

School Year: **2023-24**



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
McKinley Primary School	04-75507-6003156		

## Purpose and Description

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

- Schoolwide Program
- Additional Targeted Support and Improvement

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

The McKinley Primary staff believes in a child-centered program that recognizes the unique abilities, needs and interests of every student. We strive to create an educational environment which encourages the development of individuals who are capable of becoming responsible and productive citizens. McKinley Primary's SPSA is developed by the School Site Council and aligns our site goals to district LCAP goals to create yearly targets based on the unique needs of the students attending McKinley Primary School. Our SPSA addresses both the academic and social/emotional needs of our students as they learn to become successful students and begin their journey towards high school graduation. McKinley Primary is currently in Additional Targeted Support and Improvement due to chronic absenteeism in multiple student groups.

# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

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

School Climate Surveys  
Healthy Kids Survey  
Site created student SEL survey  
Site specific staff feedback

## Classroom Observations

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

Teachers and support staff are regularly observed by the principal, assistant principal, peers, and other district administration. Both formal and informal observations are conducted regularly and timely feedback is provided via email, note, post observation conference, in the moment conversations, etc. In addition, the principal regularly monitors Common Core implementation, execution of high leverage instructional strategies, and opportunities for increased student independence by means of walk-through observations, discussions, (in)formal observations, and student work samples. The data collected during these walk-through observations are analyzed and shared with the staff. Teachers are also required to have a formal evaluation by the principal every other year unless they have been placed on a five year evaluation plan. This evaluation process includes a goal setting meeting in which goals are agreed upon by the teacher and principal and are aligned to the California Teaching Standards, one or two formal observations, post observation meetings, and summary conferences.

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

McKinley Primary School TK, Kindergarten and First grade students are given numerous assessments by our teachers to gather data about our students' development and progress and used to guide teacher instruction. These assessments are given a minimum of four times per year to monitor student achievement. It has been determined through our assessments and teacher observations that our second language students need to receive more direct instruction in language development and acquisition. It was also determined that many of our students come to school with little or no readiness skills, therefore putting them at a great disadvantage. Strong, evidenced based, direct instruction in ELA and differentiated, small group instruction is imperative to raise student achievement.

Each year we collect information needed for disaggregating student assessment data three times throughout the school year. This will be done at the school site using a newly adopted assessment solution, FASTbridge. The principal then takes all student assessment data and develops the disaggregated reports required for Title I. Data will be disaggregated by gender, major ethnic groups, English proficiency status, migrant students, and children with disabilities compared to other students. The resulting reports will be utilized both to evaluate the usefulness of the assessment methods and to provide feedback to teachers on where the teaching/learning process can be improved. Data will also be used to make intervention decisions and provide supports.

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

McKinley Primary School monitors student progress by reviewing and analyzing common formative and summative assessments and modifies instruction accordingly. Individual student data is collected using our multiple measure suite of assessments as well as a district benchmark system, FASTbridge, and a school profile is generated and monitored throughout the year. Students identified as AT RISK or AT HIGH RISK, according to Universal Screening, receive immediate RTI, through classroom instruction, school-based resource and/or Orton Gillingham based Reading Intervention.

## Staffing and Professional Development

#### Status of meeting requirements for highly qualified staff (ESEA)

All general education teachers and special education teachers are "highly qualified" based upon federal guidelines.

#### Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All general education teachers and special education teachers are appropriately credentialed. Professional development is provided to teachers at the beginning of the school year, as well as being made available throughout the year and during the summer months.

#### Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

As outlined in the Gridley Unified School District Common Core Implementation Plan, GUSD Board Goals, and LCAP Goals, the school year staff development opportunities at McKinley Primary School will focus on improving instruction for early literacy in support of the Common Core ELA standards, English Language Development Strategies, Response to Intervention, and PBIS. Therefore, our teachers will be provided 3 days of professional development focused on implementing research based instructional practices in the classroom, improving the language development of second language learners, Positive Behavior Interventions and Supports, Step Up to Writing, as well as strategies, protocols, and scaffolds that enhance student learning. Any new teachers will be trained in phonemic awareness teaching routines using the Heggerty Curriculum. In addition, McKinley Primary School has modified days every Wednesday in which teachers are engaged in both group and personalized professional development opportunities that focus on Early Literacy, data analysis of common formative assessments in Math & Writing, PBIS and grade level collaboration. In order to facilitate the examination and improvement of our Early Literacy Program, additional teacher release days may be scheduled throughout the school year and several teachers will be trained in Orton Gillingham Intervention techniques. As we look to adopt new curriculum TK-5, training will be provided.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

McKinley teachers share best teaching practices with their peers such as explicit strategies to use with our English Language Learners in order to meet the ELD State Standards. Teachers, novice and veteran, are also given the opportunity to observe other teachers within the same grade level at our school utilizing our on campus sub for coverage. Teacher induction support is provided to our new teachers and meetings regularly occur between the mentor, new teacher, and principal. An elementary TOSA will provide support in the implementation of high leverage instructional strategies in all core subjects.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher collaboration by grade level is scheduled a minimum of twice per month during modified Wednesdays and teacher release days are scheduled throughout the school year. This time gives grade level teams the opportunity to dig deeper into grade level Common Core standards, create common assessments, plan for instruction and intervention groups, analyze data. In order to maximize collaboration time, collaboration norms have been established by grade level teams in alignment with the PLC model.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

McKinley Primary School uses California State adopted curriculum and are implementing California Common Core State Standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Students receive their core Tier I instruction in their homeroom classroom for English Language Arts and Math. Adherence to the recommended amount of instructional minutes is reviewed annually at the beginning of the year by site leadership in a review of master schedules.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Lesson pacing is being developed by grade level teams in order to adhere to the implementation of California Common Core State Standards. Grade level teams, special education teachers, speech teacher, and intervention teachers have been involved in creating a master schedule that reflects the academic needs of our students. Common times for instructional delivery of ELA and Math have been established by grade levels and interventions are based upon Universal Screening and diagnostic assessment data.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standards-based instructional materials are available to all students and supplemental materials are utilized to align instruction to California Common Core State Standards.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Standards-based instructional materials are available to all students including intervention materials.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The flexibility of the daily schedule and master schedule allows for ELA interventions to take place within the school day. Phonemic awareness, phonics, individualized reading instruction, fluency, comprehension, and writing serve as the base of the interventions that are available to students who are at risk for not meeting grade level benchmarks. Instruction is provided by "highly qualified" intervention teachers and their paraprofessionals. The ELD (English Language Development) Program serves students that are Non-English Speakers or Limited-English Speakers by providing instruction based upon their English proficiency. Students are initially identified at enrollment through a Home Language Survey and identified students are administered the ELPAC annually. Parents are notified of the results of the assessment and designated ELD program. EL students are provided with specialized instruction in their class, as well as through extra support with an ELD paraprofessional.

## Evidence-based educational practices to raise student achievement

Teachers are provided staff development in instructional practices that align with current research, California Common Core State Standards, District Goals, and LCAP Goals. We are continuing to focus on Early Literacy and our newly revised TK program, as well as full school-wide implementation of PBIS.

## Parental Engagement

### Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Students at McKinley Primary School receive coordinated resources to ensure they acquire the knowledge, skills, and understanding of California Common Core State Standards. Additional services and supports may include Resource Based RSP, RSP, Resource Based Speech, Speech, OG based reading intervention, designated ELD and counseling. Another resource that is available to assist under-achieving students at McKinley Primary School is our Student Success Team and our Tier II PBIS Team. These teams meet regularly and consists of: the classroom teacher, an administrator, resource teacher, psychologist, counselor, and/or parent(s). Our nurse may attend if needed. Students are usually recommended to these support Teams because of difficulty associated with learning, behavior, and/or emotional needs. Data is collected, action plans are created, and students are closely monitored to determine if action plans are effective. If a student is not making progress with the created action plan, adjustments will be made by the Team and ongoing monitoring will take place. Once all interventions and supports have been exhausted, the Teams may make the recommendation for a full battery of assessments by our IEP Team.

