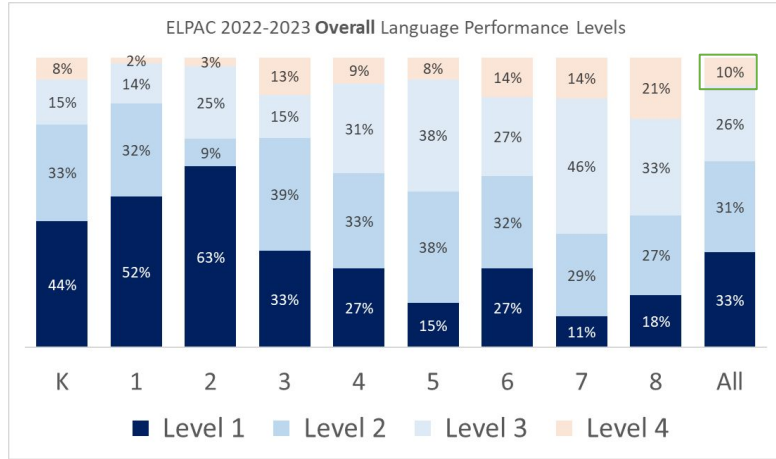
Percent of ELPAC Levels
2022 and 2023



- Number of students taking the ELPAC **increased by 2** from 372 to 374
- The number of students increased the most in 1st (+18) and 6th (+12)
- Percent of students scoring level 4 increased by 3%



ELPAC 2022-2023 Overall Results



PL	K	1	2	3	4	5	6	7	8	All
Level 1	17	26	20	18	15	6	12	3	6	123
Level 2	13	16	3	21	18	15	14	8	9	117
Level 3	6	7	8	8	17	15	12	13	11	97
Level 4	3	1	1	7	5	3	6	4	7	37
Total	39	50	32	54	55	39	44	28	33	374

- 374 students took the ELPAC in 2022-2023
- 10% of students received a 4 (considered “proficient”)
- 47% of students received a 1 in **Written** Language versus 22% received a 1 in **Oral** Language





Research and Accountability Department

Empowering with data.

i-Ready

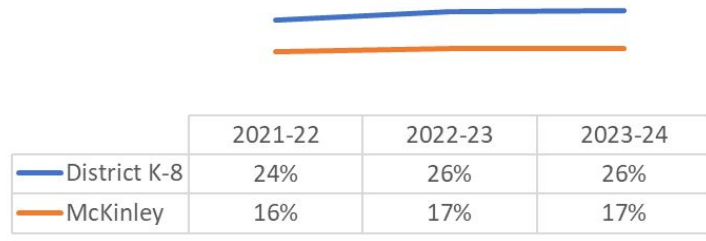
% on Grade Level Diagnostic 3



Diagnostic 3 - End of Year

- McKinley decreased the percent of students on grade level slightly by 1% ending with 23% of students on grade level at the end of last year

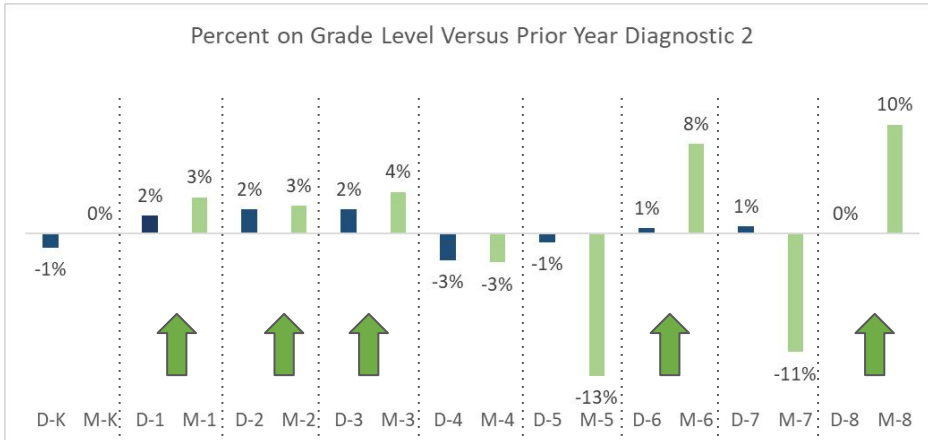
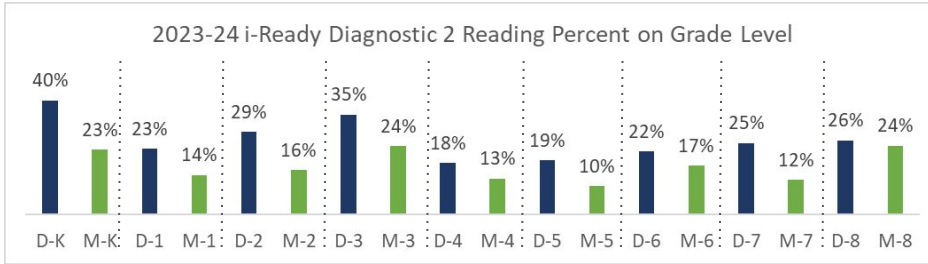
% on Grade Level Diagnostic 2



Diagnostic 2 - Most Current

- Based on the most recent diagnostic (Winter 2023-24), 17% of students were on grade level, maintaining the same percent as prior year

i-Ready Diagnostic 2 Reading On Grade Level



Strengths

- 1st, 2nd, 3rd, 6th, and 8th grades showed an increase of percent of students on grade level

Opportunities

- 5th grade had the largest decline (-13%) to 10% of students on grade level
- 7th grade had a similar decline (-11%)

