

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
McKinley Institute of Technology	41-69005-6044556	May 20, 2024	June 5, 2024

## Purpose and Description

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

Schoolwide Program

Additional Targeted Support and Improvement

A school that operates a categorical program funded through the consolidated application (ConApp) shall establish a school site council (SSC) if such a program requires a School Plan for Student Achievement (SPSA) (California Education Code [EC] Section 65000[b]). McKinley School is a Title 1 school that receives federal monies and the actions and services align with the requirements for Title 1 expenditures. In addition, McKinley has been identified for Additional Targeted Support and Improvement (ATSI), including the student group(s) for which the school was identified.

In the 2023-24 school year, our school was identified for Additional Targeted Support and Improvement (ATSI). This means that, based on data from the 2022-2023 California School Dashboard MIT needs to create a plan to address the following areas:

- English Learning Students: Suspension Rate, English Language Arts, and Mathematics.
- Students with Disabilities in both Language Arts and Mathematics.
- Hispanic in Mathematics
- Socioeconomically Disadvantaged students in Mathematics and Suspensions.

This plan will address ways to improve our school and student outcomes for English Learning Students in particular, based on doing a needs assessment and identifying resource inequities.

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

McKinley School Site Plan directly connects to the Redwood City School District LCAP. There are three main goals addressed:

- 1) By June of 2025, every student in the RCSD will receive high quality, grade level instruction and appropriate social-emotional supports designed to meet their needs in an inclusive and supportive environment through the implementation of the Multi-Tiered Systems of Support (MTSS) framework.
- 2) By June of 2025, each English Learner (EL) student will progress by a minimum of one level on the ELPAC each school year, with every EL student meeting the criteria for reclassification within 5 years of enrollment in the RCSD.
- 3) By June of 2025, each RCSD student will make at least one year's growth in ELA and Math, for each year of enrollment in the RCSD. Students currently scoring more than 1 year below grade level in ELA and/or Math will make 1.5 years of growth each year in order to accelerate progress and close the opportunity gap.

McKinley School has detailed actions and services that align with the three main goals also found in the RCSD LCAP. Each School Site Council meeting discusses these three main goals.

# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

McKinley utilizes different surveys to assess the state of the school, which include Panorama, Needs Assessment, and school wide feedback on programs. The data collected is analyzed within the Leadership team, as well as in the School Site Council/ELAC and used to set up goals and activities that will lead to the accomplishment of those objectives, and therefore, the students learning.

The Panorama Climate assessment is administered twice a year, in the Fall and in Spring. All stakeholders (students, parents, and staff) participate in the survey. Results from the survey in Spring 2024 reflected a decrease of 1% to 9% on almost all areas and for all respondents, making school safety and school culture the two areas of greatest concern.

In addition to the Panorama Survey, the stakeholders also completed a survey to address the needs of the school where the following conclusions were drawn:

1. Students need additional support services:

- A need for increased academic support was noted by all three Needs Assessment groups.
- Parents and staff also indicated that a considerable number of students and their families need basic needs support.
- Social support and mental health resources were also described as current needs at MIT.

2. Tutoring and mental health counseling amongst top needs for students, according to staff and parents:

- Mental health counseling for students was the top-cited need by staff, followed by tutoring and food assistance.
- Tutoring for students was the top-cited need by parents, though a substantial portion of parents indicated a need for basic needs support, food assistance, medical care, and mental health counseling as well.

3. Students may benefit from increased unstructured time during the school day and ELOP program to socialize with friends, rest, and disconnect from academic work:

Student focus group participants seemed to have a keen awareness of how their school experiences could be improved, but didn't always feel that their needs were addressed.

4. Students reported experiencing inequitable treatment and enforcement of school policies:

- Student focus group participants shared their experiences of being singled out by teachers and staff for dress code, restroom use, attendance, and other school policies.

5. Families need more support: Particularly with food assistance, basic needs, medical care, and housing support.

6. Opportunities for parent involvement are not always accessible:

- Particularly for working parents.
- Parents and staff also cited transportation as a considerable barrier to parent engagement.
- Difficult process to be approved to volunteer.

7. Text and phone call are most effective methods for communicating with MIT parents:

- Staff and parents alike indicated that text and phone are the most effective methods for staying in contact with MIT parents.

8. Generally, there is a high level of awareness of support services among students, staff, and parents, but room for improvement:

- Several Needs Assessment participants recommended putting together resources for staff and parents that outline the full scope of services provided through the Family Center.

The Panorama Survey results from Spring 2024 as well as the needs assessment are used in this plan to decide activities that will help achieve the goals proposed. The results from the Fall 2024 Panorama Survey will determine adjustments, that will be revisited in February 2025, after distributing a check-in survey to the students to evaluate how the programs and activities are working, and what areas need to be revisited and adjusted again before the final

Panorama Survey is finally administered in Spring 2025.

## Classroom Observations

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

The school Principal and Vice Principal visit classes daily and check in with students and staff. In addition, at least twice a week, an informal observation is conducted, followed by a feedback email or a completed walkthrough form sent to the teacher, depending on the time spent in the classroom and the focus of the observation.

The formal observation process consists of a pre-conference where teachers set up two professional goals based on the CSTP standards and the RCSD Learner Framework, the completion of a guided lesson plan document, the observation of at full lesson of at least 45 minutes, a post conference meeting to evaluate performance, and the creation of a next steps document where teachers and the administrator concrete structures, activities and supports needed to advance.

