

# School Plan for Student Achievement (SPSA)

| School Name         | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|---------------------|-----------------------------------|--|---------------------------|
| Mt. McKinley School | 07100740120444                    | 6/2/2025                               | 6/11/2025                 |

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

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

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

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

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

|                    |
|--------------------|
| Schoolwide Program |
|--------------------|

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

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# Plan Description

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

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

## Schoolwide Program

The Single Plan for Student Achievement is written to outline Mt. McKinley School's schoolwide program for the 2025/26 school year. The 2025/26 plan focuses on implementing strategies that support the needs of all students, while also targeting resources for students who are currently being underserved.

Mt. McKinley School's school plan is aligned to the requirements of ESSA and the Agency's Local Control and Accountability Plan (LCAP). The school's goals and metrics are similar to the goals and metrics outlined in the LCAP. The development of the plan included a comprehensive needs assessment taking into account information on academic achievement of students, and particularly, the needs of students who are failing, or are at-risk of failing, to meet the challenging state academic standards. The plan includes a description of the strategies that will be used to bring about school improvement, including how the strategies will provide opportunities for all students, including each student group, to meet the state standards. Additionally, the plan will describe how Mt. McKinley School will strengthen the academic program, improve learning time, and support enriched and accelerated curriculum as well as address the needs of all students in the school, particularly those at-risk of not meeting the state standards.

# Educational Partner Involvement

How, when, and with whom did Mt. McKinley 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

School educational partners met through the School Site Council (SSC), ensuring parity of the SSC team to review progress on previous SPSA goals and to develop new goals addressing current school needs. These plans are also reviewed for input from all school staff at staff meetings and a wide variety of community stakeholders at public meetings.

The draft SPSA is presented to the SSC for a vote, and if approved, goes to the CCCOE Board of Education for review and approval.

The school held two meetings to develop and review the 2025/26 Single Plan for Student Achievement (SPSA). This procedure ensured that participants actively participated in orientation on the budget, the Agency's LCAP goals, the annual update, and the course of action the site would take to ensure the SPSA was the overarching guide for agency initiatives.

Educational partner engagement included opportunities for parents and community members to discuss, review and comment on the SPSA. All meetings discussed the actions for the 2025/26 school year, reviewed data on some of these actions, and had the opportunity to ask questions and make suggestions regarding the actions outlined in the 2025/26 SPSA. Student representatives were also invited to participate in the SPSA review process. Students received information on the SPSA, reviewed data, looked at the actions and services, then provided input on the SPSA at School Site Council

The School Site Council reviewed all data, comments and questions as a group. The team identified patterns and trends in the comments and worked to address the concerns and suggestions for the 2025/26 SPSA.

SPSA Engagement Meetings included:

Staff Meeting: 5/21/2025

School Site Council - 4/23/2025, 6/2/2025

# Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. This section is required for all schools eligible for ATSI and CSI.

## Comprehensive Needs Assessment Components

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

### California School Dashboard (Dashboard) Indicators

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

Mt. McKinley School has no red or orange indicators in any of the seven indicators listed on the California School Dashboard due to our low student enrollment. This prevents dashboard indicators from being identified with less than 11 students for privacy concerns.

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

While Mt. McKinley School has no red or orange indicators in any of the seven indicators listed on the California School Dashboard due to our low student enrollment, our students did score 333 points below standard in ELA, and 348 points below standard in Math on the CAASPP. Academic performance is an area of focus for Mt. McKinley School.

### Other Needs

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

In addition to increasing rigor in our classrooms, Mt. McKinley is also focused on increasing college and career opportunities for our students. Our goal is to have a fully staffed Career and Technical Education team and fully developed and available CTE pathways in both options (Computer Science and Residential and Commercial Construction) as well as dual enrollment options for students.

# School and Student Performance Data

## Student Enrollment

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

### Enrollment By Student Group

| Student Enrollment by Subgroup |                       |        |        |                    |       |       |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group                  | Percent of Enrollment |        |        | Number of Students |       |       |
|                                | 21-22                 | 22-23  | 23-24  | 21-22              | 22-23 | 23-24 |
| American Indian                | 2.04%                 | 0%     | %      | 1                  | 0     |       |
| African American               | 51.02%                | 58.82% | 47.22% | 25                 | 30    | 17    |
| Asian                          | 2.04%                 | 1.96%  | %      | 1                  | 1     |       |
| Filipino                       | 2.04%                 | 3.92%  | %      | 1                  | 2     |       |
| Hispanic/Latino                | 26.53%                | 27.45% | 38.89% | 13                 | 14    | 14    |
| Pacific Islander               | %                     | 0%     | %      | 0                  | 0     |       |
| White                          | 8.16%                 | 7.84%  | 13.89% | 4                  | 4     | 5     |
| Two or More Races              | 8.16%                 | 0%     | %      | 4                  | 0     |       |
| Not Reported                   | %                     | 0%     | %      | 0                  | 0     |       |
| Total Enrollment               |                       |        |        | 49                 | 51    | 36    |

### Enrollment By Grade Level

| Student Enrollment by Grade Level |                    |       |       |
|-----------------------------------|--------------------|-------|-------|
| Grade                             | Number of Students |       |       |
|                                   | 21-22              | 22-23 | 23-24 |
| Grade 8                           | 1                  | 1     |       |
| Grade 9                           | 20                 | 21    | 12    |
| Grade 10                          | 8                  | 15    | 17    |
| Grade 11                          | 13                 | 9     | 4     |
| Grade 12                          | 7                  | 5     | 3     |
| Total Enrollment                  | 49                 | 51    | 36    |

#### Conclusions based on this data:

1. Student population is trending down over the previous three school years.
2. Mt. McKinley School has a disproportionate number of African-American and Hispanic/Latino students enrolled when compared with the population of Contra Costa County.
3. Less than 15% of students enrolled were identified as White.

# School and Student Performance Data

## English Learner (EL) Enrollment

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

| English Learner (EL) Enrollment               |                    |       |       |                     |       |       |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group                                 | Number of Students |       |       | Percent of Students |       |       |
|   | 21-22              | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 |
| English Learners                              | 8                  | 6     | 5     | 16.3%               | 11.8% | 14.7% |
| Fluent English Proficient (FEP)               | 1                  | 5     | 4     | 2.0%                | 9.8%  | 11.8% |
| Reclassified Fluent English Proficient (RFEP) | 0                  |       |       | 0.00%               |       |       |

### Conclusions based on this data:

1. The percentage of enrolled students who are identified as English Learners increased from the 2022/23 school year, representing a larger portion of our school population.
2. We are not identifying students as Reclassified Fluent English Proficient (RFEP).
3. School stakeholders noted that the population of English Learners represents a growing portion of our school population and present a significant area of growth for curriculum needs in our school program.