D = District
M = McKinley

i-Ready Reading Domains Percent on Grade Level



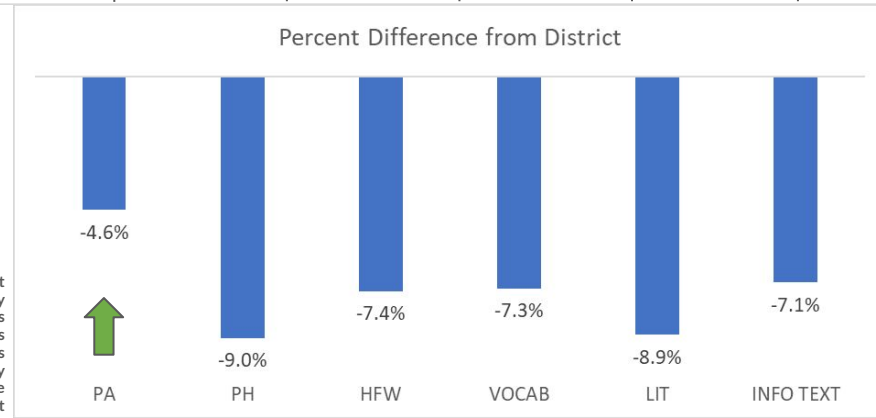
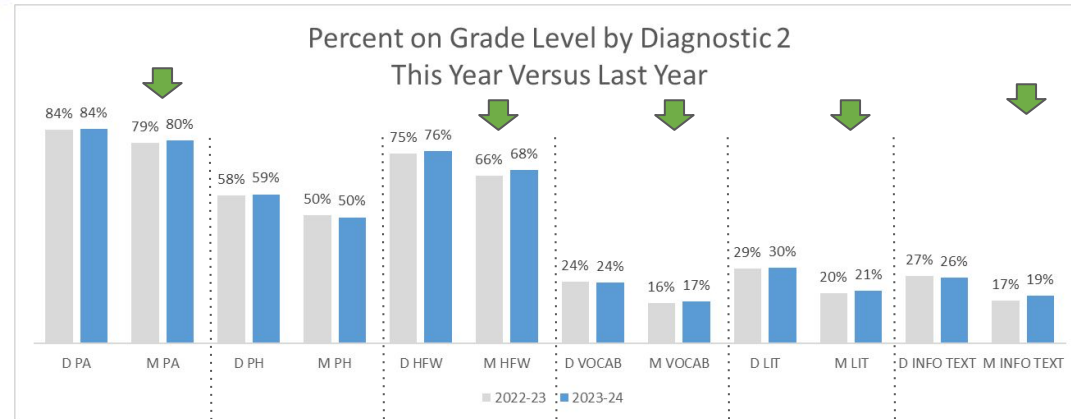
Research and Accountability Department
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Strengths

- Most domains had a slight increase of percent of students on grade level, with the exception of Phonics remaining flat
- **Phonological Awareness** had the least gap to the district at 4.6%

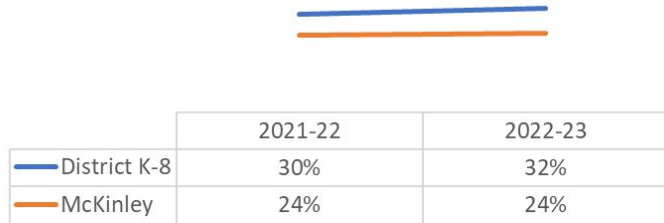
Opportunities

- **Phonics** had the largest gap to the district at 9.0% following by Literature at 8.9%



D = District
M = McKinley
PA = Phonological Awareness
PH = Phonics
HFW = High-Frequency Words
VOCAB = Vocabulary
LIT = Literature
INFO TEXT = Informational Text

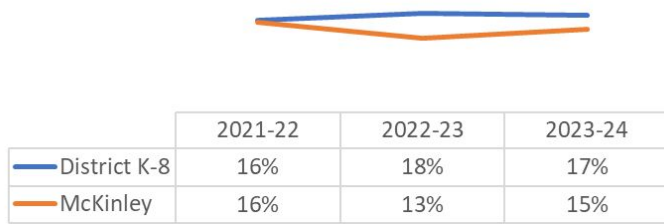
% on Grade Level Diagnostic 3



Diagnostic 3 - End of Year

- Percent of students ended 2022-23 flat versus 2021-22 at 24% of students on grade level

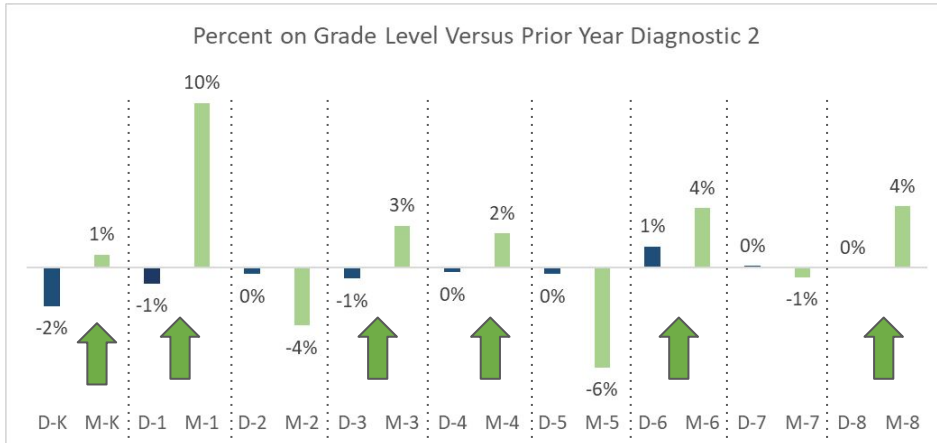
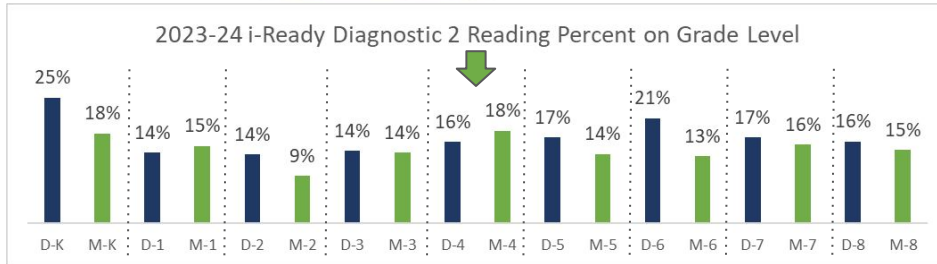
% on Grade Level Diagnostic 2



