

School Year: **2022-23**

# 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
William McKinley Elementary School	19- 64337- 6011951	November 1, 2022	December 15, 2022

## 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

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 is a Title I schoolwide program school.

Following ESSA requirements, the school developed the school plan based on a comprehensive needs assessment that was reviewed by the School Site Council.

The SSC council developed goals/strategies to address English Language Arts, Math, English Language Development, parent involvement, and professional development.

The identified program/strategies will be monitored by the school site council with the end to increase student achievement

SSC approves the planned strategies and expenditures.

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# 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).

The staff analyzed student data along with surveying parents on the School Site Council and English Learner Advisory Council, and it was decided, at that time, we would continue with a school-wide focus would be differentiation of instruction specifically on the growth of our English Learners and Hispanic populations because they include many of the same children. Focusing on Writing strategies and social-emotional support for students as we transition back to supporting items that are lacking from the time with at-home learning. Currently, academic growth is being impacted by anxiety and impulsiveness which we believe is a direct impact of the social-emotional growth lost during Covid restrictions.

Based on meetings with teachers and parents, our decision is to continue to focus on differentiated instruction school-wide, writing strategies, and social-emotional support for student to support their academic growth. We will continue to train teachers on programs and strategies to support them such as writing, engagement, and scaffolding strategies during professional development and PLC meetings. In addition, we will review trauma-informed teaching strategies and practices with staff to support student academic achievement. Differentiated academic student support will occur during our response to intervention time (Rtl), which happens daily and includes small groups and additional in-class teacher and Instructional assistant support. Students are given instruction at their level to meet their needs. Students who are below grade level are in smaller groups, in order to provide them with high-quality, Tier II Rtl intervention.

Math needs will be addressed in small groups during math instruction in classrooms with the use of differentiated small groups to meet the needs of each student. Professional development and resources will be provided to encourage and support hands-on activities and math learning.

## Classroom Observations

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

Drop-in observations of classrooms during the 2021-2022 school year were conducted. Observation showed that teachers engaged students with engagement strategies such as Kagan Strategies. Many teachers are also trained and use Project GLAD strategies. All classrooms and teachers also showed evidence of implementing writing, engagement, and ELD strategies, math and literacy games are implemented for review as well. In all classrooms, student interaction (with the use of breakout rooms), classroom discussions, and critical thinking development were observed.

Teachers also provided English language development in their classrooms and during designated ELD (English Language Development) time. Activities for this support included small group instruction using sentence frames, comprehension strategies, Project GLAD strategies, and core subject support by front-loading EL students with key academic vocabulary. These were noted during observations throughout the school year. During distance learning, students had separate ELD groups with teachers and instructional assistants to support their needs.

## **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)

District/interim assessments and classroom-based assessments are used to monitor student progress and to make decisions about instruction.

For the 2022-2023 school year, on at least ten faculty meetings, teachers will have the opportunity to meet with grade-level colleagues to plan/map/pace student learning using the professional learning community's structures. Professional Development will be provided during staff meetings to support small group instruction for Math and Language arts and best practices and strategies for classroom social-emotional lessons which support student academic growth.

Grade level meetings will be used to review achievement trends and areas that require more focus and to study best practices to be implemented in classrooms. Individual student scores will be noted. Those students that need extra support will be listed so that all teachers and faculty members will take ownership and be aware of specific needs. Those students will be invited to school interventions inside and outside of the school day.

We will continue our Response to Intervention (RtI) block. Specific academic skills will be targeted at this time with an emphasis on phonemic awareness and comprehension. Additional teacher support will be provided in the classrooms to support students in small groups for Tier II of RtI.

Parents will continue to be kept abreast of school happenings in our monthly Panther Press, our weekly Monday Memo, and Sunday Phone Messages and email, McKinley App, along with other informative news pieces sent home in both English and Spanish. Parents will be a part of student growth through their involvement in classroom support and extra-curricular activities. We have a strong cadre of parents who organize PTA meetings and events, and we encourage all parents to be a part of this vital branch of our school program. Parents are encouraged to volunteer in classrooms. Parents are also encouraged to attend GATE Advisory Committee, English Language Advisory Committee, Dual Immersion Advisory Committee, School Safety Team, Volunteer Training, and School Site Council meetings.

Based on this information School Site Council, English Learner Advisory Committee, and the principal developed the School Plan for Student Achievement (SPSA) which will be the touchstone for program design and guide the monitoring of progress for the school this academic year.