Both informal and formal observations have provide information about instruction, curriculum, and student learning. This information is being used to plan staff development and to guide collaboration meetings. In addition, these observations have led to an identified need for small group instruction to address the range of ability levels within each classroom in all subject areas, and more specifically, in Reading and Math.

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

McKinley staff and administration use the following assessment data to modify instruction and improve student achievement:

- English Language Proficiency Assessments for California (ELPAC)
- Smarter Balance Summative Assessment for Math and ELA (SBAC)
- California Science Test (CAST)
- i-Ready Diagnostic Test for Math and Reading
- i-Ready Standards Mastery Test for Math and Reading
- Read 180 for students learning to read

PLCs and Department teams, as well as Leadership and SSC analyze the data gathered from these assessments, evaluate individual, class, grade, and school growth, and establishes new goals for each group. Supplemental or adjusted actions accompany these goals, which can include the adoption of supplemental instructional materials, changes in the schedule, small group intervention performed by the classroom teacher and/or the support team, change on instructional approach, etc.

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

McKinley staff also gathers data from the assessments that accompany the curriculums used to facilitate and guide teaching and learning and uses it to modify and improve student achievement. Frequent quizzes during the course of the unit, in addition to end of unit assessments, are used by department teams once a month to inform instruction and justify adaptations, reinforcements, or changes in pace, content, delivery method or how students demonstrate learning.

PLCs meet every other week as well and use these assessments to find commonalities across subjects and determine specific needs in regards students's learning styles and skills. These findings are use to design interventions and/or referrals to the MTSS team.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All permanent Redwood City School District (RCSD) staff are highly qualified.

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

RCSD provides staff development personnel, to provide professional development and access to instructional materials training with ongoing training and coaching for grade levels and individual teachers needed.

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

RCSD provides staff development and professional learning experiences directly connected to content standards, assessed student performance and professional needs.

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

McKinley utilizes the district staff development instructional coaches (Math, Science, ELA, Technology, STEM and ELD) for teacher coaching and support. They provide both individual guidance and group professional development. In addition, they observe teachers and meet with the administration team to gather data that will inform those supports.

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

PLCs (by grade level) meet at least once a month. Department meetings (by content area) meet also once a month. In addition, the SPED team meets once a month. Teachers across levels collaborate to create plans and activities that are aligned every week.

## Teaching and Learning

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

All curriculum, instruction, and materials are aligned to content and performance standards as per district guidelines.

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

Adherence to recommended instructional minutes for reading/language arts and mathematics are per district guidelines.

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

Lesson pacing schedule and master schedule flexibility is as per district guidelines to ensure teachers are progressing though the content. By the end of the year students have been exposed to all grade level content standards.

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

RCSD ensures that all students have standard-based instructional materials appropriate to all students groups and follow the Williams act requirements.

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

McKinley uses SBE-adopted and standard aligned instructional materials. Additionally, resource specialists and special education teachers utilize additional evidence based programs based on student needs.

## Opportunity and Equal Educational Access

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

English Language Development (ELD) is integrated into the curriculum and instruction, and designated ELD is provided to all of McKinley's English Language Learners (ELLs) in small classes. An ELD specialized teacher provides daily ELD instruction in the four domains (Listening, Speaking, Reading and Writing) to students with more targeted needs. A second ELD teacher teaches explicit Reading and Writing to ELLs that have already mastered the oral domains. Students receive instruction through Language Power Curriculum in addition to the Expository Reading and Writing Curriculum.

All SDC students are mainstreamed in general education for elective courses and PE. Some are also mainstreamed for math, science, and/or ELD. Finally, resource support for special education students is provided through a push-in model that ensures access the the regular program in addition to a pull-out period depending on the specific needs of the student, which provides with specific supports aligned to their Individual Educational Plans, as well as pull-out during the enrichment period.

Evidence-based educational practices to raise student achievement

In addition to district expectations for educational practices, McKinley has allocated a period a day where students receive targeted instruction based on their academic needs. During this time, students are grouped with students that present the same specific needs so teachers can work in small groups and differentiate their instruction using research-based interventions, as well as enrichment programs. Using SBAC, ELPAC, iReady and Classroom assessment data, students are grouped by content and skill needed so intervention or extension can be taught. These groups are reviewed and reformed at the end of each trimester based on growth and achievement.

## Parental Engagement

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

McKinley Institute of Technology is a community school which its core foundation is to provide resources for families of under-achieving students as well as those that require special attention. Through MTSS, and particular the MTSS support team, under-achieving students are identified so the available resources can be allocated for them. These include Mental Health counseling through One Life, mentorship programs with Friends for Youth and/or Spark, reading support with Los Ayudantes, Girls Empowerment via Live Big, Math support through CAP Tutoring and Healthy Cities, drug prevention through El Centro de Libertad and Yvape, Tier III counseling for students with IEPs through ESS, Tier II academic and behavioral interventions with the MTSS TOSA, and academic Tier II and III interventions during the Enrichment period through General Ed Teachers, RSP teachers, and ELD teachers, when targeted instruction, based on students's Math and ELA test results is used to inform grouping and interventions.

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

McKinley has a school Site Council and English Language Advisory Council to assist in the planning, implementation and evaluation of programs.