Diagnostic 2 - Most Current

- For the most current diagnostic, percent of students on grade level increased 2% to 15% of students on grade level, closing the gap to the district to 2%

i-Ready Diagnostic 2 Math On Grade Level



Strengths

- 4th grade had a higher percent of students on grade level than the district at 18% (versus 16%)
- Most grade levels increased the percent of students on grade level versus prior year, with the exception of 2nd, 5th, and 7th

Opportunities

- 5th grade had the largest decrease of students on grade level from prior year at 6% of students

D = District
M = McKinley

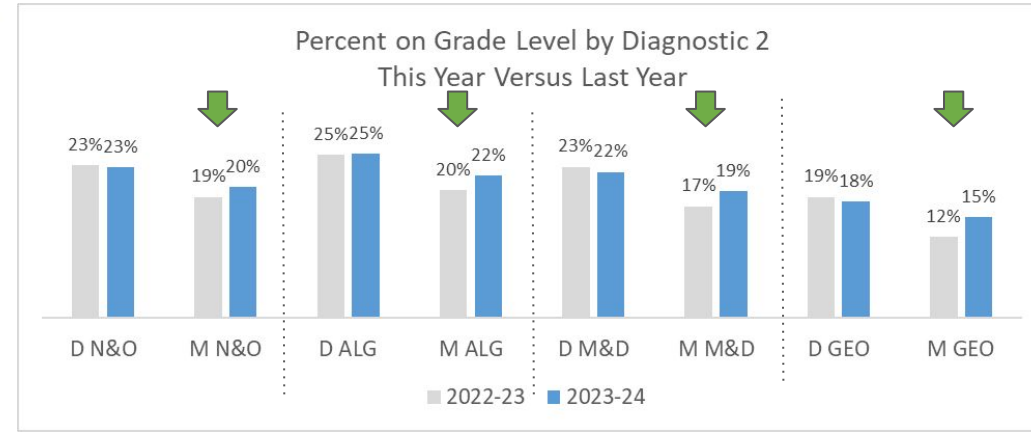
i-Ready Math Domains Percent on Grade Level



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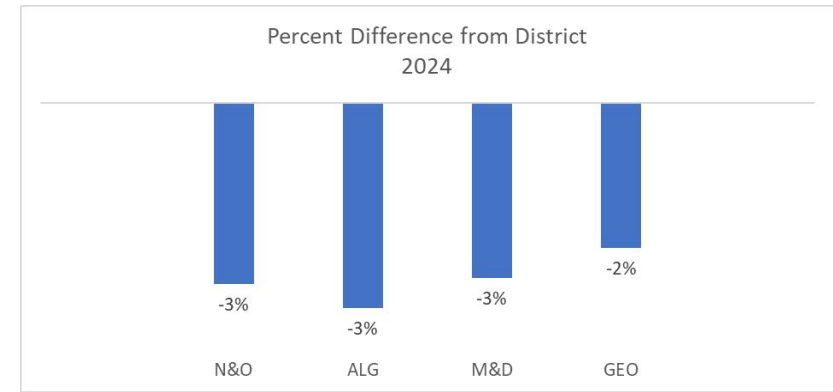
Strengths

- All domains increased percent of students on grade level from prior year
- Geometry had the highest percent of students on grade level growth and had the least gap to the district



Opportunities

- Numbers & Operations had the least increase of percent of students on grade level at 1%



D = District
M = McKinley
N&O = Numbers and Operations
ALG = Algebra and Algebraic Thinking
M&D = Measurement & Data
GEO = Geometry



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Curriculum Engagement and Results