# School and Student Performance Data

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

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

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

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

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

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|  | 21-22                  | 22-23 | 23-24 | 21-22                | 22-23 | 23-24 | 21-22                     | 22-23 | 23-24 | 21-22                         | 22-23 | 23-24 |
| Grade 7                                |                        |       | *     |                      |       | *     |                           |       | *     |                               |       |       |
| Grade 8                                |                        |       | 4     |                      |       | 4     |                           |       | 4     |                               |       | 100   |
| Grade 11                               | 12                     | 13    | 9     | 5                    | 0     | 7     | 5                         | 0     | 7     | 41.7                          | 0.0   | 77.8  |
| All Grades                             | 12                     | 13    | 15    | 5                    | 0     | 12    | 5                         | 0     | 12    | 41.7                          | 0.0   | 80    |

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

| Overall Achievement for All Students |                  |       |       |                     |       |       |                |       |       |                       |       |       |                    |       |       |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level                          | Mean Scale Score |       |       | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 21-22            | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22          | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22              | 22-23 | 23-24 |
| Grade 7                              |                  |       | *     |                     |       | *     |                |       | *     |                       |       | *     |                    |       | *     |
| Grade 8                              |                  |       | *     |                     |       | *     |                |       | *     |                       |       | *     |                    |       | *     |
| Grade 11                             | *                |       | *     | *                   |       | *     | *              |       | *     | *                     |       | *     | *                  |       | *     |
| All Grades                           | N/A              | N/A   | N/A   | *                   |       | 0.00  | *              |       | 0.00  | *                     |       | 50.00 | *                  |       | 50.00 |

| Reading<br>Demonstrating understanding of literary and non-fictional texts |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |
| Grade 7  |                  |       | *     |                       |       | *     |                  |       | *     |
| Grade 8  |                  |       | *     |                       |       | *     |                  |       | *     |
| Grade 11   | *                |       | *     | *                     |       | *     | *                |       | *     |
| All Grades   | *                |       | *     | *                     |       | *     | *                |       | *     |

| Writing<br>Producing clear and purposeful writing |                  |       |       |                       |       |       |                  |       |       |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                       | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|   | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |
| Grade 7   |                  |       | *     |                       |       | *     |                  |       | *     |
| Grade 8   |                  |       | *     |                       |       | *     |                  |       | *     |
| Grade 11  | *                |       | *     | *                     |       | *     | *                |       | *     |
| All Grades  | *                |       | *     | *                     |       | *     | *                |       | *     |

| Listening<br>Demonstrating effective communication skills |                  |       |       |                       |       |       |                  |       |       |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level   | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|   | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |
| Grade 7   |                  |       | *     |                       |       | *     |                  |       | *     |
| Grade 8   |                  |       | *     |                       |       | *     |                  |       | *     |
| Grade 11  | *                |       | *     | *                     |       | *     | *                |       | *     |
| All Grades  | *                |       | *     | *                     |       | *     | *                |       | *     |

| Research/Inquiry<br>Investigating, analyzing, and presenting information |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |
| Grade 7  |                  |       | *     |                       |       | *     |                  |       | *     |
| Grade 8  |                  |       | *     |                       |       | *     |                  |       | *     |
| Grade 11   | *                |       | *     | *                     |       | *     | *                |       | *     |
| All Grades   | *                |       | *     | *                     |       | *     | *                |       | *     |

#### Conclusions based on this data:

1. The past three years of data indicate an increase in the number of 8th grade students who were enrolled. There was a decrease in the number of 11th grade students enrolled in 2023/24.
2. Due to the small number of eligible students, there is a lack of data available indicating student achievement or areas of growth (for anonymity).
3. School stakeholders noted the challenges of implementing statewide assessments with a transient population of students.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

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

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|  | 21-22                  | 22-23 | 23-24 | 21-22                | 22-23 | 23-24 | 21-22                     | 22-23 | 23-24 | 21-22                         | 22-23 | 23-24 |
| Grade 7                                |                        |       | *     |                      |       | *     |                           |       | *     |                               |       |       |
| Grade 8                                |                        |       | 4     |                      |       | 4     |                           |       | 4     |                               |       | 100   |
| Grade 11                               | 12                     | 14    | 9     | 4                    | 0     | 7     | 4                         | 0     | 7     | 33.3                          | 0.0   | 77.8  |
| All Grades                             | 12                     | 14    | 15    | 4                    | 0     | 12    | 4                         | 0     | 12    | 33.3                          | 0.0   | 80    |

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

| Overall Achievement for All Students |                  |       |       |                     |       |       |                |       |       |                       |       |       |                    |       |       |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level                          | Mean Scale Score |       |       | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 21-22            | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22          | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22              | 22-23 | 23-24 |
| Grade 7                              |                  |       | *     |                     |       | *     |                |       | *     |                       |       | *     |                    |       | *     |
| Grade 8                              |                  |       | *     |                     |       | *     |                |       | *     |                       |       | *     |                    |       | *     |
| Grade 11                             | *                |       | *     | *                   |       | *     | *              |       | *     | *                     |       | *     | *                  |       | *     |
| All Grades                           | N/A              | N/A   | N/A   | *                   |       | 0.00  | *              |       | 0.00  | *                     |       | 0.00  | *                  |       | 100.0 |

| Concepts & Procedures<br>Applying mathematical concepts and procedures |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |
| Grade 7  |                  |       | *     |                       |       | *     |                  |       | *     |
| Grade 8  |                  |       | *     |                       |       | *     |                  |       | *     |
| Grade 11   | *                |       | *     | *                     |       | *     | *                |       | *     |
| All Grades   | *                |       | *     | *                     |       | *     | *                |       | *     |

| <b>Problem Solving &amp; Modeling/Data Analysis</b><br><b>Using appropriate tools and strategies to solve real world and mathematical problems</b> |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |
| Grade 7  |                  |       | *     |                       |       | *     |                  |       | *     |
| Grade 8  |                  |       | *     |                       |       | *     |                  |       | *     |
| Grade 11   | *                |       | *     | *                     |       | *     | *                |       | *     |
| All Grades   | *                |       | *     | *                     |       | *     | *                |       | *     |

| <b>Communicating Reasoning</b><br><b>Demonstrating ability to support mathematical conclusions</b> |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |
| Grade 7  |                  |       | *     |                       |       | *     |                  |       | *     |
| Grade 8  |                  |       | *     |                       |       | *     |                  |       | *     |
| Grade 11   | *                |       | *     | *                     |       | *     | *                |       | *     |
| All Grades   | *                |       | *     | *                     |       | *     | *                |       | *     |

**Conclusions based on this data:**

1. The past three years of data indicate an increase in the number of enrolled students who are eligible for the CAASPP Mathematics assessment due to their grade level (only for our 8th and 11th grade students).
2. Due to the small number of eligible students, there is a lack of data available indicating student achievement or areas of growth (for anonymity).
3. Stakeholders noted that local assessments indicate our reading and mathematics assessments show students are scoring below grade-level.

# School and Student Performance Data

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

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

## ELPAC Results

| ELPAC Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students |         |       |       |               |       |       |                  |       |       |                           |       |       |
|--|---------|-------|-------|---------------|-------|-------|------------------|-------|-------|---------------------------|-------|-------|
| Grade Level  | Overall |       |       | Oral Language |       |       | Written Language |       |       | Number of Students Tested |       |       |
|  | 21-22   | 22-23 | 23-24 | 21-22         | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 | 21-22                     | 22-23 | 23-24 |
| 9  | *       | *     | *     | *             | *     | *     | *                | *     | *     | *                         | 4     | *     |
| 11   |         | *     | *     |               | *     | *     |                  | *     | *     | 0                         | *     | *     |
| 12   | *       | *     | *     | *             | *     | *     | *                | *     | *     | *                         | *     | *     |
| All Grades   |         |       |       |               |       |       |                  |       |       | 5                         | 6     | 6     |

| Overall Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|   | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| 9   | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| 11  |         | *     | *     |         | *     | *     |         | *     | *     |         | *     | *     |                          | *     | *     |
| 12  | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| All Grades  | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |

| Oral Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|--|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level  | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|  | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| 9  | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| 11   |         | *     | *     |         | *     | *     |         | *     | *     |         | *     | *     |                          | *     | *     |
| 12   | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| All Grades   | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |

| Written Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|   | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| 9   | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| 11  |         | *     | *     |         | *     | *     |         | *     | *     |         | *     | *     |                          | *     | *     |
| 12  | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| All Grades  | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |

| Listening Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|   | 21-22          | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22     | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| 9   | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 11  |                | *     | *     |                     | *     | *     |           | *     | *     |                          | *     | *     |
| 12  | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| All Grades  | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |

| Speaking Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|--|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level  | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|  | 21-22          | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22     | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| 9  | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 11   |                | *     | *     |                     | *     | *     |           | *     | *     |                          | *     | *     |
| 12   | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| All Grades   | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |

| Reading Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|   | 21-22          | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22     | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| 9   | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 11  |                | *     | *     |                     | *     | *     |           | *     | *     |                          | *     | *     |
| 12  | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| All Grades  | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |

| Writing Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|   | 21-22          | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22     | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| 9   | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 11  |                | *     | *     |                     | *     | *     |           | *     | *     |                          | *     | *     |
| 12  | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| All Grades  | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |

**Conclusions based on this data:**

1. Due to the small number of eligible students who were tested, data on student achievement is not provided to protect anonymity.
2. Mt. McKinley will continue to work on the implementation of Designated and Integrated ELD supports.
3. Stakeholders noted the increasing density of English Learners within our school population.