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

To ensure meeting our data goal, we will have grade level trimester assessment review meetings to identify achievement trends and areas that require more focus. The discussion will cover students' achievement growth and steps for modifications to increase student achievement. Data chats will also include a discussion on the identified student subgroups such as ELs and SPED. Further, we will use the results of the new District baseline assessments to inform the delivery of instructional content in ELA. Teachers will also review data once a month in their PLC meetings and adjust instruction based on outcomes.

## Staffing and Professional Development

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

All teachers and certificated staff at McKinley meet the requirements for being (ESSA/ESEA) qualified and meeting State certification as effective teachers.

Title I monies are used to fund individual teachers to attend professional development throughout the year, in addition to those professional development opportunities on-site and within our district. Staff members continue to be trained with Box Cars and One-Eyed Jacks on strategies for math and literacy practices, and Step Up to Writing strategies.

All McKinley teachers have been trained on the California State Standards.

Substitutes will be funded or teachers will be paid to work after their contract hours with categorical monies to allow teachers to plan and collaborate as well as to enable teachers to observe colleagues within McKinley and at other school sites.

Categorical monies enable McKinley to have a part-time librarian, a part-time resource lab assistant which ensures that resources are available and organized in a way that makes resources accessible for students, and an instructional technology lab assistant who supports teachers and students in the use of on-site library resources and online resources. Categorical funds (LCFF- Supplemental Grant) also pay for two instructional assistants who support teachers in providing English as a Second Language lessons to our English Learners.

Categorical funds pay for four hours of service from three additional certificated teachers daily. These teachers provide intervention for students during English Language Arts time and enable teachers to work with smaller instructional groups in their own classrooms, thus benefiting all our McKinley students.

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

McKinley Elementary School meets the sufficiency requirements of credentialed teachers. Teachers are participating in professional development related to the California State Standards, the use of data to inform (and pace) instructional practices, core curriculum, strategies for English Language Learners, GATE instruction, and Kagan Structures for increased student engagement.

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

Grade levels will have multiple opportunities for collaboration, planning, and sharing best practices in order to maximize the use of our adopted curriculum and teacher-created supplemental materials. We will continue to review and analyze the data from interim assessments, so changes can be made to classroom groups and RTI clusters. Reading for pleasure is encouraged and monitored with monthly reading logs and the AR reading program. Students will be encouraged to use technology to practice skills in programs that are available both in the classroom and at home. Substitute time will be provided for teachers to observe exemplary teaching practices and plan in grade-level teams.

The District and school will provide professional development targeted at improving the performance of English language learners and Special Education students. These include having monthly District-wide Special Education teacher meetings and providing additional opportunities for Special Education staff to attend professional development on a variety of topics including programs and strategies to help with struggling readers, autism, sensory disorder, behavioral and emotional disorders, visual supports, vocabulary enrichment, etc.

Training will be provided on intervention materials which include SIPPS, Making Meaning, Read Naturally, and the ELA Benchmark curriculum intervention pieces.

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

Teachers will be invited to attend professional development in the area of First Excellent Instruction, Student Engagement, and technology throughout the year. Ongoing assistance is provided by the curriculum specialist, by colleagues with strengths in areas of need, and by the principal. New teachers participate in monthly meetings and in-services.

Teachers who need additional assistance with classroom management, curriculum, or instructional delivery are offered support and mentoring through the District's Peer Assistance Review (PAR) program.

When there are employment openings for teachers, the school has no problem attracting highly qualified applicants. Employment opportunities are advertised on the District's website.

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

In at least 10 yearly faculty meetings, teachers will have the opportunity to meet with grade-level colleagues to plan/map/pace their curriculum program so that each tested standard will have the appropriate amount of instructional time devoted to coverage and mastery before they are assessed in March 2023. Categorical money is available for substitutes so grade levels can take full days to plan throughout the school year. Teachers also collaborate in data chats.



## Teaching and Learning

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

At McKinley Elementary School, the curriculum, instructional program, and materials are aligned with the State of California content standards for each required subject matter, at all grade levels. District (teacher) created common assessments are utilized to ensure that teachers are providing curriculum and instructional programs that are planned and paced in ways that ensure all students have the opportunity to master the content standards by the end of the year.

Student progress is monitored by the collection of ELA and HM Go Math! assessment data, as well as proficiency rates, determined by LCAP-based performance goals and expectations.