Benchmark

Benchmark Engagement K-6 ELA Curriculum

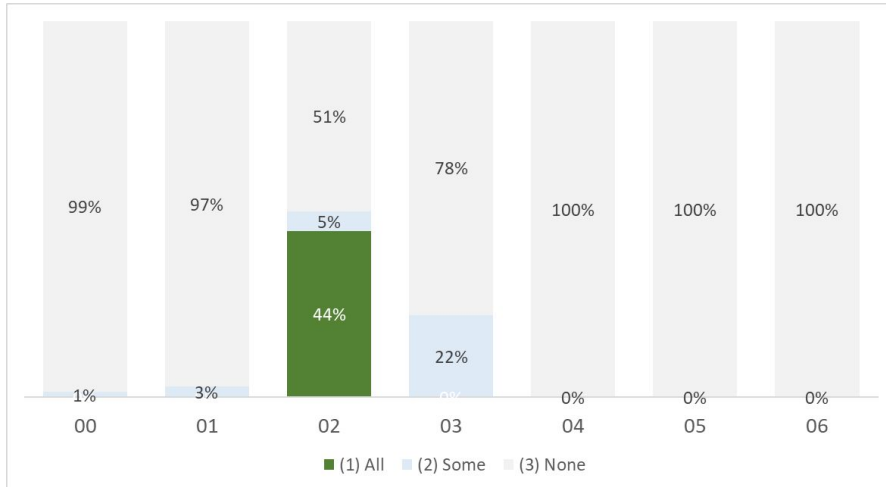


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McKinley

Percent of Benchmark Unit Assessments Administered
2023-2024



- At this point in the year, 6 Benchmark unit assessments were on the Assessment calendar
- Engagement in the Benchmark Unit Assessments is **low**:
 - **High Engagement**
 - None
 - **Some Engagement**
 - 2nd
 - **No Engagement**
 - Kinder, 1st, 3rd, 4th, 5th, 6th

**Data included is for online administered assessments*

Benchmark Standards Performance Overall



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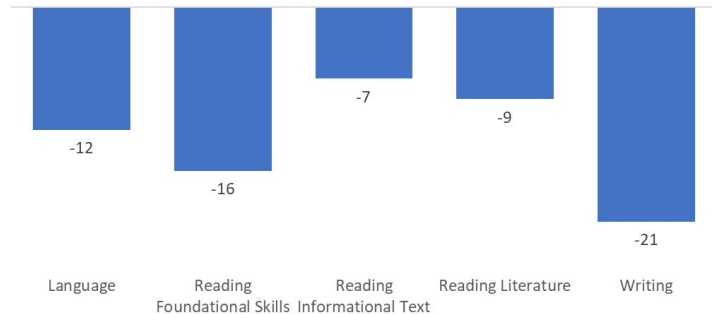
McKinley

Strand	Language	Reading: Foundational Skills	Reading: Informational Text	Reading: Literature	Writing
School	40	48	36	41	25
Grade k	100	50	-	67	-
Grade 1	47	64	-	66	13
Grade 2	41	48	42	42	25

SUSD

Strand	Language	Reading: Foundational Skills	Reading: Informational Text	Reading: Literature	Writing
District	52	64	43	50	46
Grade k	74	83	55	66	-
Grade 1	57	72	56	67	50
Grade 2	53	61	52	51	43
Grade 3	47	59	41	45	50
Grade 4	51	60	40	47	40
Grade 5	48	58	43	45	45
Grade 6	55	61	42	53	48

Percent Difference From District



- Reading foundational skills has the highest percent correct at 48%
- All standards have a gap to the district, with the largest being writing at 21%



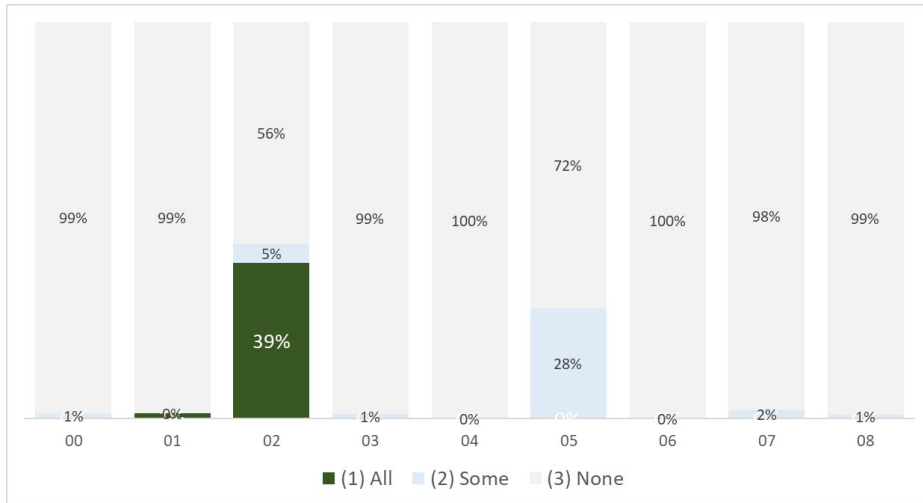
Research and Accountability Department
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Curriculum Engagement and Results

Ready Math

Ready Math Engagement

McKinley
Percent of Ready Math Unit Assessments Administered
2023-2024



- Engagement in the Ready Math Unit Assessments is **low**:
 - ➔ **High Engagement**
 - None
 - ➔ **Some Engagement**
 - 2nd
 - ➔ **No Engagement**
 - Kinder, 1st, 3rd, 4th, 5th, 6th, 7th, 8th