# School and Student Performance Data

## Student Population

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

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

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

| 2023-24 Student Population                                |  |  |   |
|---|--|--|---|
| Total Enrollment  | Socioeconomically Disadvantaged  | English Learners   | Foster Youth  |
| 36  | 100%   | 13.9%  | 13.9%   |
| Total Number of Students enrolled in Mt. McKinley School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2023-24 Enrollment for All Students/Student Group |       |            |
|---|-------|------------|
| Student Group                                     | Total | Percentage |
| English Learners                                  | 5     | 13.9%      |
| Foster Youth                                      | 5     | 13.9%      |
| Homeless  | 0     | 0.0%       |
| Socioeconomically Disadvantaged                   | 36    | 100%       |
| Students with Disabilities                        | 17    | 47.2%      |

| Enrollment by Race/Ethnicity |       |            |
|------------------------------|-------|------------|
| Student Group                | Total | Percentage |
| African American             | 17    | 47.2%      |
| American Indian              | 0     | 0.0%       |
| Asian                        | 0     | 0.0%       |
| Filipino                     | 0     | 0.0%       |
| Hispanic                     | 14    | 38.9%      |
| Two or More Races            | 0     | 0.0%       |
| Pacific Islander             | 0     | 0.0%       |
| White                        | 5     | 13.9%      |

### Conclusions based on this data:

1. Students with Disabilities are disproportionately represented at Mt. McKinley School.

2. African-American students are disproportionately represented at Mt. McKinley School.

# School and Student Performance Data

## Overall Performance








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

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

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



### 2024 Fall Dashboard Overall Performance for All Students

| Academic Performance   | Academic Engagement   | Conditions & Climate   |
|--|---|--|
| <div>English Language Arts</div> <div></div> <div>No Performance Color</div>     | <div>Graduation Rate</div> <div></div> <div>No Performance Color</div>      | <div>Suspension Rate</div> <div></div> <div>Blue</div> |
| <div>Mathematics</div> <div></div> <div>No Performance Color</div>              | <div>Chronic Absenteeism</div> <div></div> <div>No Performance Color</div> |  |
| <div>English Learner Progress</div> <div></div> <div>No Performance Color</div> |   |  |
| <div>College/Career</div> <div></div> <div>No Performance Color</div>           |   |  |

**Conclusions based on this data:**

1. Due to the small number of eligible students who were tested, data on student achievement is not provided to protect anonymity and several indicators are not reported in ELA and Mathematics.
2. Mt. McKinley did not suspend any students in the 2024/25 school year. Alternatives to Suspension were used when applicable and appropriate.
3. Mt. McKinley can focus on increasing college and career options to high school students such as dual enrollment and relevant CTE pathways and completing industry standard certifications.

# School and Student Performance Data

## Academic Performance English Language Arts

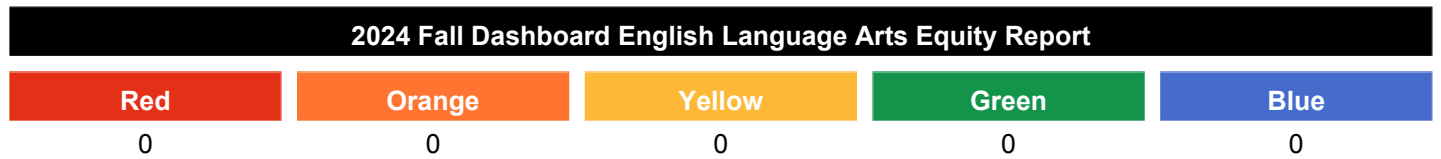
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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











This section provides number of student groups in each level.



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

| 2024 Fall Dashboard English Language Arts Performance for All Students/Student Group   |   |   |
|--|---|---|
| <div>All Students</div> <div></div> <div>No Performance Color<br/>Less than 11 Students</div> <div>6 Students</div> | <div>English Learners</div> <div></div> <div>No Performance Color<br/>Less than 11 Students</div> <div>1 Student</div> | <div>Long-Term English Learners</div> <div></div> <div>No Performance Color<br/>Less than 11 Students</div> <div>1 Student</div>       |
| <div>Foster Youth</div> <div></div> <div>No Performance Color<br/>Less than 11 Students</div> <div>1 Student</div>  | <div>Homeless</div> <div></div> <div>No Performance Color<br/>0 Students</div> <div></div>                             | <div>Socioeconomically Disadvantaged</div> <div></div> <div>No Performance Color<br/>Less than 11 Students</div> <div>6 Students</div> |

|   |   |   |
|---|---|---|
| <b>Students with Disabilities</b><br><br>No Performance Color<br>Less than 11 Students<br><br>4 Students | <b>African American</b><br><br>No Performance Color<br>Less than 11 Students<br><br>3 Students | <b>American Indian</b><br><br>No Performance Color<br>0 Students                       |
| <b>Asian</b><br><br>No Performance Color<br>0 Students   | <b>Filipino</b><br><br>No Performance Color<br>0 Students                                      | <b>Hispanic</b><br><br>No Performance Color<br>Less than 11 Students<br><br>2 Students |
| <b>Two or More Races</b><br><br>No Performance Color<br>Less than 11 Students<br><br>0 Students          | <b>Pacific Islander</b><br><br>No Performance Color<br>0 Students                              | <b>White</b><br><br>No Performance Color<br>Less than 11 Students<br><br>1 Student     |

**Conclusions based on this data:**

1. Due to the small number of eligible students who were tested, data on student achievement is not provided to protect anonymity and several indicators are not reported.
2. Increasing student participation and completion of Statewide Testing will provide clear indicators of student progress and needs.
3. Stakeholders highlighted the importance of literacy skills and developing appropriate reading interventions to support our enrolled students.

# School and Student Performance Data

## Academic Performance Mathematics

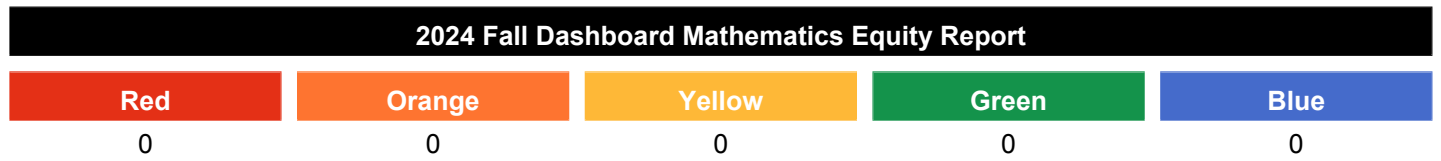
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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











This section provides number of student groups in each level.