## Funding

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

Federal and local funds provide services in the areas of counseling, mentorship, intervention/enrichment resources (including technology tools, engineering and STEM curriculums, Math and Reading intervention, etc.), after-school intervention, Positive Behavior Interventions and Supports (PBIS) education, social emotional learning tools (SEL), assistance for IEP (Individualized Education Plan) and SST (Student Success Team) meetings, family engagement, data analysis, and equity professional development.

Fiscal support (EPC)

Local Measure funds supplement state and federal funding.

## Stakeholder Involvement

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

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

The SSC developed the content of the SPSA (EC Section 64001[g][1]). The SPSA was reviewed annually and updated, including proposed expenditures of funds allocated to the school through the ConApp and the local control and accountability plan (LCAP), if any, by the SSC (EC Section 64001[i]). The SSC meets monthly to review the actions and services as set by the SSC. Data was reviewed monthly to determine student progress and progress toward actions and services. The ELAC parents participated in various meetings and provided input in the areas of Parent Involvement Policy, School Compact, review of actions and services and the development of the SPSA. They reviewed and approved the budget.

The members of the SSC represent the composition of the school's pupil population. (EC Section 65000[a]). The members include principal, classified personnel, classroom teachers, parents of pupils attending, and other members of the community. The minimum numbers of SSC members at an elementary school is a total of ten(10) (e.g. 1 principal or his or her designee, 2 other school personnel, 3 classroom teachers, and 5 parent/community members).

## Dashboard ATSI/CSI Status

Academic Indicator (ELA&Math)	Chronic Absenteeism Indicator	Suspension Indicator
<b>2022-2023 Dashboard</b>	<b>2022-2023 Dashboard</b>	<b>2022-2023 Dashboard</b>
EL: Red (ELA: 82.1 points below standard. Math 133.1 points below standard)		EL: Red (12%)

### ATSI Criteria:

A school with at least one student group, on its own, is meeting any of below criteria

- All indicators with the lowest status
- All indicators with the lowest status but on indicator of ANY other status
- All indicators in the lowest two statuses"

# Resource Inequities

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

McKinley has identified three resource inequities according to the California Dashboard. First is high suspension rates for English Learning Students, second is low academic performance in ELA and third is low academic performance in Math for the same group of students.

In the 2023-24 school year, our school was identified for Additional Targeted Support and Improvement (ATSI). This means that, based on data from the 2022-2023 California School Dashboard MIT needs to create a plan to address the following areas:

- English Learning Students: Suspension Rate, English Language Arts, and Mathematics.
- Students with Disabilities in both Language Arts and Mathematics.
- Hispanic in Mathematics
- Socioeconomically Disadvantaged students in Mathematics and Suspensions.

In the 2023-24 school year, McKinley Institute of Technology was identified for Additional Targeted Support and Improvement (ATSI) based on data from the 2022-2023 California School Dashboard. Our comprehensive needs assessment has highlighted significant resource inequities impacting several student groups. These inequities include high suspension rates and low academic performance in English Language Arts (ELA) and Mathematics for English Learning Students (ELS), as well as low academic performance in ELA and Mathematics for Students with Disabilities, Hispanic students, and Socioeconomically Disadvantaged students, with additional concerns regarding suspensions for the latter group.

Upon reviewing our Local Control and Accountability Plan (LCAP) and school-level budgeting, we identified several contributing factors to these inequities. These include the allocation of less experienced teachers to classes with higher populations of ELS and Students with Disabilities, insufficient access to updated instructional materials and technology, and larger class sizes that hinder personalized instruction. Additionally, there is a lack of culturally responsive teaching practices and targeted support core instruction for English Language Learning students struggling academically or behaviorally.

To address these issues, our goals for the 2024-25 school year include enhancing teacher professional development focused on differentiated instruction and cultural competence, investing in updated and high-quality instructional materials and technology, and reducing class sizes during the intervention/enrichment period to ensure more individualized attention. We also plan to implement robust intervention programs tailored to the needs of EL's, Students with Disabilities, Hispanic, and Socioeconomically Disadvantaged students. These strategies aim to create a more equitable learning environment, where all students have the support and resources necessary to achieve their full potential. By addressing these resource inequities, we expect to see improvements in academic performance and a reduction in suspension rates, moving us closer to our goal of educational equity and excellence for all students at McKinley Institute of Technology.

Academic performance in ELA and math for English Language Learning students has been low due to a pattern of turn around teachers in their feeder schools along with a need to hire inexperienced teachers at MIT due to the lack of tenured teachers willing to transfer to our school. These teachers have no experience in teaching to the margins or addressing individual needs in class. To resolve this inequity, teachers will receive specific professional development that will equip them with the resources and strategies needed to meet the needs of these students, including target instruction models. In addition, students will receive intervention in the specific needed areas three times a

week using Math4Love, Their progress will be closely monitored by their teachers and PLC leaders in conjunction with the MTSS TOSA and the school psychologist.

For students in risk of becoming chronically absent, McKinley has created an attendance team led by the MTSS TOSA that includes office assistant, vice-principal, Community School Coordinator, School Psychologist and the Community School Specialist which has outlined a tiered action plan based on the number of absences and the needs of the students to determine which are the barriers that are impeding general Ed. Students and Students with Disabilities to attend school. Each of the team members is responsible for a different tier, which ensures focus and efforts being put on what is needed Tier 1: transportation, academic challenges, etc. Team members will take the following actions: call families, create student/parent contracts, inquire if transportation is a need and come up with a support system, and support after school make-up work, etc.