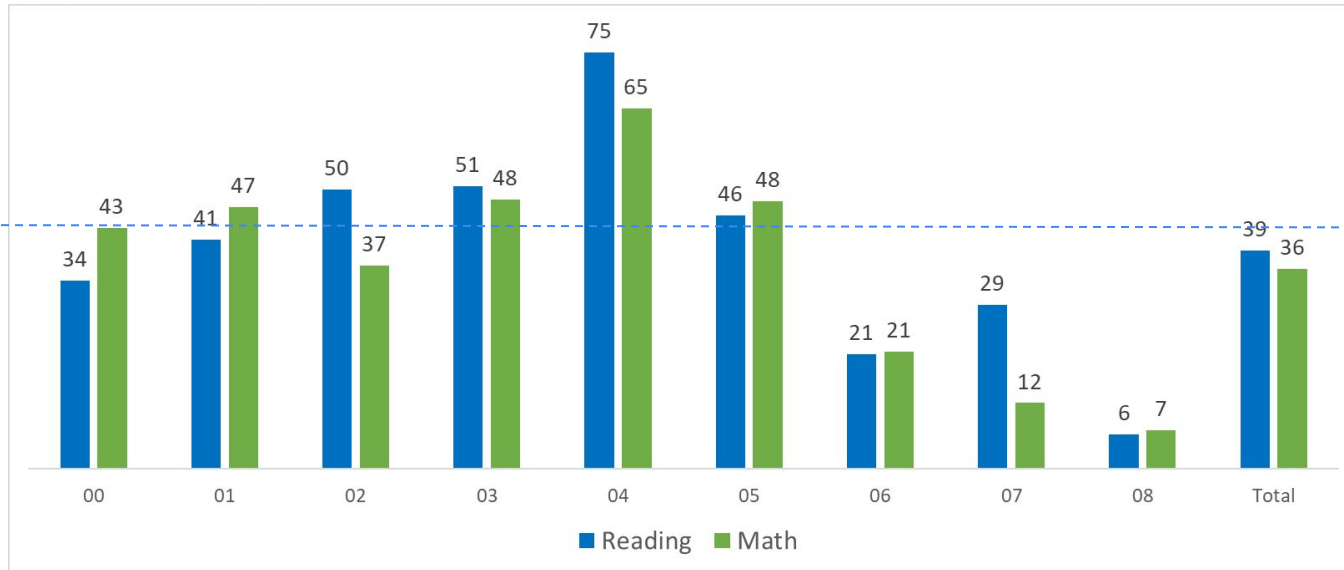


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i-Ready Lessons

Average Minutes - i-Ready Lessons



*i-Ready recommends a minimum 45 minutes per week per subject (blue dashed line)

- Overall, the average year-to-date minutes 39 for reading and 36 for math
- 4th grade had the highest average at 140 total minutes (75 for reading, 65 for math)
- 8th grade had the lowest average at 6 for reading and 7 for math

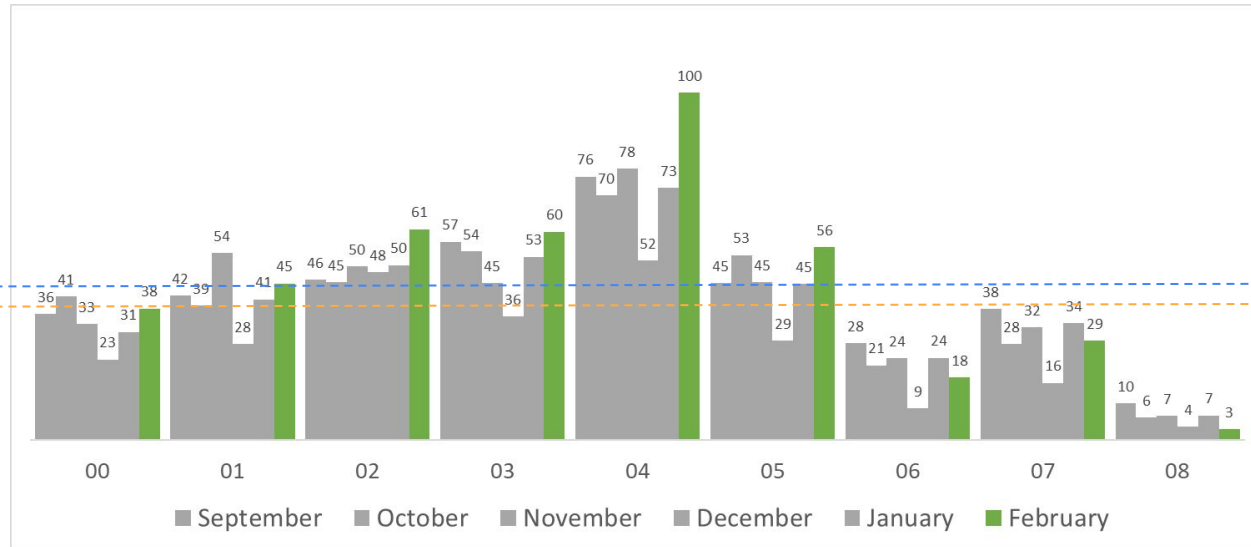
i-Ready Pathway Data- Avg Minutes Reading