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

| 2024 Fall Dashboard Mathematics Performance for All Students/Student Group   |   |   |
|--|---|---|
| <div>All Students</div> <div></div> <div>No Performance Color<br/>Less than 11 Students</div> <div>6 Students</div> | <div>English Learners</div> <div></div> <div>No Performance Color<br/>Less than 11 Students</div> <div>1 Student</div> | <div>Long-Term English Learners</div> <div></div> <div>No Performance Color<br/>Less than 11 Students</div> <div>1 Student</div>       |
| <div>Foster Youth</div> <div></div> <div>No Performance Color<br/>Less than 11 Students</div> <div>1 Student</div>  | <div>Homeless</div> <div></div> <div>No Performance Color<br/>0 Students</div> <div></div>                             | <div>Socioeconomically Disadvantaged</div> <div></div> <div>No Performance Color<br/>Less than 11 Students</div> <div>6 Students</div> |

|   |   |   |
|---|---|---|
| <b>Students with Disabilities</b>  <p>No Performance Color<br/>Less than 11 Students</p> <p>4 Students</p> | <b>African American</b>  <p>No Performance Color<br/>Less than 11 Students</p> <p>3 Students</p> | <b>American Indian</b>  <p>No Performance Color<br/>0 Students</p>                       |
| <b>Asian</b>  <p>No Performance Color<br/>0 Students</p>   | <b>Filipino</b>  <p>No Performance Color<br/>0 Students</p>                                      | <b>Hispanic</b>  <p>No Performance Color<br/>Less than 11 Students</p> <p>2 Students</p> |
| <b>Two or More Races</b>  <p>No Performance Color<br/>Less than 11 Students</p> <p>0 Students</p>          | <b>Pacific Islander</b>  <p>No Performance Color<br/>0 Students</p>                              | <b>White</b>  <p>No Performance Color<br/>Less than 11 Students</p> <p>1 Student</p>     |

**Conclusions based on this data:**

1. Mt. McKinley provides literacy-based instruction in mathematics with supplements from Illustrative Mathematics
2. Mt. McKinley will plan for an increase in Professional Development and Math intervention supports, like our data-based Reading Intervention.
3. Due to the small number of eligible students who were tested, data on student achievement is not provided to protect anonymity and several indicators are not reported.

# School and Student Performance Data



## Academic Performance English Learner Progress

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

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

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

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

| 2024 Fall Dashboard English Learner Progress Indicator   |  |
|--|--|
| English Learner Progress   | Long-Term English Learner Progress   |
| <div></div> <div>No Performance Color<br/>making progress.</div> <div>Number Students: 3 Students</div> | <div></div> <div>No Performance Color<br/>making progress.</div> <div>Number Students: 3 Students</div> |

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

| 2024 Fall Dashboard Student English Language Acquisition Results |   |                            |                                       |
|--|---|----------------------------|---------------------------------------|
| Decreased<br>One ELPI Level                                      | Maintained ELPI Level 1,<br>2L, 2H, 3L, or 3H | Maintained<br>ELPI Level 4 | Progressed At Least<br>One ELPI Level |

### Conclusions based on this data:

- Due to the small number of eligible students who were tested, data on student achievement is not provided to protect anonymity and several indicators are not reported.
- Mt. McKinley has increased its focus on the identification and reclassification of English Learners who are identified as Students with Disabilities.
- Mt. McKinley has implemented a new Designated English Language Development intervention program which will provide students with daily, standards-based ELD intervention.

# School and Student Performance Data

## Academic Performance College/Career Report

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

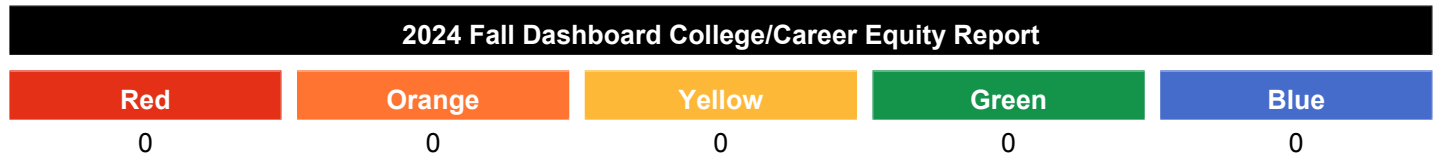
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

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







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




This section provides number of student groups in each level.



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

| 2024 Fall Dashboard College/Career Performance for All Students/Student Group   |   |  |
|---|---|--|
| <div>All Students</div> <div></div> <div>No Performance Color</div> <div>0 Prepared</div> <div>Maintained 0</div> <div>22 Students</div> | <div>English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students 0</div> <div>3 Students</div> | <div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students 0</div> <div>2 Students</div>                  |
| <div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students 0</div> <div>3 Students</div>             | <div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students 0</div> <div>1 Student</div>          | <div>Socioeconomically Disadvantaged</div> <div></div> <div>No Performance Color</div> <div>0 Prepared</div> <div>Maintained 0</div> <div>22 Students</div> |

|  |  |   |
|--|--|---|
| <b>Students with Disabilities</b>  <p>No Performance Color<br/>Less than 11 Students 0</p> <p>10 Students</p> | <b>African American</b>  <p>No Performance Color<br/>0 Prepared</p> <p>0</p> <p>11 Students</p> | <b>American Indian</b>  <p>No Performance Color<br/>0 Students</p>                         |
| <b>Asian</b>  <p>No Performance Color<br/>0 Students</p>  | <b>Filipino</b>  <p>No Performance Color<br/>0 Students</p>                                     | <b>Hispanic</b>  <p>No Performance Color<br/>Less than 11 Students 0</p> <p>9 Students</p> |
| <b>Two or More Races</b>  <p>No Performance Color<br/>0 Students</p>  | <b>Pacific Islander</b>  <p>No Performance Color<br/>0 Students</p>                             | <b>White</b>  <p>No Performance Color<br/>Less than 11 Students 0</p> <p>2 Students</p>    |

**Conclusions based on this data:**

1. Two high school students were dually enrolled in college classes during the 2024/25 school year
2. CTE courses for Residential & Commercial Construction as well as Computer Science are now established.
3. Increasing concurrent enrollment opportunities for our high school students is a priority.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

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







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



This section provides number of student groups in each level.



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

| 2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group  |  |  |
|---|--|--|
| <div>All Students</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>5 Students</div> | <div>English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>1 Student</div> | <div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>   |
| <div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>2 Students</div> | <div>Homeless</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>   | <div>Socioeconomically Disadvantaged</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>5 Students</div> |

|  |   |   |
|--|---|---|
| <b>Students with Disabilities</b>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p> | <b>African American</b>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p> | <b>American Indian</b>  <p>No Performance Color</p> <p>0 Students</p>  |
| <b>Asian</b>  <p>No Performance Color</p> <p>0 Students</p>   | <b>Filipino</b>  <p>No Performance Color</p> <p>0 Students</p>   | <b>Hispanic</b>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p> |
| <b>Two or More Races</b>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>           | <b>Pacific Islander</b>  <p>No Performance Color</p> <p>0 Students</p>   | <b>White</b>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>   |

**Conclusions based on this data:**

1. Chronic Absenteeism is not a concern for Mt. McKinley School due to the nature of our program. Students reside in our facility and attendance concerns are only outliers when addressing specific student needs.
2. Mt. McKinley will rely on MTSS interventions to monitor student attendance needs, when applicable.

# School and Student Performance Data

## Academic Engagement Graduation Rate

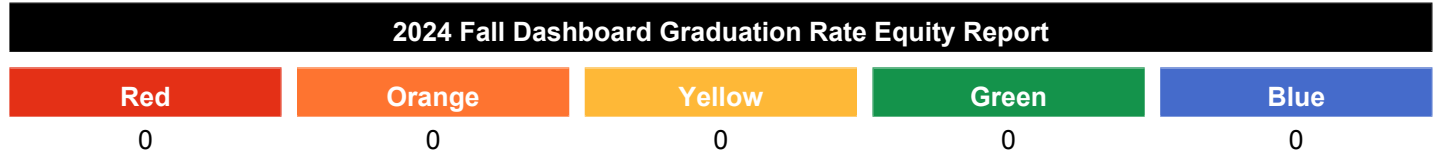
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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



This section provides number of student groups in each level.