The Special Education Program at McKinley Primary School utilizes the following information:

- \* District Adopted Curriculum
- \* Special Education Curriculum
- \* 504 Plan Guidelines
- \* Teacher Observations
- \* Parent Input
- \* Behavior Support Plan Guidelines
- \* Counselor Observations

### Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Gridley Elementary School Parent Teacher Association (GESPTA) is actively involved in the community. GESPTA serves as an additional source for feedback and input on student programs and provides funding for school activities and student materials.

Local Control and Accountability Plan (LCAP) Committee consists of administrators, teachers, parents, support staff, and community members and developed the LCAP goals and action plans.

McKinley's School Site Council consists of the principal, teachers, counselor, and parents.

English Learner Advisory Committee (ELAC) consists of our principal, teacher, and five parents of English Language Learners.

## Funding

### Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title 1, Title IIA, Title III, LCAP, EOL, ESSR I, II & III

### Fiscal support (EPC)

The allocation of categorical funds are aligned with the goals and activities outlined in the SPSA.

# Educational Partner Involvement

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

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

The following stakeholder groups were involved in the Needs Assessment, planning, and monitoring of the SPSA:

School Site Council (Meeting dates = October 25, 2022, December 8, 2022, January 24, 2023, February 21, 2023, March 23, 2023, and April 27, 2023)

ELAC/DELAC combined DELAC (Meeting dates = 11/9/22, 2/8/23, 3/8/23)

Site Leadership Team Meetings held monthly

Staff meetings held monthly

PBIS Tier I, II, and III teams held monthly

## Resource Inequities

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

Based upon an analysis of available data from EDUclimber and FASTbridge, there were no resource inequities. Adequate resources are allocated to address the learning needs of Special Education, English Learners, Homeless and Foster Youth, Socioeconomically Disadvantaged. McKinley Primary allocates money to provide alternatives to suspensions, positive behavioral incentives and increase attendance of all student groups.

Full time counseling remains a top priority at McKinley Primary School. For many students this is their only access to mental health and wellness assistance. 1:1 touchscreen chromebooks and/or iPads insure all students have access to 21st Century Learning opportunities and skill building. EL students and students of poverty often do not have adults in the home that can assist them with their reading homework in English.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.6%	0.30%	0.31%	2	1	1
African American	0.9%	0.60%	0.61%	3	2	2
Asian	1.6%	1.51%	2.45%	5	5	8
Filipino	0.3%	%	0%	1		0
Hispanic/Latino	58.2%	57.70%	57.06%	188	191	186
Pacific Islander	%	%	0%			0
White	34.4%	28.70%	34.66%	111	95	113
Multiple/No Response	1.9%	1.81%	4.91%	6	6	16
	<b>Total Enrollment</b>			323	331	326

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	184	176	178
Grade 1	139	155	148
<b>Total Enrollment</b>	323	331	326

### Conclusions based on this data:

1. Student enrollment remains stable though we expect to see an increase as we add more TK eligibility.
2. Grade level cohort sizes have remained stable.



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	52	84	73	16.10%	25.4%	22.4%
Fluent English Proficient (FEP)	8	13	10	2.50%	3.9%	3.1%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

### Conclusions based on this data:

1. The number and percentage of English Learners has remained fairly consistent over time but dropped significantly during the 2020-2021 school year.
2. Most EL students are not reclassified in Kindergarten or First Grade

# School and Student Performance Data

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	N/A	N/A	N/A												

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Conclusions based on this data:

1. Applicable to Grades 3 - 8 only

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	N/A	N/A	N/A												

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Conclusions based on this data:

1. Applicable to Grade 3 - 8 only

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	1389.5	1407.3		1401.7	1410.7		1361.0	1398.6		51	39	
<b>1</b>	1453.0	1443.1		1457.3	1438.2		1448.1	1447.3		40	46	
<b>All Grades</b>										91	85	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	1.96	7.69		29.41	28.21		47.06	43.59		21.57	20.51		51	39	
<b>1</b>	5.00	13.04		55.00	15.22		27.50	47.83		12.50	23.91		40	46	
<b>All Grades</b>	3.30	10.59		40.66	21.18		38.46	45.88		17.58	22.35		91	85	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	7.84	5.13		29.41	35.90		43.14	33.33		19.61	25.64		51	39	
<b>1</b>	20.00	13.04		42.50	23.91		22.50	43.48		15.00	19.57		40	46	
<b>All Grades</b>	13.19	9.41		35.16	29.41		34.07	38.82		17.58	22.35		91	85	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	1.96	7.69		19.61	23.08		56.86	48.72		21.57	20.51		51	39	
<b>1</b>	0.00	8.70		37.50	13.04		50.00	50.00		12.50	28.26		40	46	
<b>All Grades</b>	1.10	8.24		27.47	17.65		53.85	49.41		17.58	24.71		91	85	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	7.84	17.95		70.59	69.23		21.57	12.82		51	39	
<b>1</b>	37.50	21.74		55.00	60.87		7.50	17.39		40	46	
<b>All Grades</b>	20.88	20.00		63.74	64.71		15.38	15.29		91	85	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	7.84	0.00		58.82	64.10		33.33	35.90		51	39	
<b>1</b>	15.00	8.89		72.50	64.44		12.50	26.67		40	45	
<b>All Grades</b>	10.99	4.76		64.84	64.29		24.18	30.95		91	84	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	0.00	7.69		74.51	76.92		25.49	15.38		51	39	
<b>1</b>	7.50	13.04		77.50	45.65		15.00	41.30		40	46	
<b>All Grades</b>	3.30	10.59		75.82	60.00		20.88	29.41		91	85	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	27.45	25.64		45.10	48.72		27.45	25.64		51	39	
<b>1</b>	0.00	6.67		90.00	86.67		10.00	6.67		40	45	
<b>All Grades</b>	15.38	15.48		64.84	69.05		19.78	15.48		91	84	

**Conclusions based on this data:**

1. Significant English Language Development is occurring between kindergarten to first grade.
2. The ELPAC was administered 3 months earlier than in the past due to staffing concerns.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>331</b>	<b>76.7</b>	<b>25.4</b>	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in McKinley Primary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
<b>English Learners</b>	84	25.4
<b>Foster Youth</b>		
<b>Homeless</b>	5	1.5
<b>Socioeconomically Disadvantaged</b>	254	76.7
<b>Students with Disabilities</b>	51	15.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
<b>African American</b>	2	0.6
<b>American Indian</b>	1	0.3
<b>Asian</b>	5	1.5
<b>Filipino</b>		
<b>Hispanic</b>	191	57.7
<b>Two or More Races</b>	6	1.8
<b>Pacific Islander</b>		
<b>White</b>	95	28.7

**Conclusions based on this data:**

1. Socioeconomically disadvantaged is our largest subgroup at 76.7%
2. We have a large Hispanic population (57.7%).
3. The students with disabilities sub-group has been steadily increasing in size.