Stockton Unified School District
Since 1952

Research and Accountability Department

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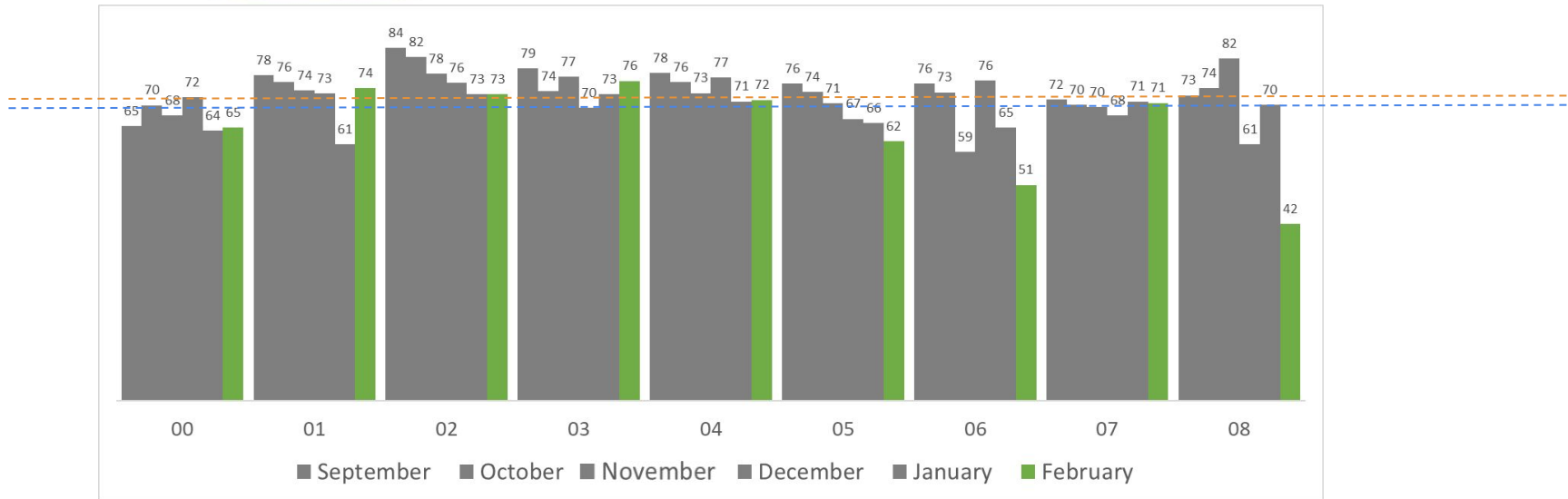
**i-Ready recommends 45 minutes per week per subject on personalized lessons (blue line)*

- For McKinley, **39 minutes** were spent on average in i-Ready Reading (orange line)
- **2nd, 3rd, 4th, and 5th grades** met the recommended 45 minutes per week for reading

i-Ready Pathway Data- % Correct Reading



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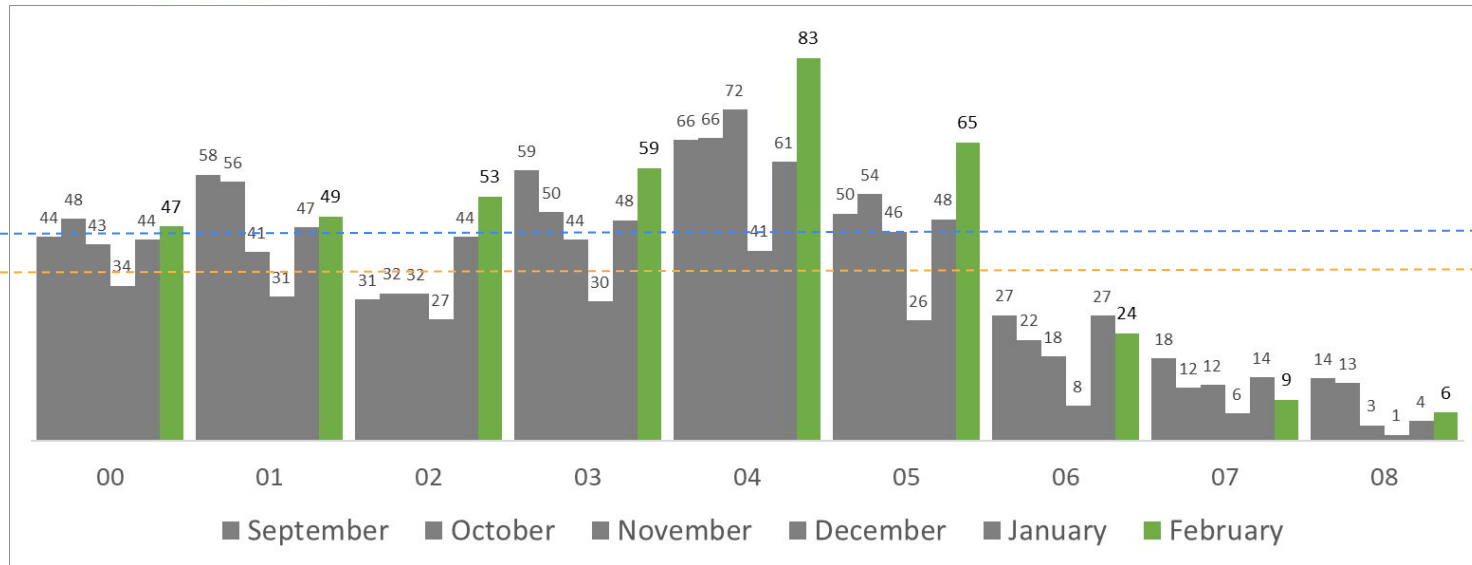
*i-Ready recommends 70% for passing lessons (blue line)

- For McKinley, average was 72%, above the target
- Most grades are meeting the target of 70% with the exception of Kinder, 6th, and 8th grade

i-Ready Pathway Data- Avg Minutes Math



Research and Accountability Department
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**i-Ready recommends 45 minutes per week per subject on personalized lessons (blue line)*