Tier 2: Team Members: MTSS TOSA, Community School Coordinator, and School Psychologist will do the following actions: do home visits if necessary, support with Mental health counseling, provide Service supports, have a Family meetings, make After School program referrals, etc.

Tier 3: Team members: MTSS TOSA, Community School Specialist, School Psychologist and Principal: do home visits, meet with IEP team and make recommendations on plans for students with disabilities, further evaluations, county referrals, SARBs, etc.

Socioeconomically Disadvantaged students have been disproportionately suspended due to very aggressive behaviors and use or possession of drugs and alcohol. In order to decrease the number of suspensions for these students, and in addition to what it was already implemented last year, we are creating a conduct contract students and families will need to sign at the beginning of the school year, asking both of them to attend after school classes for a period of time after the suspension. In addition, we will continue with the YTUPE Liaison on site and will be delivering lessons to the all students, including students with disabilities and Socioeconomically Disadvantaged students.

Moreover, McKinley has also partnered with Friends for Youth to provide mentorship programs, with El Centro de Libertad to provide counseling to students that are at risk of becoming addicted, with Live Big, to empower girls and move them away from peer pressure, with Redwood City Police Department to provide classes about bullying and cyberbullying, and with Real Matters to provide Unity Days to all students at MIT, including students with disabilities and Socioeconomically Disadvantaged students.

# Goals, Strategies, Expenditures and Annual Review

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.

#### **Chronic Absenteeism, SEL and Suspensions**

By June of 2025, every student in the RCSD will receive appropriate social-emotional supports designed to meet their needs in an inclusive and supportive environment through the implementation of the Multi-Tiered Systems of Support.

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

LCAP goal to which this school goal is aligned.

1. By June of 2025, every student in the RCSD will receive high quality, grade level instruction and appropriate social-emotional supports designed to meet their needs in an inclusive and supportive environment through the implementation of the Multi-Tiered Systems of Support (MTSS) framework.

Metrics: Enrollment, chronic absenteeism, suspensions

### 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 California Dashboard indicates that English Learner students and Socioeconomically disadvantaged students at McKinley have increased the percent of students suspended from 2021-22 to 2022-2023.

The plan to address the reduction of English Learner and Socioeconomically Disadvantaged student suspensions: Professional development and contracted coaching on effective implementation of Social Emotional Learning practices to improve the school climate and academic success for all students. The site administration, leadership team and teaching staff will participate in a series of professional development and instructional coaching to address student engagement to address student suspensions.

Chronic absenteeism on the state dashboard MIT scored in the yellow with students with disabilities scoring in orange demonstrating a 20.3% decline in the percent of students with disabilities that are chronically absent.

Plan to address absenteeism:

Community School Specialist - Focused on twenty students at risk to become chronic absentee at risk of suspension and targeting SED and EL students.

The results from the Spring 2024 Climate Student Survey indicate that the overall climate had decreased.

Climate Data for students and families had decreased.

Student data showed a decrease of -9 points in overall climate and -4 points in safety and school engagement -8.

Families had an overall school climate decrease of -1 points and -15 points of safety but up 16 points on family engagement

Area for Growth:

School Climate

Plan:

- Train a cohort of students as Good Will ambassadors before the start of the school. The purpose and goals are to empower seventh grade students through SEL practices of kindness, empathy and compassion to build better relationships with peers and adults. English Learner students and SED target students will specifically be invited to participate as ambassadors.

In addition:

- Implement Monthly Student Activities / Student Council
- Develop yearlong behavior and academic contracts for our Tier 2 students in order to improve student outcomes
- Develop incentive school wide incentive calendar
- Use suspension and monthly referral data to develop strategies to improve student outcomes through the MTSS process

## **Student Enrollment Enrollment By Student Group**

Student Enrollment by Student Groups			
Student Groups	Number of Students		
	21-22	22-23	23-24
American Indian or Alaskan Native	0	0	0
Asian	0	2	0
Black or African American	4	4	1
Decline to state		0	0
Filipino	3	2	3
Hispanic/Latino	264	307	432
Native Hawaiian or Other Pacific Islander	3	5	4
Two or More Races	3	2	3
White	10	9	9
	287	331	452

### Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade Level	Number of Students		
	21-22	22-23	23-24
Grade 5		1	
Grade 6	98	110	161
Grade 7	90	108	166
Grade 8	99	112	119
Total Enrollment	287	331	452

### Chronic Absenteeism

Student Groups	2023-2024 as of April 3rd, 2024		Target	
	Count	Rates	2023-24	2024-25
Hispanic or Latino	4	1%	10%	10%
White	1	11%		

Student Groups	2023-2024 as of April 3rd, 2024		Target	
	Count	Rates	2023-24	2024-25
Grade 6	2	1%		
Grade 7	2	1%		
Grade 8	1	0%		
Total	5	1%	10%	10%

## Suspension

Student Groups	2023-2024 as of April 3rd, 2024		Target	
	Count	Rates	2023-24	2024-25
Hispanic or Latino	36	8%	8%	5%
Two or More Races	1	25%		

Student Groups	2023-2024 as of April 3rd, 2024		Target	
	Count	Rates	2023-24	2024-25
Grade 6	7	4%		
Grade 7	16	9%		4%
Grade 8	14	12%		5%
<b>Total</b>	<b>37</b>	<b>8%</b>	<b>8%</b>	<b>5%</b>

## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Professional development and contracted coaching on effective implementation of Social Emotional Learning practices to improve the school climate and academic success for all students. The site administration, leadership team and teaching staff will participate in a series of professional development and instructional coaching to address student engagement to address student suspensions and chronic absenteeism.	All Students	36,000 District Funded
1.2	Site Contribution for Community School Coordinator	All Students	25,000 Measure U
1.3	Community School Admin Assistant - Community School Admin Assistant supports the Family Center for students and families to receive the support needed to break down the barriers that prevent them from not attending to school and from engaging in their learning or to prevent behavior that impede learning that lead to suspensions. The Family Center has bilingual staff and is opened to families during school hours, requires a person to attend them while working on the administrative duties that the Family Center has so all students and families can be served.	English Learner & SED students	93,000 District Funded
1.4	MTSS TOSA - The MTSS TOSA will be provide support to deliver interventions to the students that present Tier II behavior needs. In addition, the MTSS TOSA will facilitate the screen team every week where referrals for students that display	English Learner students & SED	170,100 District Funded

	specific necessities are reviewed and addressed. By collecting data to create early behavior interventions and data-based watchlists, the MTSS TOSA will set data-driven behavior goals. Finally, the MTSS TOSA will plan, lead, and create 504 plans, SST meetings, and attendance meetings.		
<b>1.5</b>	PBIS Committee - Through Santa Clara County, the PBIS committee will create the procedures the school need in order for students to feel safe and included. The committee will meet monthly to receive the Professional Development and work in the creation of the school Matrix, school wide PBIS system, etc. These procedures will promote common language and clear expectations where expected behaviors are recognized by the staff and students, and valued.	All Students	None Specified
<b>1.6</b>	Leadership Team and PLC Meetings - Each grade level PLC leader leads the team. The team is in charge of designing and implementing school procedures and activities to build a positive and nurturing school community such as spirit days, lunch clubs, festivals, dances, etc. Teachers meet both during and outside school hours During PLC Meetings, historical data on students is analyzed to find the root causes of issues and to design actions to address them. During the meetings, that will happen every other week, teachers and support staff will meet by grade level and will use all evidence from students, class work, observations, evaluations, tests, etc., to find trends so interventions can be design, and then referrals made as needed.	All Students	5,000 Measure U
<b>1.7</b>	Stipends for Teachers for MTSS work after school	SWD, EL, SED, Hispanic	7,000 Measure U
<b>1.8</b>	One Life Counseling - By increasing access to three bilingual Mental health counselors, students emotional needs are addressed, so they and their families feel safe and supported.	All Students	22,000 Title I
<b>1.9</b>	Office Assistant - Partial contribution of an Office Assistant who supports family outreach as well as the newcomer student attendance needs.	All Students	37,000 Site Formula Funds
<b>1.10</b>	Snacks for Family Engagement activities & Student Leadership	All Students	3,000 Site Formula Funds
<b>1.11</b>	Paw Cash Store - School wide positive recognition system	All students	3,000 Site Formula Funds
<b>1.12</b>	Weekly Cultural Assemblies by grade level - During this time, students are recognized for their accomplishments, building a school culture conducive of positive interactions.	All Students	
<b>1.13</b>	SEL - Changing perspectives curriculum taught during the first thirty minutes of the day - Social and Emotional Learning will be specifically taught	All students	

	based on students needs. The MTSS TOSA will lead the initiative and will meet with the Program Lead to evaluate progress and determine adjustments.		
1.14	Community School Specialist - Focused on twenty students at risk to become chronic absentee at risk of suspension and targeting SED and EL students.	EL and SED students	Other
1.15	Materials and supplies for elective classes	All Students	4,134 Measure U
1.16	Attendance team: MTSS TOSA, office Assistant, Assistant Principal, Community School Coordinator, Community School Specialist, Support Team & Principal - With a tiered model and an outlined process, for students at risk of suspension.	ELL and SED students	
1.17	Effective School Solutions Counselors - Two full time Mental Health Clinicians will oversee students with disabilities and will ensure that they feel safe in school and their attendance improve while they also address their Mental needs through individual and groups sessions, in conjunction to family sessions, to prevent behaviors that lead to suspensions.	Students With Disabilities	
1.18	School Clubs - Students will be allowed to design and create their own club under the sponsorship of a teacher. During lunch, these clubs will meet so the students in them can socialize and learn something of their interest. By promoting them, students will feel included and supported by the school.	All students	1,000 Measure U
1.19	Nature Bridge & Yosemite Scholarships - Students in 6th and 8th grade will receive scholarships and financial help so they can attend Golden Gate Bridge & Yosemite overnight field trips. Nature Bridge and Yosemite offers Environmental Science programs for five days where students bond with their peers while they learn about the environment.	6th and 8th grade students	15,000 Title I
1.20	Mental Health Counseling - By increasing access to a Mental health counselors, students emotional needs are addressed, so they, as well as their families, feel safe and supported.	ELL and SED students	226,822 District Funded
1.21	Teacher stipends and substitutes costs for for students to attend Nature Bridge & Yosemite	6th and 8th grade students	3,145 Title I
1.22	Student Good Will Ambassadors training program: Goodwill Ambassadors will help to introduce and integrate SEL at MIT through focused leadership training sessions. They will participate in a consensus building process through community circles, partner work, goal setting, leadership team building, and integrating speaking, reading and writing skills throughout the sessions.	All students	District Funded

# Goals, Strategies, Expenditures and Annual Review

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.