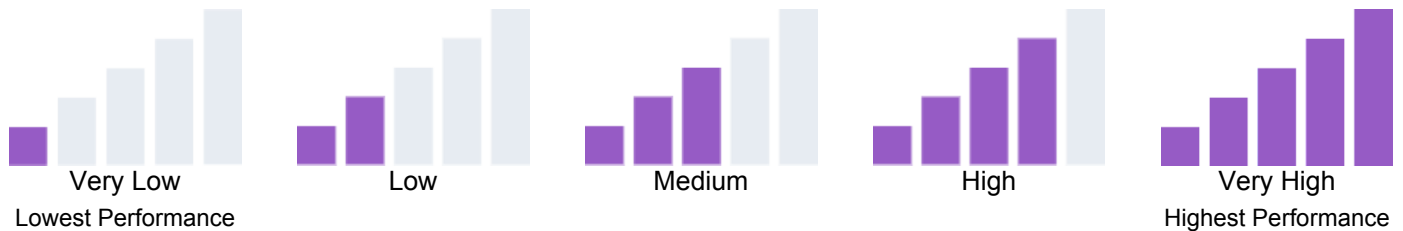


# School and Student Performance Data

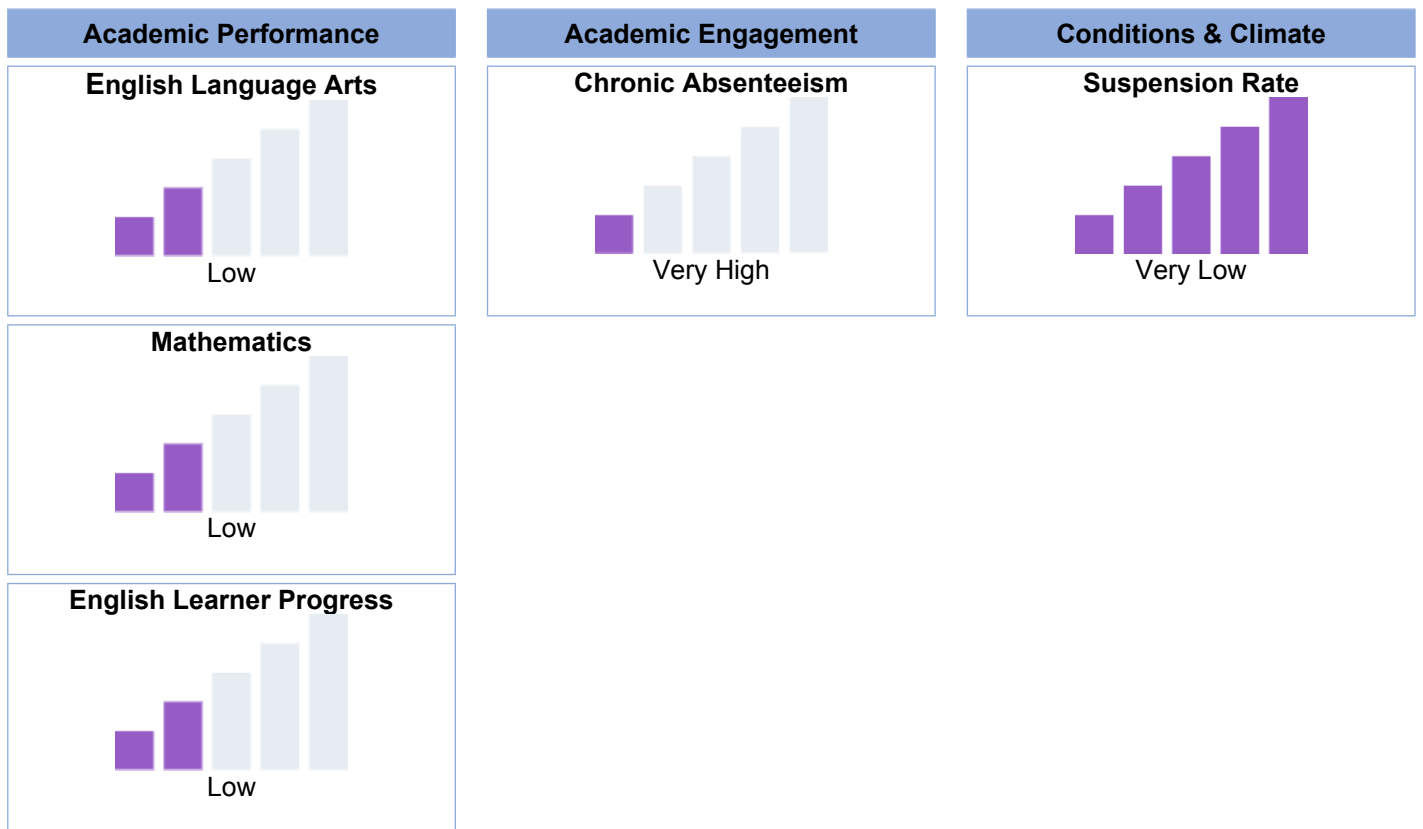
## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students



#### Conclusions based on this data:

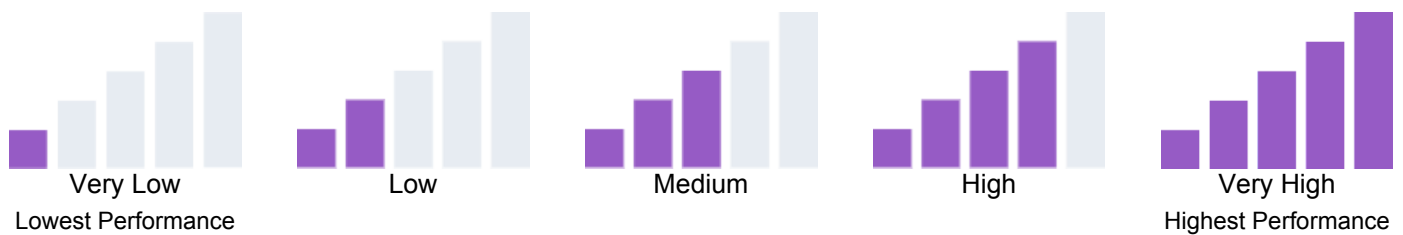
1. Academic performance levels for McKinley are actually based on Wilson's scores as we do not take the CAASPP.
2. Chronic absenteeism was in the orange before the pandemic and has become worse during the pandemic and has remained high after the pandemic, especially for TK and Kindergarten.

# School and Student Performance Data

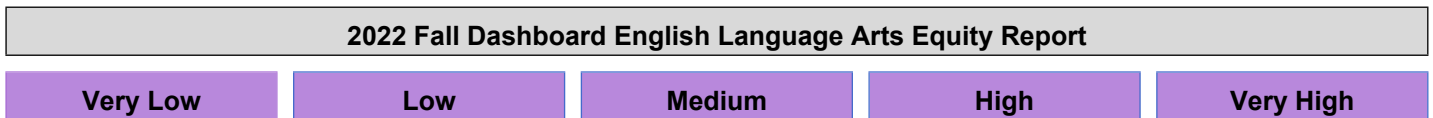
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

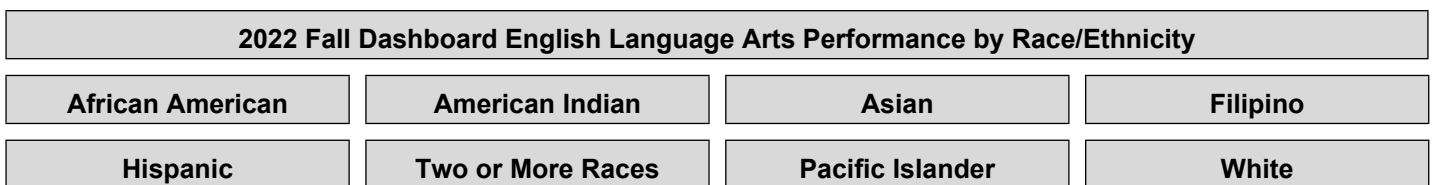
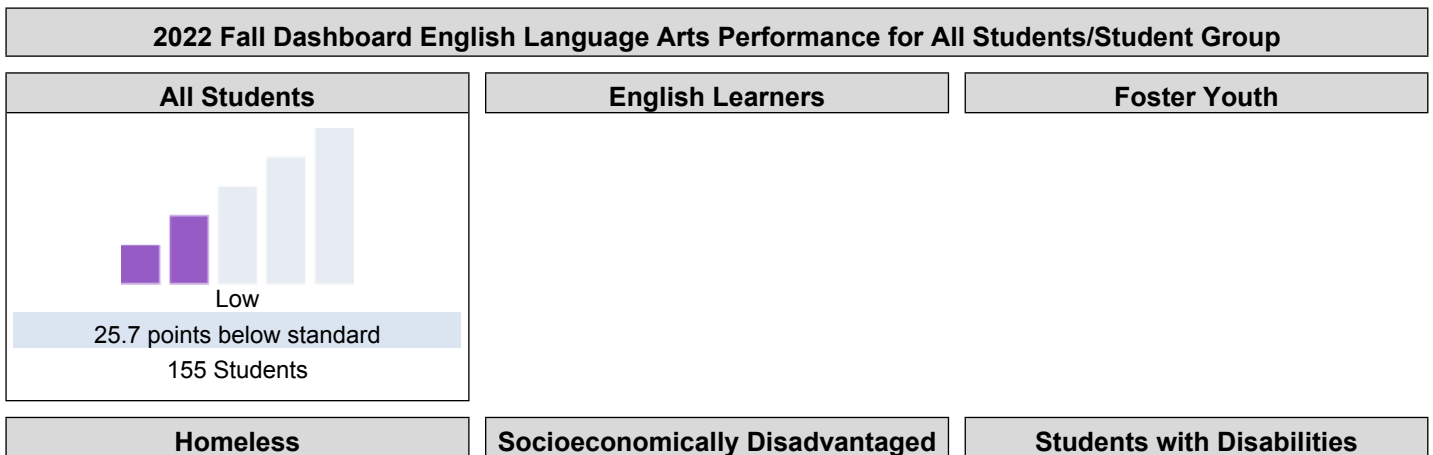
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.