Title I and other categorical funds will support our RTI implementation. Students with special needs are supported through IEPs and are serviced by our Special Day Classes, Resource Specialist, and Speech and Language Pathologist. Both pull-out and consult services are provided by these on-site specialists along with our school psychologist and other itinerant specialists, such as the Occupational Therapist, behavior specialists, and Adaptive PE coaches.

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

All students at McKinley are provided the opportunity to meet the California State standards at grade level.

All instructional minutes for reading / language arts and math are monitored by BUSD and have been found to exceed State requirements.

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

English Language Arts and Math pacing schedules have been provided by the Curriculum Specialist Team and are aligned to our District Benchmark Interim Assessments iReady assessments.

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

Every student has access to District approved, SBE adopted instructional materials in every subject area.

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

Every student uses District approved, SBE adopted instructional materials in every subject area, including materials used in intervention sessions.

We currently use the Benchmark Advanced State adopted literacy materials. Our Math curriculum is Houghton Mifflin Go Math! which is approved by the State of California and aligned to the State Standards.

## Opportunity and Equal Educational Access

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

We believe the continued focus on academic vocabulary and the building of background knowledge in ELD and the implementation of Rtl using programs such as Carousel of Ideas, Systematic ELD guidelines, Making Meaning, GLAD strategies, SIPPS, and SRA along with ongoing differentiation within classrooms will result in stronger academic growth for our English Learners. There will be data chats with students at which their progress will be discussed and goals will be set for further academic achievement.

Evidence-based educational practices to raise student achievement

Examples of research-based educational practices at McKinley Elementary School are: Schoolwide Response to Intervention Program (K-5)-Power Hour Program, Kagan Student Engagement Structures, Benchmark Advanced ELD, and Step Up To Writing.

Title I and other categorical funds along with backing from our PTA will help support after-school enrichment activities and our Rtl implementation. Students with special needs are supported through IEPs and are serviced by our Special Day Class teachers, psychologist, Resource Specialist, and Speech and Language Pathologist. Both pull-out and consult services are provided by these on-site specialists along with other itinerant specialists, such as the Occupational Therapist and Adaptive PE coaches.

## Parental Engagement

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

Student Achievement and SPSA draft goals data was presented to the ELAC at the October 14, 2022 meeting and to the School Site Council on October 4, 2022 meeting. District and school wide assessment Data was discussed at Grade Level Data Chats and Faculty Meetings.

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)

Parent involvement during the 2022-2023 school year will include membership in the PTA -and joining of sponsored virtual events such as McKinley Arts Projects (M.A.P.) each month, Career Day, walk to school day, Panther Pride assemblies, Family read-in night, Family math, science and Literacy nights and social-emotional lessons and resources for parents.

McKinley parents and students participate and support our Student Council at events such as spirit days, bringing someone special to breakfast, collecting donations for non-profit organizations, Monthly meetings with leaders from the community, etc.

McKinley Families have the opportunity to join monthly PTA meetings, ELAC meetings, Coffee with the Principal, DI and GATE PAC meetings, and yearly title one, back-to-school, and open house meetings.

## Funding

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

Categorical funds support under-performing students in the following ways:

- ~ Additional certificated and classified personnel to support learning in core subjects and the Arts
- ~ Additional technology to enhance classroom learning
- ~ Additional student materials that support core materials/texts
- ~ Fees related to professional development
- ~ Substitutes for class coverage when teachers attend professional development and data studies
- ~ After-school and In-school intervention classes: teacher pay and materials
- ~ Training for and Parent Education classes
- ~ Computer software accessible at school and home

## Fiscal support (EPC)

For 2022-2023, McKinley received restricted funding support from State LCFF Supplemental [EIA-LEP] and Federal Title I funds (\$142,595). This includes carry-over funds. Additionally, McKinley received LCFF supplemental monies for our RTI program.

Finally, McKinley received \$6,594 in Title III funds to support English Learners.

## 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

Parents are asked for input and are invited to be involved in the SPSA planning process in many ways. The SPSA process was explained at the yearly Title I meeting on August 25, 2022 and parents' suggestions were requested. parent input was requested at our monthly ELAC (English Advisory Council) meeting on September 9, 2022 and October 14, 2022 parents were invited to attend our School site council meeting where the plan draft was discussed on October 4, 2022, and approved on November 1, 2022.

## Resource Inequities

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

There are no resource inequities as all schools are funded on a pupil allocation whether it is a general fund program or a restricted fund program.

All teachers meet State certification requirements.