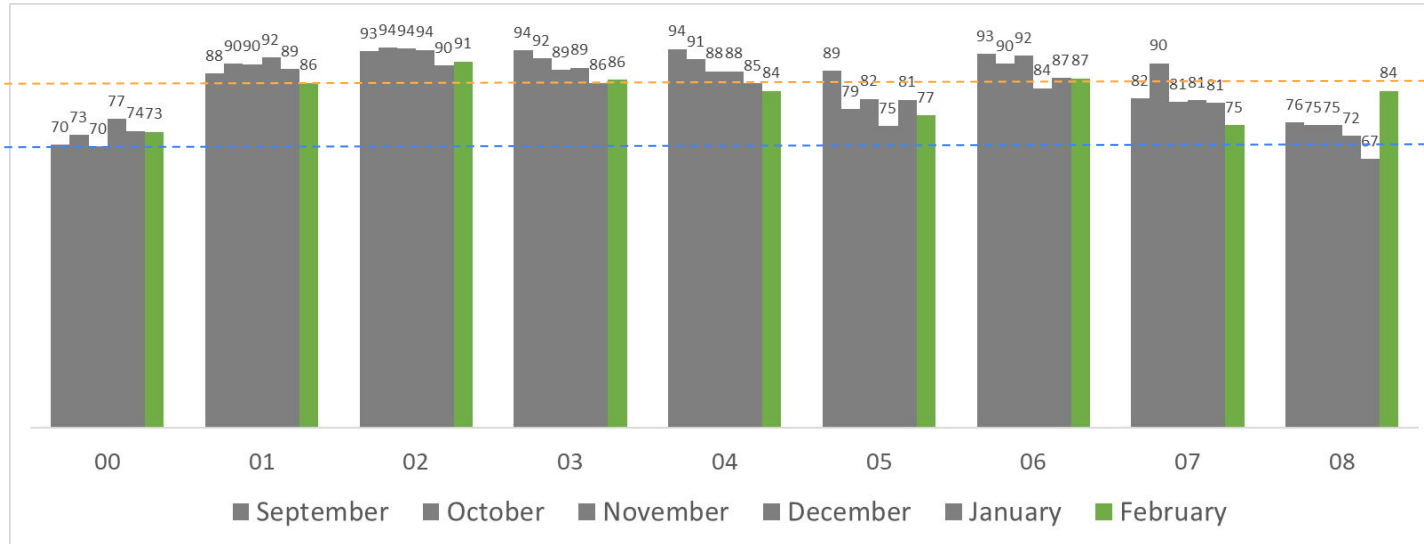
- For McKinley, **36 minutes** were spent on average in i-Ready Math (orange line)
- 1st, 3rd, 4th, and 5th met the recommended 45 minutes per week in Math

i-Ready Pathway Data- % Correct Math



Research and Accountability Department

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**i-Ready recommends 70% for passing lessons (blue line)*

- For McKinley, average was 86% (orange line)
- On average, all grades met the 70% target

Acronyms and Initialisms

Commonly used acronyms and initialisms list (August 2021) used by the California Department of Education (CDE).

A

Acronym	Description
AB	Assembly Bill
ACE	American Council on Education (Outside CDE Source)
ACSA	Association of California School Administrators (Outside CDE Source)
ACT	American College Testing (Outside CDE Source)
ADAD	Assessment Development and Administration Division – CDE
AID	Audits and Investigations Division – CDE
AIECE	American Indian Early Childhood Education
AMARD	Analysis, Measurement, and Accountability Reporting Division – CDE
AP	Advanced Placement
API	Academic Performance Index
ARP	American Rescue Plan Act of 2021 (Stimulus 3)
APR	Accountability Progress Reporting
ATSI	Additional Targeted Support and Improvement
AVID	Advancement Via Individual Determination

B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

C

Acronym	Description
CAASFEP	California Association of Administrators of State and Federal Education Programs (Outside CDE Source)
CAASPP	California Assessment of Student Performance Data System
CABE	California Association of Bilingual Education (Outside CDE Source)
CALPADS	California Longitudinal Pupil Achievement Data System
CaSTRS	California State Teachers' Retirement System (Outside CDE Source)
CaWORKS	California Work Opportunity and Responsibility to Kids

CARES	Coronavirus Aid, Relief, and Economic Security Act (Stimulus 1)
CARS	Consolidated Application and Reporting System
CASBO	California Association of School Business Officials (Outside CDE Source)
CBEDS	California Basic Educational Data System
CBEST	California Basic Educational Skills Test (Outside CDE Source)
CCC	California Community Colleges (Outside CDE Source)
CCCCO	California Community Colleges Chancellor's Office (Outside CDE Source)
CCEE	California Collaborative for Educational Excellence (Outside CDE Source)
CCI	College/Career Indicator
CCR	California Code of Regulations
CCSESA	California County Superintendents Educational Services Association (Outside CDE Source)
CCSS	Common Core State Standards
CCSSO	Council of Chief State School Officers (Outside CDE Source)
CCTD	Career and College Transition Division – CDE
CDC	Centers for Disease Control and Prevention (Outside CDE Source)
CDE	California Department of Education
CDS Code	County/District/School Code
CEI	Community Engagement Initiative (Outside CDE Source)
CFIRD	Curriculum Frameworks, and Instructional Resources Division – CDE
CFR	Code of Federal Regulations (Outside CDE Source)
CFT	California Federation of Teachers (Outside CDE Source)
CHKRC	California Healthy Kids Resource Center (Outside CDE Source)
CHKS	California Healthy Kids Survey
CHSPE	California High School Proficiency Examination
CLAD	Crosscultural, Language, and Academic Development (Outside CDE Source)
CMD	Clearinghouse for Multilingual Documents
CMT	California Department of Education Monitoring Tool

CNIPS	Child Nutrition Information Payment System
COE	County Office of Education
CPS	Child Protection Services
CSB	California School for the Blind
CSBA	California School Boards Association (Outside CDE Source)
CSEA	California State Employees Association (Outside CDE Source)
CSI	Comprehensive Support and Improvement
21CSLA	21st Century California School Leadership Academy
CSU	California State University (Outside CDE Source)
CTA	California Teachers Association (Outside CDE Source)
CTC	Commission on Teacher Credentialing (Outside CDE Source)
CTE	Career Technical Education
CYA	California Youth Authority (Outside CDE Source)