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



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

**2022 Fall Dashboard English Language Arts Data Comparisons for English Learners**

**Current English Learner**

**Reclassified English Learners**

**English Only**

**Conclusions based on this data:**

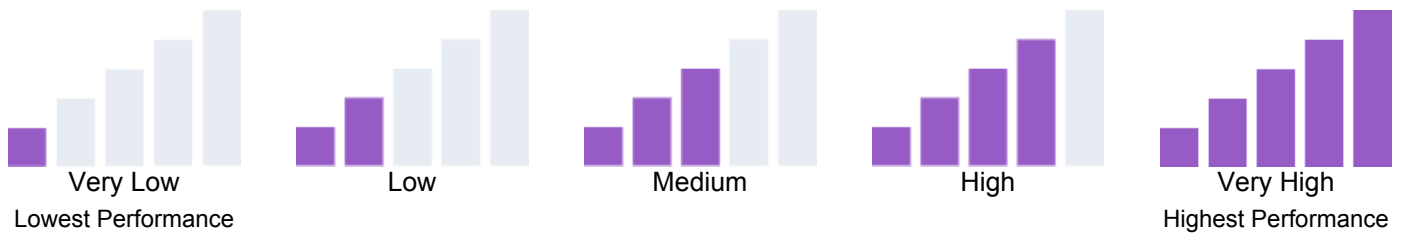
1. Applicable to Grades 3 - 8 only
2. Dashboard statistics based on numbers from Wilson,

# School and Student Performance Data

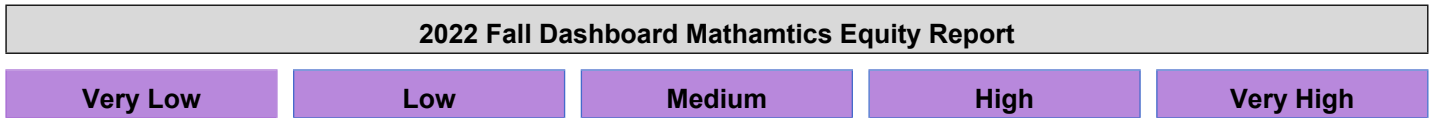
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

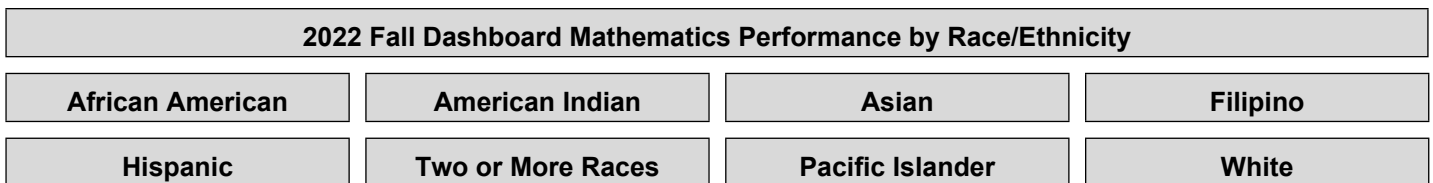
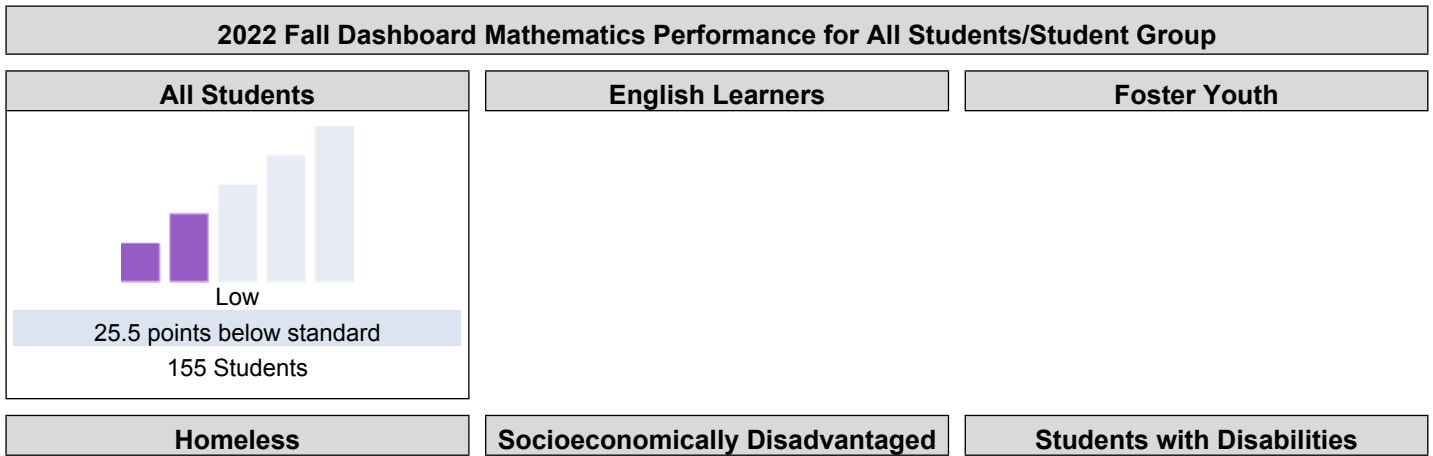
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.



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



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

**2022 Fall Dashboard Mathematics Data Comparisons for English Learners**

**Current English Learner**

**Reclassified English Learners**

**English Only**

**Conclusions based on this data:**

1. Applicable to Grade 3 - 8 only
2. Dashboard statistics based on numbers from Wilson,

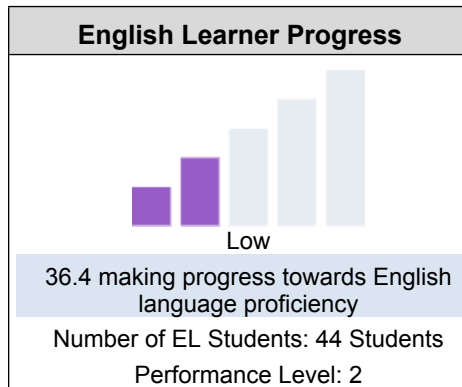
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

### 2022 Fall Dashboard English Learner Progress Indicator



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

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
43.2%	20.5%	2.3%	34.1%

#### Conclusions based on this data:

1. There was a decrease in English Learner Progress possibly due to the fact that the ELPAC was given three months earlier than normal due to staffing concerns.