#### English Language Development

By June of 2025, each English Learner (EL) student will progress by a minimum of one level on the ELPAC each school year, with every EL student meeting the criteria for reclassification within 5 years of enrollment in the RCSD.

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

LCAP goal to which this school goal is aligned.

By June of 2025, each English Learner (EL) student will progress by a minimum of one level on the ELPAC each school year, with every EL student meeting the criteria for reclassification within 5 years of enrollment in the RCSD.

Metrics: Reclassification within 5 years of enrollment, summative ELPAC results

### 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 CA Dashboard from 2023 indicate that MIT is in the green with 52.8% of students making progress towards English language proficiency.

#### 2022-2023 Summative ELPAC

Grade Level	Overall Performance Level 22-23							
	Number				Percentage			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Grade 6	7	13	24	4	14.58	27.08	50.00	8.33
Grade 7	10	7	11	11	25.64	17.95	28.21	28.21
Grade 8	11	10	14	6	26.83	24.39	34.15	14.63
All Grades	28	30	49	21	21.88	23.44	38.28	16.41

\* School with All grades EL student count of less than 10 students will have the count hidden for all individual student group to protect student's confidentiality

#### Reclassification

Grade Level	22-23				23-24				24-25
	CBEDS EL Enrollment Count	# RFEP Students	% of RFEP Students	Target	CBEDS EL Enrollment Count	# RFEP Students	% of RFEP Students	Target	Target
Grade 6	59	13	22%		74	16	22%		25%

Grade Level	22-23				23-24				24-25
	CBEDS EL Enrollment Count	# RFEP Students	% of RFEP Students	Target	CBEDS EL Enrollment Count	# RFEP Students	% of RFEP Students	Target	Target
Grade 7	43	9	21%		79	7	9%		12%
Grade 8	41	23	56%		36	11	31%		
All Grades	144	45	31%	12%	189	34	18%	33%	20%

\* School with All grades EL student count of less than 10 students will have the count hidden for all individual student group to protect student's confidentiality

### Long term English Learner (LTEL)

Grade Level	23-24			2023-2024	2024-2025
	# of EL	# of LTEL	% of LTEL	Target for 23-24	Target for 24-25
Grade 6	77	60	78%		
Grade 7	79	55	70%		60%
Grade 8	36	25	69%		60%
All Grades	192	140	73%	75%	68%

Note: Criteria for Long Term English Learner calculation: student has been an English learner for at least 5 years (grade 3 and up)

### EL Level Growth

Grade Level	Percentage of students who increase at least 1 ELPAC level	
	21-22	22-23
Grade 6	24%	27%
Grade 7	33%	57%
Grade 8	38%	33%
All Grades	31%	39%

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	ELD Out of Ratio Teacher - English Learner students with overall ELPAC levels 1-4 receive designated ELD instruction every day for 50 minutes in a reduced class size setting.	English Learners	168,150 District Funded
2.3	Five Part professional development series designed to equip teachers to effectively teach students who are classified as "English learners" in mainstream classrooms through Integrated English Language Development and in specialized settings such as Designated English Language Development.	English Learners	0 District Funded
2.4	PLC teams, which include the ELD teachers, will work to identify ELL students who are not making	ELL Students	

	growth on ELPAC and will develop an individualized learning plan based on students' needs.		
<b>2.5</b>	A comprehensive professional development plan integrating Administration, Support Coaches, and Classroom Teachers from Teacher Created Materials (TCM) designed to enhance skills and foster growth across the board. Through a combination of professional development and coaching sessions, this approach aims to elevate professional standards and subsequently improve student outcomes for all students with a focus on English Learners.	ELL Students	9,000 District Funded
<b>2.6</b>	Push-in support during ELD period - Students that are three or more grades below grade level will be supported by the Resource Special Teacher during their ELD class so they can have access to the content while they receive targeted intervention.	Students With Disabilities	
<b>2.7</b>			0

# Goals, Strategies, Expenditures and Annual Review

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.

#### English Language Arts and Mathematics

By June of 2025, each RCSD student will make at least one year's growth in ELA and Math, for each year of enrollment in the RCSD. Students currently scoring more than 1 year below grade level in ELA and/or Math will make 1.5 years of growth each year in order to accelerate progress and close the opportunity gap.

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

LCAP goal to which this school goal is aligned.

By June of 2025, each RCSD student will make at least one year's growth in ELA and Math, for each year of enrollment in the RCSD. Students currently scoring more than 1 year below grade level in ELA and/or Math will make 1.5 years of growth each year in order to accelerate progress and close the opportunity gap.

Metrics: iReady (eventually CAASPP)

### 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.

McKinley Institute of Technology's identified need as measured by the CA Dashboard in 2023 are in the following areas: Mathematics and English Language Arts for English Learners and Students with Disabilities. English Language Arts the identified students are Hispanic and SED students.

The plan to address the identified needs is:

- Integration SWD resource students into the core contents for 6th and 7th grade with daily study skills support.
- Provide after school math support starting in September for students that are below grade level for all identified students from the Dashboard
- Math & English Intervention - During the enrichment period students will be placed in classes where they will receive targeted instruction directed to address their specific Math or English needs. Math teachers will use Math4Love program to teach and English teachers and SWD will use supplemental material to deliver instruction.