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

| 2024 Fall Dashboard Graduation Rate for All Students/Student Group  |   |   |
|---|---|---|
| <div>All Students</div> <div></div> <div>No Performance Color</div> <div>34.8% graduated</div> <div>Declined 34.8%</div> <div>23 Students</div>              | <div>English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>3 Students</div> | <div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>2 Students</div> |
| <div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>4 Students</div> | <div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>1 Student</div>          | <div>Socioeconomically Disadvantaged</div> <div></div> <div>No Performance Color</div> <div>34.8% graduated</div> <div>Declined 34.8%</div> <div>23 Students</div>         |

|  |  |   |
|--|--|---|
| <b>Students with Disabilities</b><br><br>No Performance Color<br>36.4% graduated<br>11 Students | <b>African American</b><br><br>No Performance Color<br>33.3% graduated<br>12 Students | <b>American Indian</b><br><br>No Performance Color<br>0 Students   |
| <b>Asian</b><br><br>No Performance Color<br>0 Students  | <b>Filipino</b><br><br>No Performance Color<br>0 Students                             | <b>Hispanic</b><br><br>No Performance Color<br>Fewer than 11 students - data not displayed for privacy<br>9 Students |
| <b>Two or More Races</b><br><br>No Performance Color<br>0 Students                              | <b>Pacific Islander</b><br><br>No Performance Color<br>0 Students                     | <b>White</b><br><br>No Performance Color<br>Fewer than 11 students - data not displayed for privacy<br>2 Students    |

**Conclusions based on this data:**

1. Our student population is transient and graduation rates are hard to measure, as students enter and leave our program mid-year without notice.
2. During the 2023/24 School Year, 13 students graduated from Mt. McKinley School.
3. Our graduation rate decreased 38%. This is due to the transient nature of our school population.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

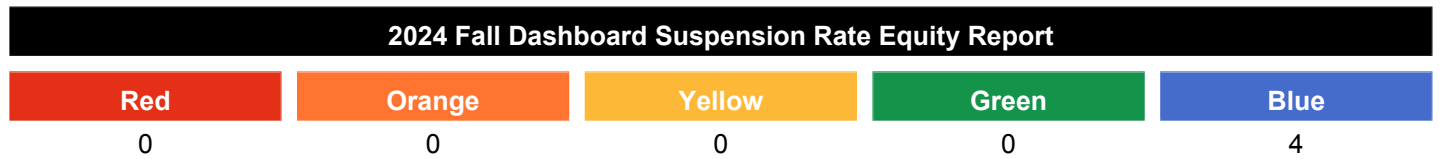
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












This section provides number of student groups in each level.



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

| 2024 Fall Dashboard Suspension Rate for All Students/Student Group  |   |   |
|---|---|---|
| <div>All Students</div> <div></div> <div>Blue</div> <div>0% suspended at least one day</div> <div>Maintained 0%</div> <div>192 Students</div>                | <div>English Learners</div> <div></div> <div>No Performance Color</div> <div>0% suspended at least one day</div> <div>Maintained 0%</div> <div>33 Students</div> | <div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0% suspended at least one day</div> <div>Maintained 0%</div> <div>25 Students</div> |
| <div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0% suspended at least one day</div> <div>Maintained 0%</div> <div>32 Students</div> | <div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>1 Student</div>          | <div>Socioeconomically Disadvantaged</div> <div></div> <div>Blue</div> <div>0% suspended at least one day</div> <div>Maintained 0%</div> <div>192 Students</div>           |

|  |  |   |
|--|--|---|
| <b>Students with Disabilities</b><br><br>Blue<br>0% suspended at least one day<br>Maintained 0%<br>37 Students    | <b>African American</b><br><br>Blue<br>0% suspended at least one day<br>Maintained 0%<br>78 Students                | <b>American Indian</b><br><br>No Performance Color<br>Fewer than 11 students - data not displayed for privacy<br>1 Student |
| <b>Asian</b><br><br>No Performance Color<br>Fewer than 11 students - data not displayed for privacy<br>5 Students | <b>Filipino</b><br><br>No Performance Color<br>Fewer than 11 students - data not displayed for privacy<br>1 Student | <b>Hispanic</b><br><br>Blue<br>0% suspended at least one day<br>Maintained 0%<br>73 Students                               |
| <b>Two or More Races</b><br><br>No Performance Color<br>0% suspended at least one day<br>14 Students              | <b>Pacific Islander</b><br><br>No Performance Color<br>0 Students   | <b>White</b><br><br>No Performance Color<br>0% suspended at least one day<br>Maintained 0%<br>20 Students                  |

#### Conclusions based on this data:

1. Since 7/1/2022, Mt. McKinley has not had a single day of student suspension.
2. High staff to student ratios support increased interventions for students which offset behaviors before they can reach the level of a suspension.
3. Mt. McKinley can increase their Alternates to Suspension options and overall behavior intervention and tracking to better support the behavioral needs of our student population.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

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

#### **Equitable, High-Quality Instructional Programs**

By June 2026, Mt. McKinley School will observe an increase in student academic achievement (85% growth in ELA and 68% growth in mathematics based on local assessments) and increased evidence of English Language Development progress for our students by executing equitable, high quality instructional programs and provide educational options to ensure every student graduates college and career ready.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Within three years, execute equitable, high quality instructional programs and provide educational options to ensure all students graduate college and career ready (2025 CCCOE LCAP Goal 1)

### Identified Need

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

The School Site Council, school staff, parents / guardians, and school community has analyzed the academic performance of all student groups on both local and statewide assessments, ELPAC Tests, and graduation rates. Mt. McKinley School students benefit from a high staff to student ratio, increased and speedy implementation of AB2306 credit reductions when applicable, regular monitoring of student transcripts and academic progress, Professional Development on academic supports and needs of students, increased intervention resources and supports, and monitoring of student progress.

### Annual Measurable Outcomes

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

| Metric/Indicator   | Baseline/Actual Outcome  | Expected Outcome   |
|--|--|--|
| William's Reports on Access to Instructional Materials   | 100% of students had access to Instructional Materials   | Maintain 100% access to Instructional Materials as determined by William's Reports.                                  |
| Renaissance Star Math reports on student proficiency   | 68% of students made growth in Mathematics Renaissance Star tests  | In mathematics the average percentile ranking for each Renaissance Star administration will increase to 75% overall. |
| Renaissance Star Reading reports on student proficiency  | 70% of students made growth in reading Renaissance Star tests  | In reading, the average percentile ranking for each Renaissance Star administration will increase to 85% overall.    |
| A-G Coursework Completion Rate<br>All Students<br>English Learners<br>Foster Youth<br>Socio-economically Disadvantaged | A-G Coursework Completion Rate<br>All Students - 100%<br>English Learners - 100%<br>Foster Youth - 100%<br>Socio-economically Disadvantaged - 100% | Maintain 100% of students completing A-G Coursework in all student subgroups   |
| CTE Pathway Course Completion  | 25 students completed a course in a CTE Pathway  | 30 students will complete a CTE course towards a CTE pathway.  |

|  |   |  |
|--|---|--|
| MTSS Goals                             | During 2024/25 school year, Mt. McKinley School identified 3 MTSS goals (academic, behavior, social-emotional) to address and implement.      | By 2025/26, the school will utilize the MTSS team to create a fourth MTSS goal in the area of equity.  |
| English Learner Reclassification rates | During the 2024/25 school year, Mt. McKinley School identified 0 students as eligible for Reclassification as Fully English Proficient (RFEP) | During the 2025/26 school year, Mt. McKinley will Reclassify as Fully English Proficient (RFEP) 1 student, based on ELPAC performance and meeting additional reclassification criterion. |