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

1. Applicable only to Gridley High School



# School and Student Performance Data

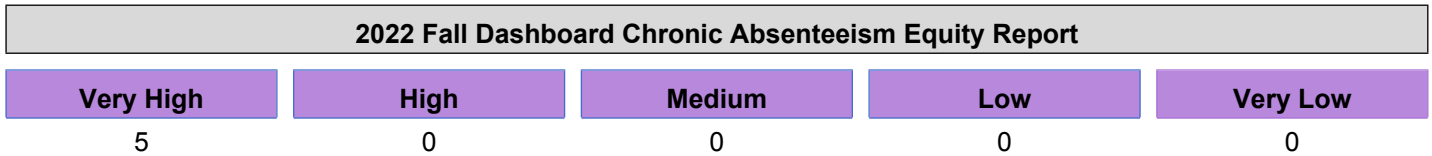
## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

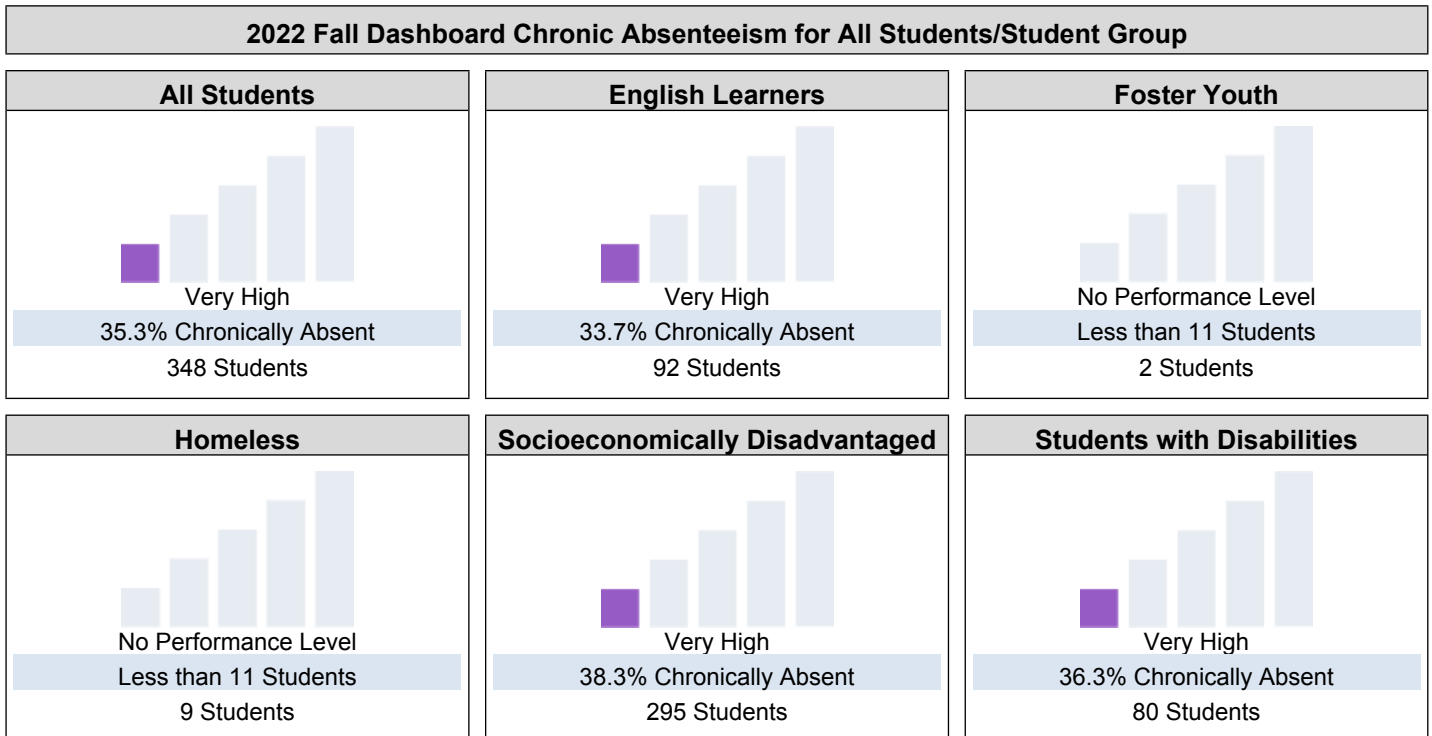
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



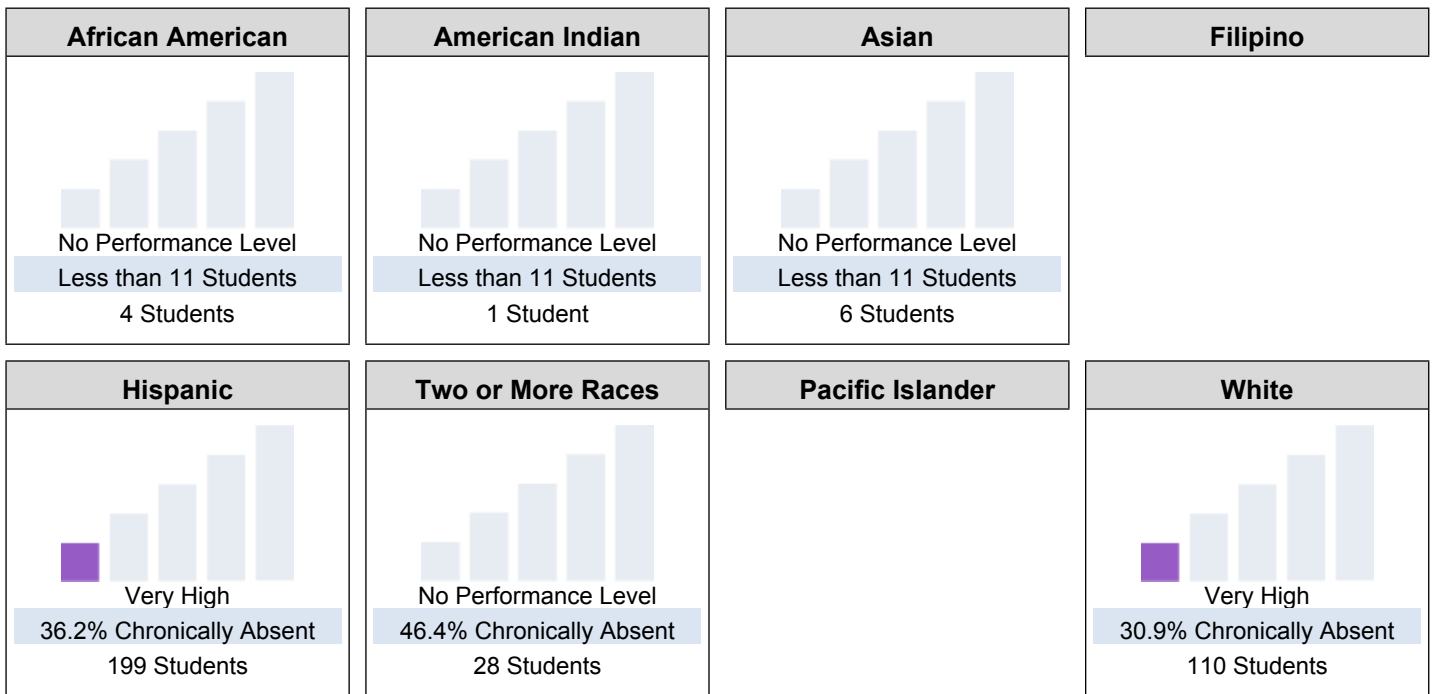
This section provides number of student groups in each level.



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



**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**



**Conclusions based on this data:**

1. Our highest absenteeism rate is among our Socioeconomically Disadvantaged students however nearly all subgroups have high chronic absenteeism equal to 1/3 of the population.
2. School Attendance Review Board (SARB) was reinstated during the Spring of 2022. To date this year, McKinley has participated in one hearing.