Class sizes meet district and State requirements.

The school meets Williams compliance.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.2%	0.2%	0.23%	1	1	1
African American	2.24%	2.6%	2.50%	11	12	11
Asian	2.65%	3.0%	3.64%	13	14	16
Filipino	2.24%	1.9%	2.05%	11	9	9
Hispanic/Latino	50.82%	50.5%	50.23%	249	236	221
Pacific Islander	0%	%	%	0		
White	33.47%	31.9%	28.41%	164	149	125
Multiple/No Response	4.49%	4.5%	6.82%	22	21	30
<b>Total Enrollment</b>				490	467	440

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	92	84	81
Grade 1	73	71	61
Grade 2	85	74	68
Grade3	81	80	69
Grade 4	77	79	81
Grade 5	82	79	80
<b>Total Enrollment</b>	490	467	440

### Conclusions based on this data:

1. Enrollment is declining after loss during pandemic though is expected to recover.
2. The Hispanic/Latino subgroup continues to be the largest subgroup of students.
3. The White subgroup continues to be the second largest subgroup.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	80	71	70	16.3%	14.5%	15.00%
Fluent English Proficient (FEP)	72	68	50	14.6%	13.9%	10.70%
Reclassified Fluent English Proficient (RFEP)	14	10	4	16.1%	12.5%	0.90%

### Conclusions based on this data:

1. The EL subgroup percentage is 15.0%.
2. The FEP subgroup percentage is 10.7%.
3. The RFEP subgroup percentage is 0.9%.

# School and Student Performance Data

## Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>440</b>	<b>36.6</b>	<b>15.2</b>	<b>0.2</b>
Total Number of Students enrolled in William McKinley Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	67	15.2
Foster Youth	1	0.2
Homeless	3	0.7
Socioeconomically Disadvantaged	161	36.6
Students with Disabilities	54	12.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	2.5
American Indian	1	0.2
Asian	16	3.6
Filipino	9	2.0
Hispanic	221	50.2
Two or More Races	30	6.8
Pacific Islander		
White	125	28.4

**Conclusions based on this data:**

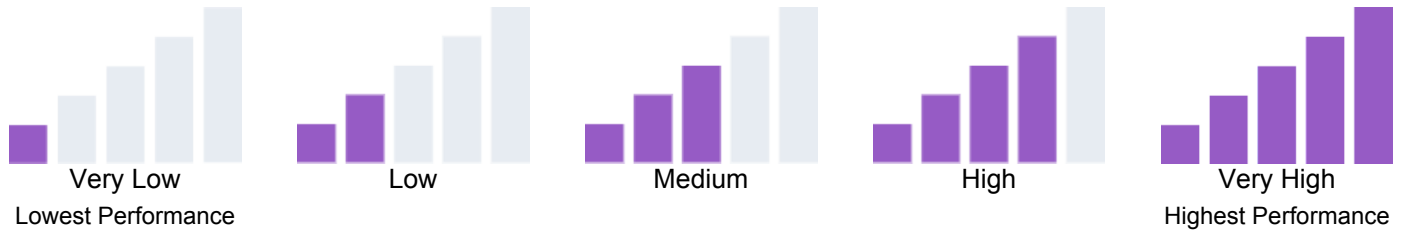
1. 36.6% of students fall into the Socioeconomically Disadvantaged category.
2. 15.2% of student are English learners.
3. 12.3% of students are enrolled in the Special Education program.