In addition, all staff working with English Learners will receive a series of instructional coaching designed for Integrated ELD across the content areas.

### iReady - Reading

*Percentages are based on number of students who are on or above grade level*

Grade	2023-2024			
	Spring 2024 # students tested	Spring 2024 - Percentage	Spring 2024 Target %	Spring 2025 Target %
Grade 6	152	13%		
Grade 7	156	21%		

Grade	2023-2024			
	Spring 2024 # students tested	Spring 2024 - Percentage	Spring 2024 Target %	Spring 2025 Target %
Grade 8	86	27%		
All Grades	394	19%	15%	20%

EL Status	2023-2024			
	Spring 2024 # students tested	Spring 2024 - Percentage	Spring 2024 Target %	Spring 2025 Target %
ELL - Yes	169	2%	2%	4%
ELL - No	225	32%	15%	35%

Special Education Status	2023-2024			
	Spring 2024 # students tested	Spring 2024 - Percentage	Spring 2023 Target %	Spring 2025 Target %
Special Education - Yes	73	5%	5%	8%
Special Education - No	321	22%	15%	25%

Ethnicity	2023-2024			
	Spring 2024 # students tested	Spring 2024 - Percentage	Spring 2024 Target %	Spring 2025 Target %
Asian	3	33%		
Black or African American	1	0%		
Declined to State	8	0%		
Hispanic/Latino	367	19%	10%	20%
Native Hawaiian or Other Pacific Islander	4	25%		
White	9	44%		

## iReady - Mathematics

*Percentages are based on number of students who are on or above grade level*

Grade	2023-2024			
	Spring 2024 # students tested	Spring 2024 - Percentage	Spring 2024 Target %	Spring 2025 Target %
Grade 6	157	15%		
Grade 7	159	6%		18%
Grade 8	100	8%		10%
All Grades	416	10%	15%	12%

EL Status	2023-2024			
	Spring 2024 # students tested	Spring 2024 - Percentage	Spring 2024 Target %	Spring 2025 Target %
ELL - Yes	173	1%	2%	4%
ELL - No	243	16%	15%	19%

Special Education Status	2023-2024			
	Spring 2024 # students tested	Spring 2024 - Percentage	Spring 2023 Target %	Spring 2025 Target %
Special Education - Yes	72	4%	5%	5%
Special Education - No	344	11%	15%	14%

Ethnicity	2023-2024			
	Spring 2024 # students tested	Spring 2024 - Percentage	Spring 2024 Target %	Spring 2025 Target %
Asian	3	33%		
Black or African American	1	0%		
Declined to State	8	0%		
Hispanic/Latino	390	10%	10%	12%
Native Hawaiian or Other Pacific Islander	4	25%		
White	8	0%		

### CAASPP-Language Arts

*Count and Percentage are based on number of students who met or exceeded standard*

Grade	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	23-24 Target %	24-25 Target %
Grade 6	96	28	29%	103	28	27%		
Grade 7	88	36	41%	103	30	29%		30%
Grade 8	102	27	26%	100	30	30%		33%
All Grades	286	91	32%	306	88	29%	35%	38%

EL Status	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	23-24 Target %	24-25 Target %
ELL - Yes	105	11	10%	115	3	3%	5%	6%
ELL - No	181	80	44%	192	86	45%	50%	55%

Special Education Status	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	23-24 Target %	24-25 Target %
SPED - Yes	67	8	11%	48	4	8%	10%	10%
SPED - No	219	83	37%	259	85	33%	35%	38%

Ethnicity	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	23-24 Target %	24-25 Target %
Asian	*	*	*	*	*	*		
Black or African American	*	*	*	*	*	*		
Filipino	*	*	*	*	*	*		
Hispanic/Latino	265	84	32%	288	78	27%	30%	32%
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*		
Two or More Races	*	*	*	*	*	*		
White	*	*	*	*	*	*		

Homeless	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	23-24 Target %	24-25 Target %
Yes Homeless	*	*	*	*	*	*	25%	
Not Homeless	284	90	32%	298	87	29%	35%	36%

## CAASPP-Math

*Count and Percentage are based on number of students who met or exceeded standard*

Grade	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	23-24 Target %	24-25 Target %
Grade 6	95	11	12%	104	8	7%		
Grade 7	86	27	31%	107	15	14%		10%
Grade 8	102	16	16%	108	12	11%		17%
All Grades	283	54	19%	319	35	11%	15%	16%

EL Status	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	23-24 Target %	24-25 Target %
ELL - Yes	102	3	3%	127	2	2%	5%	6%
ELL - No	181	51	28%	193	33	17%	20%	22%

Special Education Status	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	23-24 Target %	24-25 Target %
SPED - Yes	65	5	8%	48	3	6%	8%	8%
SPED - No	218	49	22%	261	32	12%	15%	16%

Ethnicity	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	23-24 Target %	24-25 Target %
Asian	*	*	*	*	*	*		
Black or African American	*	*	*	*	*	*		
Filipino	*	*	*	*	*	*		
Hispanic/Latino	262	46	18%	290	25	9%	15%	16%
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*		
Two or More Races	*	*	*	*	*	*		
White	*	*	*	*	*	*		