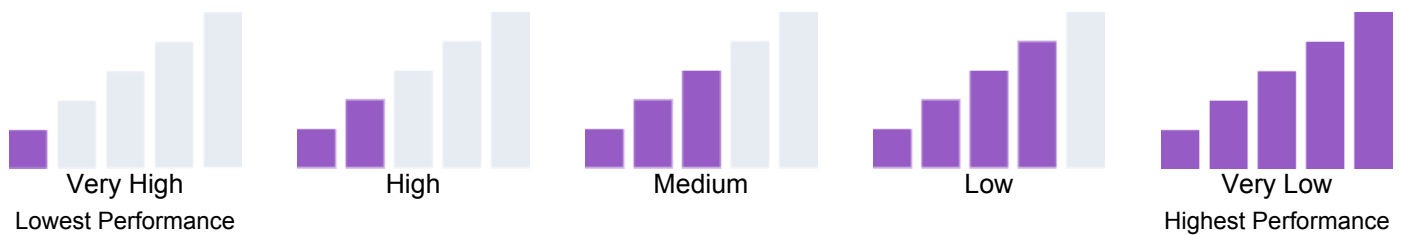


# School and Student Performance Data

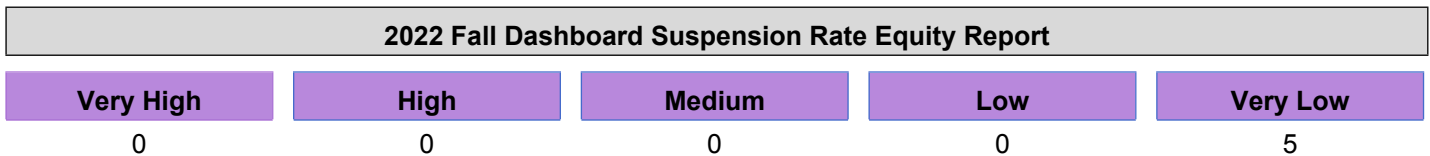
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

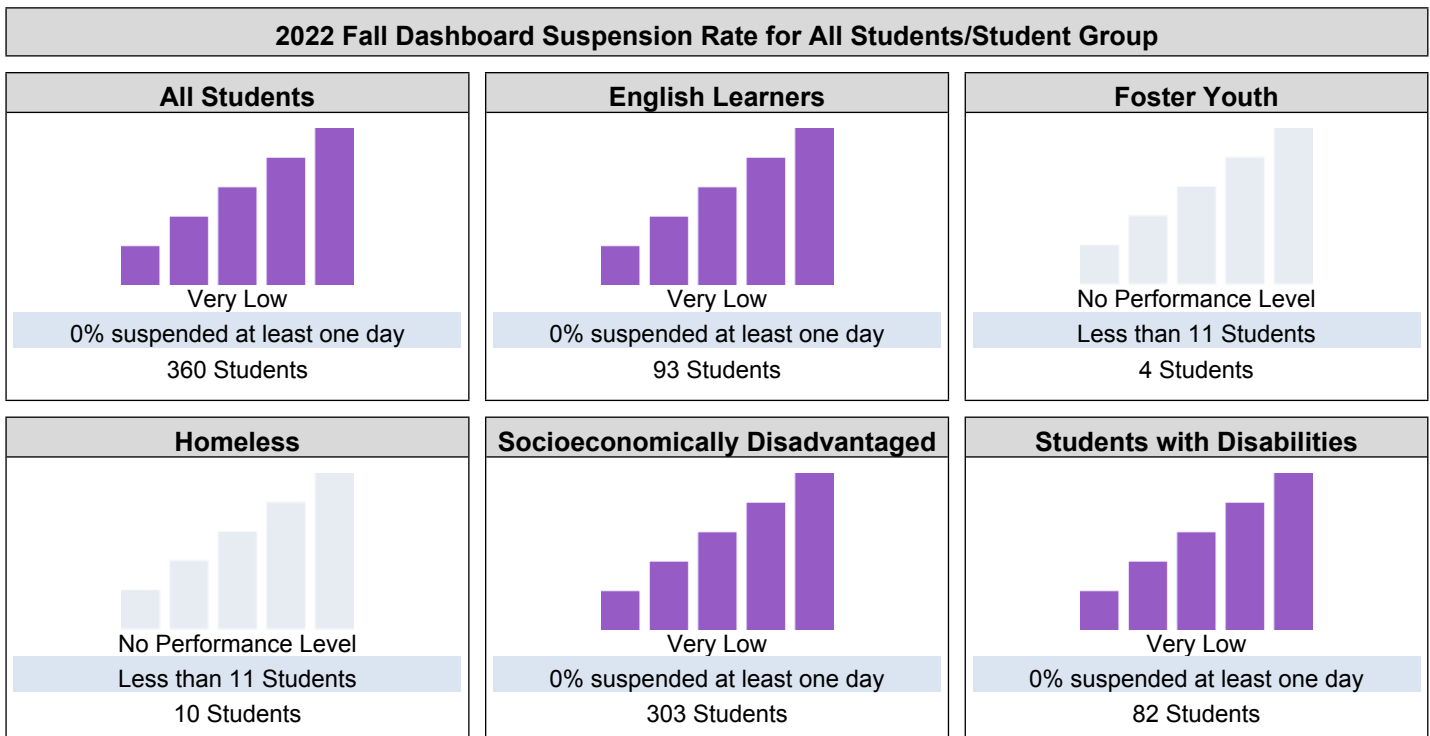
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



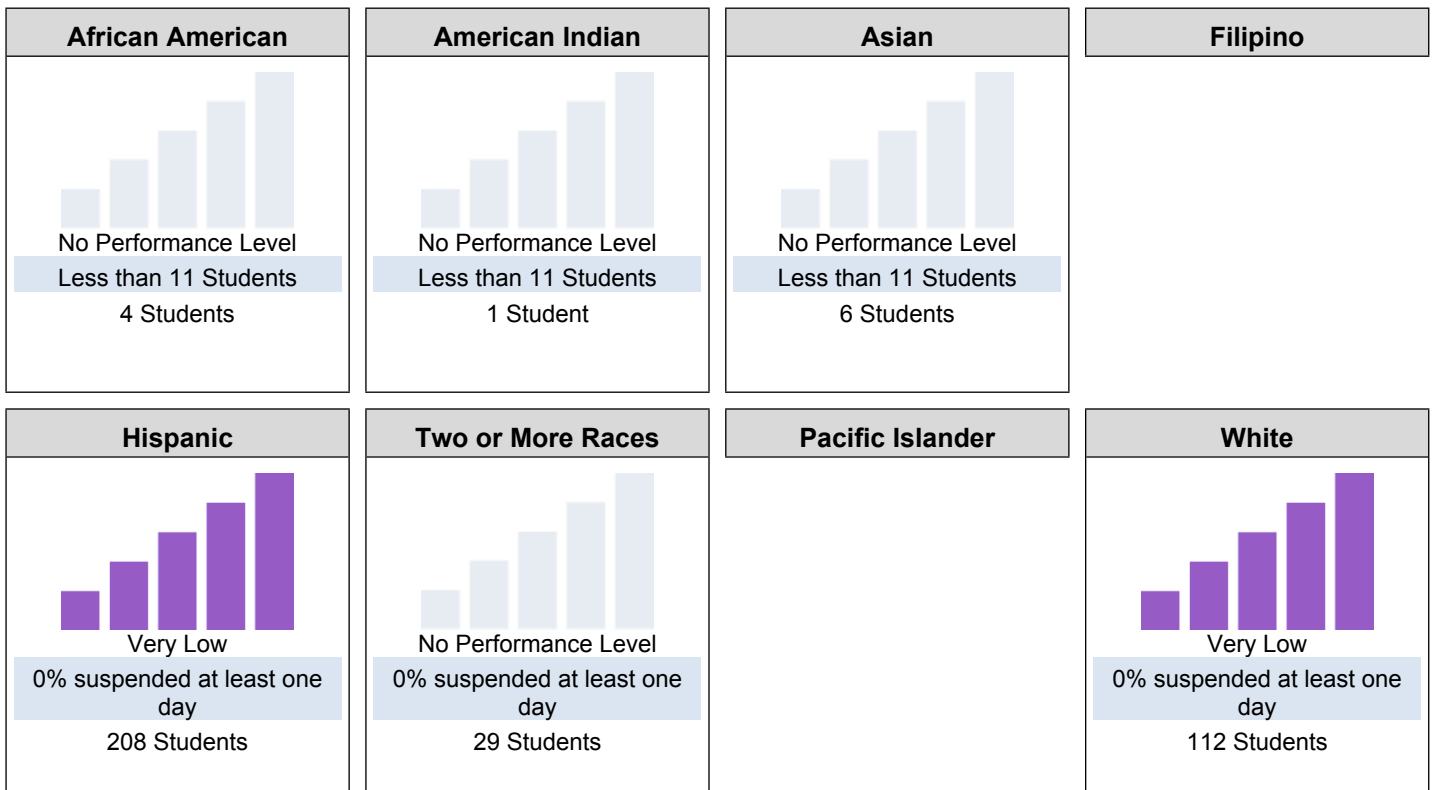
This section provides number of student groups in each level.