# School and Student Performance Data

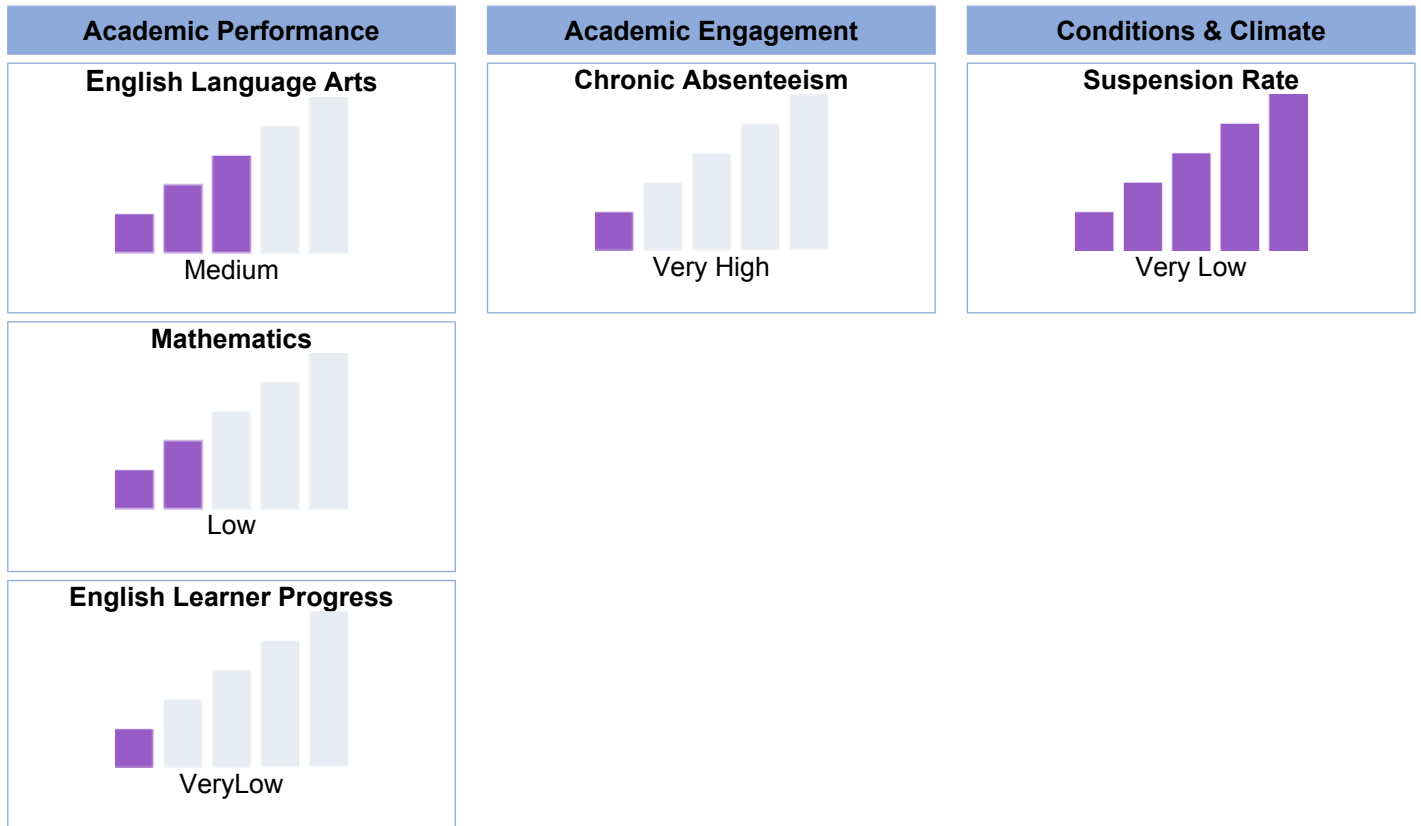
## Overall Performance

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

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



### 2022 Fall Dashboard Overall Performance for All Students



#### Conclusions based on this data:

1. ELA and Math Dashboard is in the Medium Category and Low Category respectively and requires a plan of action and implementation to alter the course.
2. Chronic Absenteeism is in the Very Low Category (VERY GOOD) and requires ongoing monitoring to maintain.



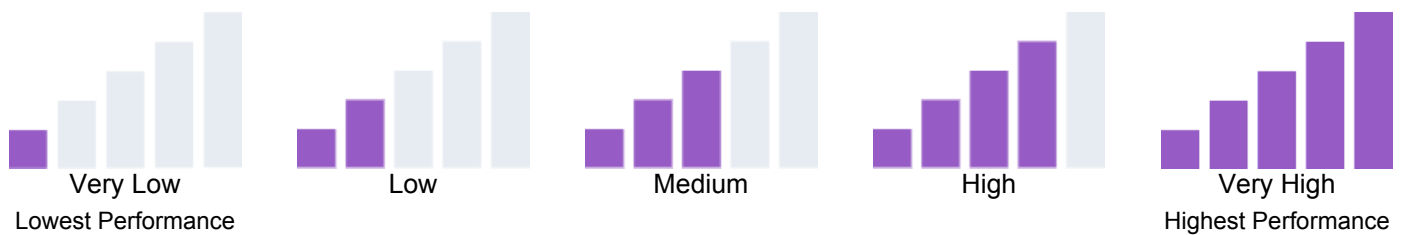
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3. The suspension rate is in the Very Low Category (VERY GOOD) and requires ongoing monitoring to maintain.