## Strategies/Activities

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

| Strategy/<br>Activity # | Description  | Students to be Served | Proposed Expenditures  |
|-------------------------|--|-----------------------|--|
| 1.1                     | 2.925 FTE (4 Employees) Instructional Assistants to provide additional educational support in the classroom and after school.  | All Students          | 208,593<br>Title I Part D<br>2000-2999: Classified Personnel Salaries<br>Instructional Assistants<br><br>132,308<br>Title I Part D<br>3000-3999: Employee Benefits<br>Benefits                                     |
| 1.2                     | English 3D Curriculum and Professional Development (Aligns with LCAP Goal 1.2)   | English Learners      | 31,244<br>LCFF Equity Multiplier<br>5800: Professional/Consulting Services And Operating Expenditures<br>Designated English Language Development Program<br>Coaching and Support (Aligns with LCAP Goal 1.2)       |
| 1.3                     | Teacher on Special Assignment to support the development and implementation of high quality curriculum and instruction for all students. (Aligns to LCAP Goal 1.1)   | All Students          | 69,308.63<br>LCFF Equity Multiplier<br>1000-1999: Certificated Personnel Salaries<br>Aligns to LCAP Goal 1.1<br><br>36,771.74<br>LCFF Equity Multiplier<br>3000-3999: Employee Benefits<br>Aligns to LCAP Goal 1.1 |
| 1.4                     | Provide professional development/coaching on systematic literacy instruction and effective instructional practices for teachers, instructional assistants and site administrators. This action includes instructional materials. (Aligns with LCAP Goal 1.4) | All Students          | 30,000<br>Student Support and Enrichment Grant<br>5800: Professional/Consulting Services And Operating Expenditures<br>Aligns with LCAP Goal 1.4   |
| 1.5                     | Develop History/Social Studies course materials to meet the Ethnic Studies requirement in the state of California (Aligns to LCAP Goal 1.7)  | All Students          | 2,000<br>Student Support and Enrichment Grant  |

| Strategy/<br>Activity # | Description  | Students to be Served | Proposed Expenditures  |
|-------------------------|--|-----------------------|--|
|                         |  |                       | 5800: Professional/Consulting Services And Operating Expenditures<br>Aligns to LCAP Goal 1.7                                       |
| 1.6                     | Continue to provide instructional materials for all students. Replenish Board Adopted Curriculum each year. (Aligns to LCAP Goal 1.11) | All Students          | 30,000<br>Student Support and Enrichment Grant<br>5000-5999: Services And Other Operating Expenditures<br>Aligns to LCAP Goal 1.11 |
| 1.7                     | Math Intervention and Professional Development   | All Students          | 15,000<br>LCFF Equity Multiplier<br>5800: Professional/Consulting Services And Operating Expenditures                              |

## Annual Review

### SPSA Year Reviewed: 2024-25

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

### Analysis

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

Mt. McKinley School completed 9 of the 9 strategies identified in the 2024/25 SPSA. During the 2024/25 school year, Mt. McKinley maintained additional support staff for all students (Instructional Assistants), purchased and began implementation of a Designated English Language Development curriculum, implemented the Incarceration to College program, provided supports for Special Education case managers, provide training and support for staff surrounding the Ethnic Studies implementation, increased support and reports for statewide assessments, and provided additional trainings and implementation of curriculum, as well as ensured curriculum stock is refreshed, when needed. While we implemented all action items, our student ELA scores dropped, comparing their Initial assessment compared to a students 90-day post-test.

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

There were no major differences between the intended implementation and budgeted expenditures and the implemented strategies identified to meet the articulated goals last year.

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

We are maintaining the budgeted allotment for Instructional Materials. Funding for additional classroom support (Action Item 1.1) will remain. This will allow Mt. McKinley School to better support student academic achievement in the classroom in the pursuit of providing high quality educational programs,

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

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

#### School Culture and Engagement

By June 2026, Mt. McKinley School will establish secure, inclusive, and inviting learning environments that foster increased student engagement and connection to school by increasing the number of student celebration opportunities and utilizing student progress data to implement appropriate supports and interventions.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Establish secure, inclusive, and inviting learning environments that foster increased student engagement and connection to school (2024 CCCOE LCAP Goal 2)

### Identified Need

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

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards. Data used to inform this goal are: suspension and behavior referrals, California Healthy Kids Surveys, review of ILPs, Student School Climate Surveys, Parent and Staff Surveys, and staff input..

The CHKS surveys from the 2023-24 school year show that 43% of our students felt a connectedness to our school and only 63% of students felt motivated academically. Only 34% of staff felt there was adequate support for Social Emotional learning and supports for students. Mt. McKinley can benefit from additional support in the area of Social Emotional Learning strategies and increasing opportunities for student engagement and recognition.

### Annual Measurable Outcomes

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

| Metric/Indicator   | Baseline/Actual Outcome  | Expected Outcome  |
|--|--|---|
| Facilities in Good Repair  | Facilities in Good Repair 2023-24:<br>MM received a rating of "Good" in all areas on the 2023 Facility Inspection Tool (FIT).                      | Facilities in Good Repair 2025/26<br>MM will receive a rating of "Good" in all areas on the 2025 Facility Inspection Tool (FIT).                        |
| Attendance Rate:<br>All Students<br>Foster Youth<br>Homeless<br>African American<br>Socio-economically Disadvantaged | Attendance Rate:<br>All Students - 99%<br>Foster Youth - 99%<br>Homeless - 99%<br>African American - 99%<br>Socio-economically Disadvantaged - 99% | Attendance Rate:<br>All Students - 100%<br>Foster Youth - 100%<br>Homeless - 100%<br>African American - 100%<br>Socio-economically Disadvantaged - 100% |
| Chronic Absenteeism Rate:<br>All Students<br>Foster Youth  | Chronic Absenteeism Rate 2024/25<br>All Students: 0.0%   | Chronic Absenteeism Rate 2025/26<br>All Students: 0%  |

|  |   |   |
|--|---|---|
| Homeless<br>African American<br>Socio-economically Disadvantaged   |   |   |
| High School Graduation Rate<br>All Students<br>Foster Youth<br>Homeless<br>English Learners<br>Socio-economically Disadvantaged  | High School Graduation Rate 2024/25<br>:<br>All Students 34.8%  | High School Graduation Rate 2025/26<br>All Students - 75%   |
| Suspension Rate:<br>All Students:<br>African American Students:<br>English Learners:<br>Foster Youth:<br>Homeless:<br>Socio-economically<br>Disadvantaged:<br>Students with Disabilities | Suspension Rate 2024/25<br>All Students: 0%<br>African American Students: 0%<br>English Learners: 0%<br>Foster Youth: 0%<br>Homeless: 0%<br>Socio-economically Disadvantaged:<br>0%<br>Students with Disabilities: 0% | Suspension Rate 2025/26<br>All Students: 0%<br>African American Students: 0%<br>English Learners: 0%<br>Foster Youth: 0%<br>Homeless: 0%<br>Socio-economically Disadvantaged:<br>0%<br>Students with Disabilities: 0% |
| Expulsion Rate   | Expulsion Rate 2024/25<br>All Students: 0%  | Expulsion Rate 2025/26<br>All Students: 0%  |