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



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. Suspensions remain very low at McKinley Primary School.
2. Beginning last year the entire staff is focusing on PBIS (positive behavior interventions and supports) in response to increased behavioral incidences since the pandemic.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

LCAP Goal #1 All students will have a safe and supportive school culture, climate, and learning environment that encourages physical, mental, and emotional health.

## Goal 1

Maintain a positive school climate and reduce the number of students who are chronically absent from school.

## Identified Need

The lasting impact of COVID19 including weakened immune systems and poor immune development prior to school, has continued to affect our absenteeism rate. We continue to focus on creating a more welcoming school environment to counteract the isolation of COVID protocols these last few years. Continuing to build connections and feelings of belonging to their school is helping students be more receptive to learning and reducing absenteeism. There is also a need to teach and model character development and social emotional regulation. The entire McKinley staff is working to become more intentional and consistent in communicating and teaching expectations school-wide. Students continue to need guidance and reinforcement in social and emotional interactions. Increase in TK will result in increased number of students in need of assistance with emotional regulation as well as an increase in the number of students on an IEP. Parent involvement in school has increased but there is still a need to connect parents to the school in order to encourage the partnership between students to their school and ensure school success. The SSC team agreed on the continued need for opportunities such as music, PE, art and other non-core but high engagement subjects both structured and non-structured.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rate	All students = 35%	Improve all metrics by 5%
Student survey	Student survey question "Do you feel safe talking to grown-ups at school if you have a problem?" = 92% Student survey question What are the four "Be's" at McKinley? = 96%	Improve all metrics by 2%/year
Parent satisfaction	82% of parents were satisfied with the education their child is receiving from McKinley and could offer no other suggestions.	Improve parent satisfaction to 85%
Number of parents volunteering on campus	60% of classes have at least 1 parent volunteer	Two regular parent volunteers per class.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Home/school communication	Communication was mainly through a weekly school newsletter and SeeSaw announcements during the 21-22 school year. Parent Square was introduced this school year. 44% of parents are currently receiving notifications through the app. 100% are "contactable".	60% of families will engage with Parent Square through the app

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

### Strategy/Activity 1

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

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

All students

#### Strategy/Activity

Maintain full time SEL school counselor to provide Tier 1, 2, and 3 interventions with students and support teachers in implementing Tier 1 SEL lessons in their classrooms.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

107,011

Source(s)

LCFF

### Strategy/Activity 2

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

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

All students

#### Strategy/Activity

Maintain the Wellness/Sensory Center that can be used as a pre-escalation/de-escalation space for students who need to "reset" or receive sensory input before they continue with their current activity. The wellness center will be staffed by a classified employee (7 hrs) and overseen by the school counselor. Support incentives tied to CICO and other positive student behavioral reinforcements. Purchase sensory items to be utilized in the Wellness Room, Learning Center, and checked out for classroom use.

#### Proposed Expenditures for this Strategy/Activity

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



Amount(s)

24,556

5000

Source(s)

ESSER III

LCFF

### Strategy/Activity 3

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

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

All students

Strategy/Activity

Utilize the Purposeful People Curriculum to teach, model and reinforce life skills. Utilize strategies aligned to the Purposeful People curriculum to address student behavior. Recognize and Reward Student of the Week based on PP life skills. Train all teachers in Purposeful People curriculum.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2000

Source(s)

LCFF

### Strategy/Activity 4

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

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

All students

Strategy/Activity

Implement Attendance Improvement Plans for eligible students. Incentivize and recognize both exceptional attendance as well as improved attendance.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3000

Source(s)

LCFF

### Strategy/Activity 5

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

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

All students

Strategy/Activity

Purchase food and supplies for parent engagement and outreach.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

2000

Source(s)

LCFF

**Strategy/Activity 6****Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Implement PBIS strategies, including the teaching of common expectations and language. Purchase incentives for students. Train all teachers in PBIS. Send PBIS Team to the state PBIS conference.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

12000

Source(s)

LCFF

7000

Title II Part A: Improving Teacher Quality

**Strategy/Activity 7****Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Employ noon duty supervisors to ensure adequate supervision during unstructured times of the day as well as provide a structured play option (i.e. recess). Increase coverage as TK numbers increase.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

20,000

Source(s)

ESSER III

**Strategy/Activity 8****Students to be Served by this Strategy/Activity**

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

All 1st Grade Students

Strategy/Activity

Continue PE instruction

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

32000

LCFF

**Strategy/Activity 9**

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

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

All students

Strategy/Activity

Add more developmentally appropriate play opportunities on the playground for students to engage with during unstructured time.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

4000

LCFF

2000

Other

# Annual Review

**SPSA Year Reviewed: 2022-23**

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

## ANALYSIS

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

We continued to employ a full time counselor which resulted in weekly Tier 1 SEL lessons in all classrooms, Tier 2 services with small groups and a decrease in repeated undesirable behaviors. 16% of our students received regular, school based counseling. 100% of students received Tier 1 instruction in Purposeful People SEL curriculum through push in services by the counselor. Chronic absenteeism continues to be negatively impacted by student illness. We are building our capacity around PBIS with the addition of a Tier II team and fidelity walk throughs.

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

While attendance plans were implemented for students with specific absenteeism concerns, this was not implemented school wide based solely on a number of absences. PBIS became a larger school focus than originally planned due to the increased undesirable behaviors we were experiencing at the outset of the school year. Due to this change in focus more money was invested into supporting a Tier 1 PBIS team and to increase support for students such as incentives. Wellness center was not staffed during a maternity leave mid-year. Increased LCFF funding allowed teachers to purchase games and manipulatives to support executive functioning skills, emotional regulation and general SEL.

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.

New strategies and budgets were added and/or maintained for increased SEL support through the Wellness Center, structured play at recess, and PBIS implementation & reinforcement plus opportunities for engagement in music and PE.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

All students will graduate from high school ready for college or career.

## Goal 2

Fully Align Curriculum, Instruction, and Assessments with Current Research in Early Literacy Instruction and Second Language Acquisition.

## Identified Need

Most EL students enter kindergarten with little to no English and score "emerging" on the initial ELPAC. These students makeup nearly 1/3 of each classroom. In addition many of these students, as well as students from poverty, enter school without the pre-literacy background needed to began their reading instruction. Teachers need ongoing support to stay current with the research into best practices for early literacy as well as ELD instruction. New phonics books, supplies, and supplementary curricular materials are needed to support the implementation of these research based practices. In addition, instructional aides need training in these methods as well. Many students need one on one and/or small group support in order to learn to read as they are not getting the support at home.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Benchmark Assessments - FASTBridge	A new assessment system was implemented this year. 42% of kinder and 32% of 1st grade students were at or above benchmark at the beginning of the school year.	80% of students will leave McKinley at above grade level in reading as measured by FAST Bridge universal screener.
Summative ELPAC	85% of kinders improved by at least 1 descriptor between their initial ELPAC in Fall of 2020 and their summative ELPAC in Spring of 2021.	All students will improve their summative ELPAC score by 1 descriptor level/year between kindergarten and 1st grade.