D

Acronym	Description
Dashboard	California School Dashboard
DASS	Dashboard Alternative School Status
DHCS	Department of Health Care Services
DOF	Department of Finance (Outside CDE Source)
DOL	U.S. Department of Labor (Outside CDE Source)
DSS	Department of Social Services (Outside CDE Source)

E

Acronym	Description
EANS	Emergency Assistance to Non-public schools
EC	Education Code (Outside CDE Source)
ED	U.S. Department of Education (Outside CDE Source)
EDGAR	Education Department General Administrative Regulations (Outside CDE Source)
EDMD	Educational Data Management Division – CDE
EEED	Educator Excellence and Equity Division – CDE
EL	English learner

ELA	English-language Arts
ELCD	Early Learning and Care Division – CDE
ELD	Expanded Learning Division – CDE
ELPAC	English Language Proficiency Assessments for California
ELPI	English Learner Progress Indicator
EL Roadmap	English Learner Roadmap Policy
ELSB	Early Literacy Support Block
ELSD	English Learner Support Division – CDE
ESEA	Elementary and Secondary Education Act of 1965 (Outside CDE Source)
ESSA	Every Student Succeeds Act
ESSER	Elementary and Secondary School Emergency Relief Fund
ETS	Educational Testing Service (Outside CDE Source)
EWIG	Educator Workforce Investment Grant

F

Acronym	Description
FASD	Fiscal and Administrative Services Division
FM	Fiscal Monitoring
FPM	Federal Program Monitoring
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	Foster Youth Services

G

Acronym	Description
GAD	Government Affairs Division – CDE
GATE	Gifted and Talented Education
GED	General Educational Development Test

GEER	Governor's Emergency Education Relief Fund
GL	General Ledger
GMART	Grant Management and Reporting Tool
GPA	Grade Point Average

H

Acronym	Description
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I

Acronym	Description
IB	International Baccalaureate
IDEA	Individuals with Disabilities Education Act (Outside CDE Source)
IEP	Individualized Education Program
IS	Independent Study
ISSPO	Integrated Student Support and Programs Office

J

Acronym	Description
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K

Acronym	Description
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L

Acronym	Description
LAC	Legal, Audits, and Compliance Branch
LASSO	Local Agency Systems Support Office
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
LTEL	Long-term English Learner

M

Acronym	Description
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MSD	Multilingual Support Division – CDE
MTSS	Multi-tiered System of Support (Outside CDE Source)

N

Acronym	Description
NBCT	National Board Certified Teacher
NCBE	National Clearinghouse for Bilingual Education
NCLB	No Child Left Behind Act of 2001
NEA	National Education Association (Outside CDE Source)
NGSS	Next Generation Science Standards (Outside CDE Source)
NPS	Non-Public School
NSBA	National School Boards Association (Outside CDE Source)
NSD	Nutrition Services Division – CDE

O

Acronym	Description
OMB	Office of the Management and Budget
OSE	Office of the Secretary of Education (Outside CDE Source)
OSHA	Occupational Safety and Health Administration (Outside CDE Source)

P

Acronym	Description
PCA	Program Cost Account
PFT	Physical Fitness Testing
PSAT	Preliminary Scholastic Achievement Test (Outside CDE Source)
PTA	Parent Teacher Association (State) (Outside CDE Source)

Q

Acronym	Description
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R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	Regional Occupational Centers and Programs
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S

Acronym	Description
SACS	Standardized Account Code Structure
S and C Funds	Supplemental and Concentration Funds
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SASD	Student Achievement and Support Division – CDE
SAT	Scholastic Achievement Test
SB	Senate Bill
SBE	State Board of Education
SBP	School Breakfast Program
SCO	State Controller's Office
SCOE	Sacramento County Office of Education
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SEA	State Educational Agency
SED	Special Education Division – CDE
SELPA	Special Education Local Plan Area
SELPA Content Leads	SELPA Content Leads https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18fa.asp
SES	Supplemental Educational Services (Outside CDE Source)
SFSD	School Fiscal Services Division
SIG	School Improvement Grant
SIL	SELPA Systems Improvement Leads (Outside CDE Source)
SNP	School Nutrition Program
SnS	Supplement not Supplant
SpED	Special Education
SPSA	School-Plan for Student Achievement
SSC	Schoolsite Council

SSD	Single School District
SSI	School Support and Improvement
SSID	Statewide Student Identifier
SSO	(Statewide) System of School Support
SSPI	State Superintendent of Public Instruction
SSSSD	State Special Schools and Services Division
STAR	Standardized Testing and Reporting Program
STEM	Science, Technology, Engineering, and Mathematics
SWD	Students with Disabilities
SWP	Schoolwide programs

T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	Technical Assistance
TAS	Targeted School Assistance
TSD	Technology Services Division
TSI	Targeted Support and Improvement
TUPE	Tobacco-Use Prevention Education

U

Acronym	Description
UC	University of California (Outside CDE Source)
UCOP	University of California Office of the President (Outside CDE Source)
UCP	Uniform Complaint Procedures
UGG	Uniform Grant Guidance
USDA	U.S. Department of Agriculture (Outside CDE Source)

V

Acronym	Description
VAPA	Visual and Performing Arts

W

Acronym	Description
WASC	Western Association of Schools and Colleges (Outside CDE Source)
WestEd	WestEd (Outside CDE Source)
WIC	Women, Infants, and Children (Outside CDE Source)

X, Y, Z

Acronym	Description
YRE	Year-round Education

Questions: Felicia Novoa | fnovoa@cde.ca.gov