## Strategies/Activities

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

| Strategy/<br>Activity # | Description   | Students to be Served | Proposed Expenditures   |
|-------------------------|---|-----------------------|---|
| 2.1                     | University of California - Berkeley History and Social Studies Project Curriculum and Training for Social-Emotional embedded curriculum and Collaborative learning with student led discussions | All Students          | 16,000<br>LCFF Equity Multiplier<br>5800: Professional/Consulting<br>Services And Operating<br>Expenditures                                   |
| 2.2                     | Student Celebrations: Birthdays, Graduations, Academic / Social Emotional Achievement (Aligns to LCAP Goal 2.8)   | All Students          | 20,000<br>Student Support and<br>Enrichment Grant<br>4000-4999: Books And<br>Supplies<br>Aligns to LCAP Goal 2.8                              |
| 2.3                     | Oasis Digital Arts  | All Students          | 45,000<br>Title IV<br>5800: Professional/Consulting<br>Services And Operating<br>Expenditures<br>Digital Arts Integration for all<br>students |
| 2.4                     | Leverage Student Information Systems (SIS) for identifying areas of student growth and support  | All Students          | 46477<br>Title I Part A: Allocation<br>2000-2999: Classified<br>Personnel Salaries<br><br>25,821<br>Title I Part A: Allocation                |

| Strategy/<br>Activity # | Description   | Students to be Served | Proposed Expenditures   |
|-------------------------|---|-----------------------|---|
|                         |   |                       | 3000-3999: Employee Benefits  |
| 2.5                     | Science Professional Development and Training for hands-on labs | All Students          | 20,000<br>Student Support and Enrichment Grant<br>5800: Professional/Consulting Services And Operating Expenditures |

## Annual Review

### SPSA Year Reviewed: 2024-25

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

### Analysis

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

Mt. McKinley School completed 3 of the 4 strategies identified in the 2024/25 SPSA. Mt. McKinley School utilized the UC Berkeley History and Social Studies project to support staff in implementing high quality instructional practices and SEL themed curriculum to all students, utilized our student information systems to drive academic and behavioral supports to maintain attendance and graduation rates, increased usage of SEL curriculum to support all students, and increased identified student celebrations. All enrolled students who had a birthday while enrolled received a birthday celebration from our staff. Mt. McKinley School has implemented processes to recognize student achievement, and recognized Students of the Week (since March). Three high school classrooms will engage in an Arts class through Oasis Digital Arts this school year.

Mt. McKinley School's graduation rate decreased this year. Mt. McKinley School's population is variable and does not have designated feeder schools and a stable annual group of students. This decrease is likely because of many fluctuations in enrollment patterns. Mt. McKinley School remains committed to it's use of advisory to review and screen student transcripts upon enrollment, the development of Advisory and Individualized Learning Plans, and monthly screenings of AB2306 eligibility for all students.

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

There were no major differences between the intended implementation and budgeted expenditures and the implemented strategies identified to meet the articulated goals last year. We had budgeted money for increased UC Berkeley HSSP support, but did not utilize all of the funding due to our school staff focusing time on the Ethnic Studies integration.

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.

This years implementation and budgeted expenditures for this goal will focus on increasing opportunities for student celebrations

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

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

#### Social Emotional Health

By June 2026, fully implement a tiered integrated social-emotional program to support the well-being of all students and staff by promoting prosocial behavior, teaching coping and decision-making skills, and modeling positive relationships.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Fully implement a tiered integrated social-emotional program to support the well-being of all students by promoting prosocial behavior, teaching coping and decision-making skills, and modeling positive relationships CCCOE LCAP Goal #3

### Identified Need

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

Results of the 2024/25 CHKS indicate that only 62% of students felt they had caring adult relationships at school and 46% of students indicated they experienced social emotional distress. Just over half 65% of students indicated that adults had high expectations of them in the classroom.

### Annual Measurable Outcomes

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

| Metric/Indicator  | Baseline/Actual Outcome   | Expected Outcome   |
|---|---|--|
| Improve the "Caring Relationships" score as reported on the Students' California Healthy Kids Survey.<br>Improve the "High expectations-Adults in Schools" score as reported on the Students' California Healthy Kids Survey. | Results of the 2024/25 CHKS indicate that only 64% of students felt they had caring adult relationships at school. Three out of four students, 73%, indicated that adults had high expectations of them in the classroom. | Based on data from the 2025/26 CHKS Survey:<br>80% of students state they have caring adult relationships at school.<br>80% of students indicate that adults had high expectations of them in the classroom. |
| Improve the "High expectations-Adults in Schools" score as reported on the Students' California Healthy Kids Survey.  | Three out of four students, 73%, indicated that adults had high expectations of them in the classroom.  | 90% of students state they have adults had high expectations of them in the classroom.   |
| Improve the "Student Meaningful Participation" score as reported on the Students' California Healthy Kids Survey.   | 38% of students indicated they felt a meaningful participation at Mt. McKinley School.  | 90% of students state they they felt a meaningful participation at Mt. McKinley School.  |
| Improve perception regarding School Safety as measured on the California Healthy Kids Survey's "Experienced any harassment or bullying" question.   | 17% of students noted they experienced harassment or bullying at Mt. McKinley School.   | 0% of students state they have experienced harassment or bullying at Mt. McKinley School   |
| Improve the staff's perception of harassment, bullying among students.  | 42% of staff indicated there was an anti-bullying climate at Mt. McKinley School  | 100% of staff indicated there was an anti-bullying climate at Mt. McKinley School  |

## Strategies/Activities

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

| Strategy/<br>Activity # | Description   | Students to be Served | Proposed Expenditures   |
|-------------------------|---|-----------------------|---|
| 3.1                     | Trauma Informed Care Training and Ongoing Staff Support   | All Students          | 10,000<br>CSI<br>5800: Professional/Consulting Services And Operating Expenditures  |
| 3.2                     | Develop and implement an MTSS SEL goal with attached actions and method of accountability. Provide ongoing PD around such topic as: equity, access, implicit biases, anti racism, etc.(Aligns to LCAP goal 2.7) | All Students          | 30,000<br>Student Support and Enrichment Grant<br>5000-5999: Services And Other Operating Expenditures<br>Aligns to LCAP goal 2.7 |

## Annual Review

**SPSA Year Reviewed: 2024-25**

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

### Analysis

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

During the 2024/25 school year, Mt. McKinley School completed 1 of the 2 strategies identified in the 2024/25 SPSA. Mt. McKinley School completed the identified actions by implementing a four-part Trauma Informed Care training which spanned the entire school year. The school is still emerging in its work with MTSS, having met regularly this year but not fully completing the actions on all three goals.

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

The major differences between the intended implementation and budgeted expenditures and the implemented strategies identified to meet the articulated goals last year were us not having completed the actions on all three MTSS goals.

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.

This year we will focus on utilizing our MTSS Social Emotional Learning goal to increase the number of students who identify they have meaningful adult relationships at school and increasing the percentage of staff and students who feel that there is an anti-bullying climate at our school. This will involve coordinated Trauma Informed Care trainings which focus on building meaningful and appropriate relationships with students, and creating routine MTSS check-ins which all participating staff have meaningful, delegated actions.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

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

#### Parent, Family and Community Engagement

By June 2026, Mt. McKinley School will increase the engagement opportunities for parents and caregivers by increasing school to home and home to school communication opportunities, increasing the number of parent and community member events for the school, and providing regular school to home communication as measured by an increase in parent / guardian engagement opportunities, an increase in the diversity of parent / guardian engagement opportunities, and an increased level of parent / guardian online engagement.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal #4: Engage parents/guardians, families and community partners through education, communication, and collaboration to promote student success (CCCOE LCAP Goal #4)

### Identified Need

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

Results of CHKS surveys show a need to increase school to parent / caregiver communication. Increasing opportunities for staff to communicate with families as well as increasing the regular communication of school updates from the school team will help increase this metric.