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

## Strategy/Activity 1

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

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

All students

Strategy/Activity

Continue to fund 2 Reading Intervention Teachers

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
151,558	LCFF
63,304	Title I
17,264	Title IV Part A: Student Support and Academic Enrichment

### Strategy/Activity 2

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

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

All students

#### Strategy/Activity

Maintain Instructional Aides for additional student support and differentiation during ELA/ELD. Provide IAs with training and collaboration time with classroom teachers (Buy back days, weekend or after school "academies" led by McKinley teachers and/or include IAs in professional development opportunities with teachers.)

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
223,321	LCFF - Supplemental
12,000	LCFF - Supplemental
57,157	General Fund
5,000	ESSER III

### Strategy/Activity 3

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

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

EL students

#### Strategy/Activity

Provide additional pull out services for ELs for designated ELD utilizing an ELD instructional aide. Support this effort with supplies & supplemental curriculum as needed for ELD students to increase language exposure and practice. Provide bilingual books for parent engagement and literacy support.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,000	Title III
32,000	ESSER III

### Strategy/Activity 4

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

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

All students

#### Strategy/Activity

Support all teachers and IAs in research supported instructional practices and routines for reading through ongoing training and/or coaching.  
 Support personalized PD during 1 PLC meeting/month.  
 Train kinder teachers in Step Up to Writing.  
 Provide training in best practices for ELD instruction as needed.  
 Provide coaching and training support for newly adopted math curriculum.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
8,000	LCFF
1,000	Title III

### Strategy/Activity 5

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

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

All students

#### Strategy/Activity

Purchase text sets, and other supports (such as ink for printing text sets) for research supported ELA instruction

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10000	Lottery: Instructional Materials

### Strategy/Activity 6

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

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

All Students

### Strategy/Activity

Purchase classroom/resource materials to support core instruction.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10000

Source(s)

LCFF

## Annual Review

### SPSA Year Reviewed: 2022-23

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

## ANALYSIS

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

Two Reading Intervention teachers were employed during the school year. 35 students were served in Reading Intervention. Hands On English program was utilized with EL students by the ELD aide. Staff development and PLC meetings were supported with facilitation from both the TOSAs and administration. Instructional Aide support was utilized in the classrooms to create small, differentiated groups of learners.

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

Money was used to purchase additional decodable readers as well as a school subscription to TpT for connected text sets. Many teachers attended webinars and other online trainings in literacy topics as well as SEL topics. Whole staff training was completed during the summer in research supported literacy instruction. Team leads in 1st and kinder will attend 5 day dyslexia training in June, 4 more teachers will attend this same training this upcoming June.

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.

ELD materials were purchased during 2022, but ELD instruction will require ongoing support and resources. Teachers could use ongoing support and training in ELD strategies. Decodable readers were purchased for both kinder and first grade.



# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

All students will achieve proficiency in core subject areas as measured by state assessment data (CAASPP/CAST).

## Goal 3

Support an engaging and meaningful first exposure to Math & Science in order to build a strong foundation and promote student achievement in these core subjects.

## Identified Need

Kindergarten has a limited half-day schedule in which all core subjects must be taught. In order to address all the required standards, both kinder and first grade teachers must integrate multiple subjects into a lesson. Historically, it has been difficult to find time for science in kindergarten. A new math curriculum was adopted and implemented this school year (Go Math). Teachers received some initial training and coaching support in the new curriculum. New science and social studies curricula were adopted and purchased to be implemented in the upcoming school year as the previous curricula is outdated and missing

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District benchmark assessments in Math	<p>Kindergarten = K.CC.1 (50% met benchmark @ Tri 2)</p> <p>Kindergarten = K.CC.3 (85% met benchmark @ Tri 2)</p> <p>Kindergarten = K.CC.5 (71% met benchmark @ Tri 2)</p> <p>Kindergarten = K.OA.4 (74% met benchmark @ Tri 2)</p> <p>Kindergarten = K.G.2 (71% met benchmark @ Tri 2)</p> <p>1st Grade = 1.NBT.1 (62% met benchmark @ Tri 2)</p> <p>1st Grade = 1.OA.6 (73% met benchmark @ Tri 2)</p> <p>The Math curriculum will change for the upcoming year and the assessments will be different although they will assess the same standards.</p>	Increase the number of students meeting benchmarks for chosen standards by 10%
Administrative observations/walk throughs of Science Lessons	Kindergarten = limited to no Science observed	Kindergarten = 2-3 science lessons observed per month

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	1st grade = 3 of 3 science standards taught	1st grade = 3/3 NGSS standards taught and assessed

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

### Strategy/Activity 1

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

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

All students

#### Strategy/Activity

McKinley Primary School will implement a PLC Model (Professional Learning Communities) and focus on Common Core State Standards in the areas of Mathematics and the NGSS. The kindergarten/TK schedule has been adjusted to allow for weekly PLC meetings in kindergarten. Teams will unpack the scope and sequence of the new curriculum and align their lesson plans and assessments. Increased supervision time is needed to allow for the collaboration time.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3000

Source(s)

LCFF

### Strategy/Activity 2

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

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

All students

#### Strategy/Activity

Provide release time for teachers to participate in peer observations of high leverage instructional strategies & to complete district benchmark assessments in ELA & math.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4,000

Source(s)

LCFF - Supplemental

### Strategy/Activity 3

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

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

All students

Strategy/Activity

Provide refreshments during PLCs and Teacher/IA Training

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

1,000

Source(s)

LCFF - Supplemental

**Strategy/Activity 4**

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

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

All students

Strategy/Activity

Fund a family stem/science night.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

2500

Source(s)

Parent-Teacher Association (PTA)

4000

LCFF

**Strategy/Activity 5**

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

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

All students

Strategy/Activity

Purchase classroom/resource materials to support core instruction.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

10000

Source(s)

LCFF

# Annual Review

## SPSA Year Reviewed: 2022-23

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

### ANALYSIS

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

Teachers continued to meet in PLC teams and utilize their common assessments. Students were identified for intervention and extra assistance based upon those assessments. Teachers used the assessment data to adjust their own instructional practices and differentiate for students as well. Data walls were used to track reading acquisition in all students throughout the year in PLCs.

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

Science materials were not purchased yet as there was no implementation in kindergarten. Adoption of a new curriculum this upcoming year will include the hands on materials needed to implement the program.

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.

Hands on science materials will be paid for through the adoption and purchase of the new curriculum.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 4

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

### Strategy/Activity 1

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

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

### Strategy/Activity 1

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

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$838,671.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$63,304.00
Title II Part A: Improving Teacher Quality	\$7,000.00
Title III	\$4,000.00
Title IV Part A: Student Support and Academic Enrichment	\$17,264.00

Subtotal of additional federal funds included for this school: \$91,568.00

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 (\$)
ESSER III	\$81,556.00
General Fund	\$57,157.00
LCFF	\$353,569.00
LCFF - Supplemental	\$240,321.00
Lottery: Instructional Materials	\$10,000.00
Other	\$2,000.00
Parent-Teacher Association (PTA)	\$2,500.00

Subtotal of state or local funds included for this school: \$747,103.00

Total of federal, state, and/or local funds for this school: \$838,671.00



# School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members
- N/A Secondary Students

Name of Members	Role
Kimberley Kemmis	Principal
Melody McDowell	Parent or Community Member
Shannon Hayes	Parent or Community Member
Betty Barajas	Parent or Community Member
Ana Corona	Parent or Community Member
Jenna Moffitt	Parent or Community Member
Toni Ormachea	Other School Staff
Debie Foster	Classroom Teacher
Stephanie Olson	Classroom Teacher
Dawn Brynnan	Other School Staff

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

Special Education Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on April 27, 2023.

Attested:

Principal, Kimberley Kemmis on 4/27/2023

SSC Chairperson, Melody McDowell on 4/27/2023

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Educational Partner Involvement**

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

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

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

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

## **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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



# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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

# Appendix B:

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

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

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

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

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

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

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

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

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

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

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

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

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