Homeless	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	23-24 Target %	24-25 Target %
Yes Homeless	*	*	*	10	1	10%	15%	15%
Not Homeless	281	54	19%	299	34	11%	15%	15%

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Enrichment Curriculum - EiE - Students in Tier 1 and Tier 2 will receive an Enrichment class three times a week that will develop them as RCSD Learners, with a strong focus on informational text reading and writing as well as mathematical practices.	EL, SWD, SED, Hispanic	2,000 Measure U
3.3	PLC Meetings - Teachers will analyze student data (iReady, CAASPP, class work, etc.), look for trends, decide tier II interventions, create and plan activities activities to improve their teaching, and set individual and collective goals for students in their grade.	All Students	5,000 Title I

<b>3.4</b>	Math & English Intervention - During the Enrichment Period, and using students data to determine placement, students will be placed in classes where they will receive targeted instruction directed to address their specific Math or English needs. Math teachers will use Math4Love program to teach and English teachers will use supplemental material as well as iReady Lessons to deliver instruction.	EL, SWD, SED, Hispanic	
<b>3.6</b>	Reading 180 - Program that targets reading for students with disabilities that are below grade level can receive instruction and support them while learning content.	Students with Disabilities	
<b>3.7</b>	Computers purchases, repairs, and replacements - Technology purchase for students, teachers and staff, to facilitate learning (including Chromebooks, iPads, McBooks, etc.)	All students	17,000 Measure U
<b>3.8</b>	Digital applications, licenses, interventions, programs, and elective instruction - School will purchase digital applications and licenses to support both core and elective instruction. These applications enhance the digital education experience for McKinley students and support them in all learning areas.	All students	2,000 Measure U
<b>3.9</b>	Classroom libraries - By building classroom libraries with both fiction and non-fiction texts that address and reinforce the content and the reading strategies that the students are learning, in addition to bringing different cultures, points of view, etc., teachers will be exposing the students to mentor texts so that the students can grow and learn.	All students	1,500 Measure U
<b>3.10</b>	Supplies for the classroom	All students	7,000 Measure U
<b>3.11</b>	AVID - A teacher leader in each level will attend Summer Institute and will then train the PLC on the AVID strategies so students academics improve. In addition, students in 7th and 8th grade and identified students with disabilities will have access to AVID elective, a more targeted class that will prepare them for HS and college.	All Students	16,179 Measure U
<b>3.13</b>	PE Equipment and PE uniforms- Physical education provides cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for physical activity and physical fitness. Supporting schools to establish physical education daily can provide students with the ability and confidence to be physically active for a lifetime. Daily exercise creates new paths in the brain and strengthens the existing ones. By providing them with the equipment and the resources to this subject, students will learn and grow in all the other areas.	All students	5,000 Measure U
<b>3.14</b>	Thinking Maps - These will be used by the students to organize their thinking, ideas, content, learning, and writing, so they can have access to high level content. Resource teacher and general education	All Students: SWD	2,000 Measure U

	staff will collaborate to implement these strategies with students with disabilities.		
<b>3.15</b>	Advisory - All students will have an advisory period once a week where they will set learning goals, will check progress and determine next actions. Their advisory teacher will conference with them once a month and will guide them through the process by accessing their PowerSchool and their assignments. In addition, the peer tutoring model from AVID will be implemented so students can receive support not only from their advisory teachers but from their peers.	All Students	
<b>3.16</b>	CAP Tutoring - After school Math tutoring - students that are three or more years below grade level will receive intense support.	All Students	District Funded
<b>3.17</b>	Healthy Cities - After School Reading Tutoring - students that are three or more years below grade level will receive intense support.	EL, SWD, SED, Hispanic	5,000 Title I
<b>3.18</b>	Push-in / targeted pull out model - Resource Specialist Teachers, and RSP Instructional Aids will provide support during ELA and Math class, In addition, they will pull out students for 2 periods of 30 minutes a week to target specific students with disabilities needs and address their IEP goals.	Students With Disabilities	
<b>3.19</b>	Half Time STEAM Instructor	All students	17,000 Site Formula Funds  22,000 Measure U  43,700 Prop. 28
<b>3.20</b>	STEAM Materials	All students	14,709 Prop. 28

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$65,535.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$988,439.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$50,145.00

Subtotal of additional federal funds included for this school: \$50,145.00

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 (\$)
	\$0.00
District Funded	\$703,072.00
Measure U	\$116,813.00
Prop. 28	\$58,409.00
Site Formula Funds	\$60,000.00

Subtotal of state or local funds included for this school: \$938,294.00

Total of federal, state, and/or local funds for this school: \$988,439.00

# School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Susana Garcia Fernandez	Principal
Jackelyne Campos	Other School Staff
Kathleen Murphy	Classroom Teacher
Angela Ha	Classroom Teacher
Maryjane Gertz	Classroom Teacher
Yuricci Cruz	Parent or Community Member
Danna Perez	Parent or Community Member
Diana Mora	Secondary Student
Carlos Gonzalez	Secondary Student
Laura Robles	Other School Staff
Nancy Torres	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/22/2024.

Attested:

	Principal, Susana García Fernández on 5/22/2024
	SSC Chairperson, Nancy Torres on 5/22/2024

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

## Purpose and Description

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

### Purpose

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

### Description

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

## Stakeholder Involvement

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

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

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

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

## Resource Inequities

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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

# Appendix B:

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

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

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

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019