### Annual Measurable Outcomes

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

| Metric/Indicator                              | Baseline/Actual Outcome   | Expected Outcome   |
|---|---|--|
| Parent Participation at School on CHKS Survey | 33% of staff indicated the school promoted parent involvement<br>31% of students stated that the school promoted parent involvement at school                               | Improve the "Parents feel welcome to participate at this school" indicator on the Cal-SCHLS survey.<br><br>50% of parents / guardians / caregivers of students will respond to the 2024-25 CHKS survey<br>50% of students will indicate that the school promoted parent / guardian / caregiver involvement at school                             |
| Number of Parent Engagement Opportunities     | Opportunities for parent engagement included School Site Council Meetings, IEP meetings, in-person graduations, Parent Education trainings, and Parent Engagement Meetings. | By the completion of the 2025/26 school year, Mt. McKinley maintain current baselines and increase parent / guardian engagement opportunities by including monthly access to school administration, planning an on-site event with staff access, and 50% of parents accessing the online Student Information System to monitor student progress. |

## Strategies/Activities

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

| Strategy/<br>Activity # | Description                             | Students to be Served | Proposed Expenditures   |
|-------------------------|---|-----------------------|---|
| 4.1                     | Increase Parent Engagement through PIQE | All Students          | 20,000<br>LCFF Equity Multiplier<br>5000-5999: Services And<br>Other Operating Expenditures |

## Annual Review

**SPSA Year Reviewed: 2024-25**

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

### Analysis

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

Mt. McKinley Schools fall PIQE cohort had 2 parents completing the program. This multi-week program provided parents with critical education regarding their student's educational rights and how to motivate them to continue their education upon returning to their community. Mt. McKinley School held Title 1 Parent Engagement Meetings, LCAP Input Sessions, and monthly School Site Council Meetings. Mt. McKinley School increased parent access to student information online through it's Student Information System (SIS).

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

Mt. McKinley School had planned to hold two PIQE sessions, but only held one. Mt. McKinley School will work with PIQE to schedule both sessions for next school year.

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

Our plan for the 2025/26 school year is to actualize an additional cohort for PIQE, increasing our offering from 1 to 2 cohorts this school year.

# Budget Summary

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

## Budget Summary

| DESCRIPTION   | AMOUNT       |
|---|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$           |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA       | \$788,523.37 |
| Total Federal Funds Provided to the School from the LEA for CSI         | \$           |

## Other Federal, State, and Local Funds

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

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

| Federal Programs           | Allocation (\$) |
|----------------------------|-----------------|
| CSI                        | \$10,000.00     |
| Title I Part A: Allocation | \$72,298.00     |
| Title I Part D             | \$340,901.00    |
| Title IV                   | \$45,000.00     |

Subtotal of additional federal funds included for this school: \$468,199.00

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 (\$) |
|--------------------------------------|-----------------|
| LCFF Equity Multiplier               | \$188,324.37    |
| Student Support and Enrichment Grant | \$132,000.00    |

Subtotal of state or local funds included for this school: \$320,324.37

Total of federal, state, and/or local funds for this school: \$788,523.37

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|----------------|--------|---------|
|----------------|--------|---------|

## Expenditures by Funding Source

| Funding Source                       | Amount     |
|--------------------------------------|------------|
| CSI                                  | 10,000.00  |
| LCFF Equity Multiplier               | 188,324.37 |
| Student Support and Enrichment Grant | 132,000.00 |
| Title I Part A: Allocation           | 72,298.00  |
| Title I Part D                       | 340,901.00 |
| Title IV                             | 45,000.00  |

## Expenditures by Budget Reference

| Budget Reference  | Amount     |
|---|------------|
| 1000-1999: Certificated Personnel Salaries                        | 69,308.63  |
| 2000-2999: Classified Personnel Salaries                          | 255,070.00 |
| 3000-3999: Employee Benefits                                      | 194,900.74 |
| 4000-4999: Books And Supplies                                     | 20,000.00  |
| 5000-5999: Services And Other Operating Expenditures              | 80,000.00  |
| 5800: Professional/Consulting Services And Operating Expenditures | 169,244.00 |

## Expenditures by Budget Reference and Funding Source

| Budget Reference  | Funding Source         | Amount    |
|---|------------------------|-----------|
| 5800: Professional/Consulting Services And Operating Expenditures | CSI                    | 10,000.00 |
| 1000-1999: Certificated Personnel Salaries                        | LCFF Equity Multiplier | 69,308.63 |
| 3000-3999: Employee Benefits                                      | LCFF Equity Multiplier | 36,771.74 |
| 5000-5999: Services And Other Operating Expenditures              | LCFF Equity Multiplier | 20,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF Equity Multiplier | 62,244.00 |

|   |                                      |            |
|---|--------------------------------------|------------|
| 4000-4999: Books And Supplies                                     | Student Support and Enrichment Grant | 20,000.00  |
| 5000-5999: Services And Other Operating Expenditures              | Student Support and Enrichment Grant | 60,000.00  |
| 5800: Professional/Consulting Services And Operating Expenditures | Student Support and Enrichment Grant | 52,000.00  |
| 2000-2999: Classified Personnel Salaries                          | Title I Part A: Allocation           | 46,477.00  |
| 3000-3999: Employee Benefits                                      | Title I Part A: Allocation           | 25,821.00  |
| 2000-2999: Classified Personnel Salaries                          | Title I Part D                       | 208,593.00 |
| 3000-3999: Employee Benefits                                      | Title I Part D                       | 132,308.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Title IV                             | 45,000.00  |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1      | 555,225.37         |
| Goal 2      | 173,298.00         |
| Goal 3      | 40,000.00          |
| Goal 4      | 20,000.00          |

# 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
- 1 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members
- 1 Secondary Students

| Name of Members  | Role                       |
|--|----------------------------|
| Brian Murtagh  | Principal                  |
| Kathleen Trent (Other School Staff)                            | Other School Staff         |
| Confidential Student #1 - PL                                   | Secondary Student          |
| Marissa Frias (Community Member)                               | Parent or Community Member |
| (Parent)   | Parent or Community Member |
| Eva Delucia-Zeltzer (Classroom Teacher)                        | Classroom Teacher          |
| Enoshia Leslie (Alternate Other School Staff)                  | Other School Staff         |
| Mariah Castro (Alternate Other School Staff)                   | Other School Staff         |
| Confidential Student #2 - JB (Secondary Student) / Chairperson | Secondary Student          |
| Confidential Student #2 - JM (Alternate)                       | Secondary Student          |
| Terra Uppstad (Alternate Classroom Teacher)                    | Classroom Teacher          |
| Tiffani Mason (Alternate Community Member)                     | Parent or Community Member |
| (Alternate Parent)   | Parent or Community Member |

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

# Recommendations and Assurances

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

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

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

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

## Signature

## Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 6/2/2025.

Attested:



Principal, Brian Murtagh on 6/2/2025



SSC Chairperson, Confidential Student, PL on 6/2/2025

# Instructions

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

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

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

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

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

## Instructions: Table of Contents

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

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

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

## Plan Description

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

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

## Educational Partner Involvement

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

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

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

**SWP Planning Requirements:**

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

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

**CSI Planning Requirements:**

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

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

**ATSI Planning Requirements:**

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

## **Goals, Strategies/Activities, and Expenditures**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Goal**

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

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

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

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

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

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Identified Need**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Annual Measurable Outcomes**

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Strategies/Activities Table**

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

Complete the table as follows:

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

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

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

## Annual Review

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

## Goal Analysis

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

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

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

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

## Budget Summary Table

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

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

## Requirements for the Plan

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

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

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

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

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

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

### Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## CSI Resources

For additional CSI resources, please see the following links:

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

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## ATSI Resources:

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

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

## Appendix C: Select State and Federal Programs

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

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

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