# School and Student Performance Data

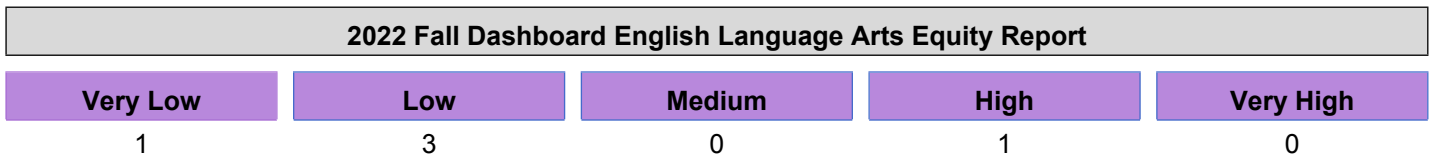
## Academic Performance English Language Arts

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

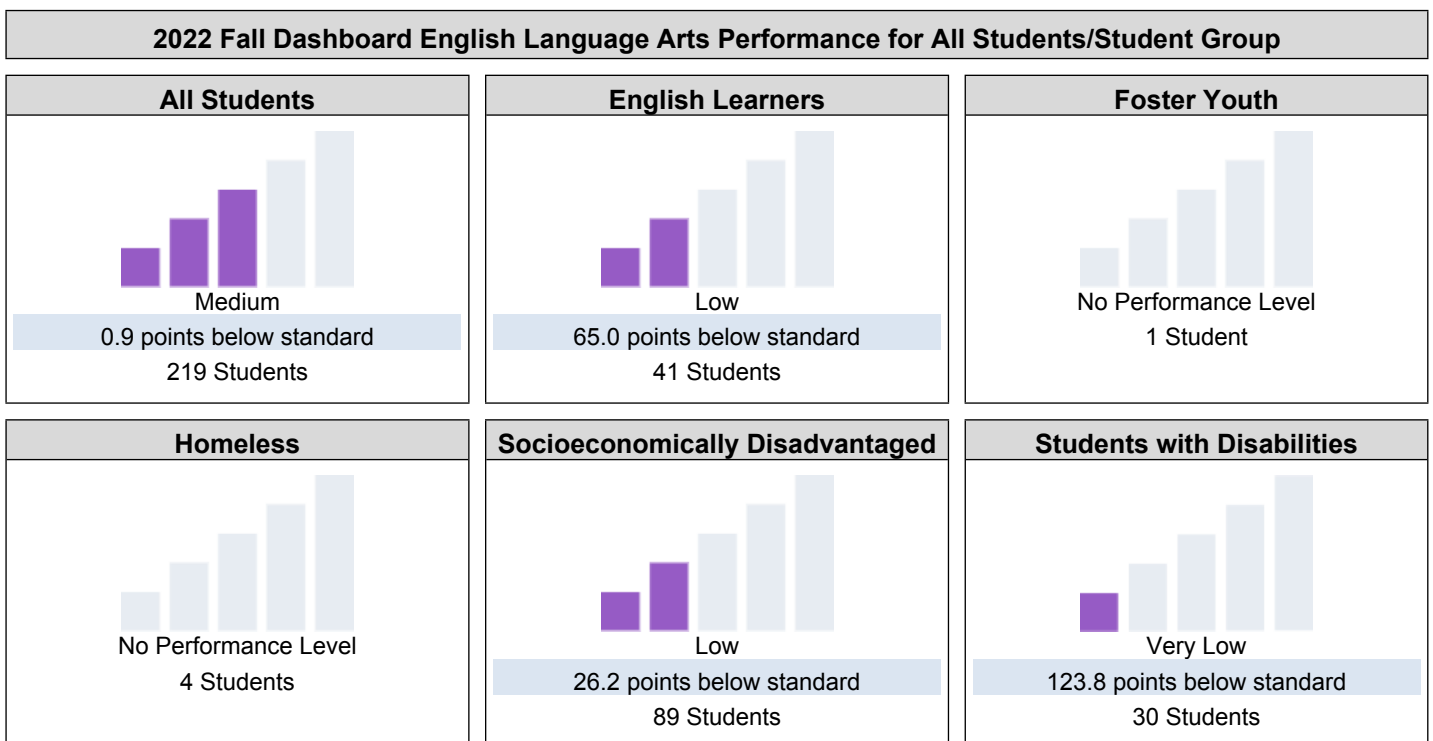
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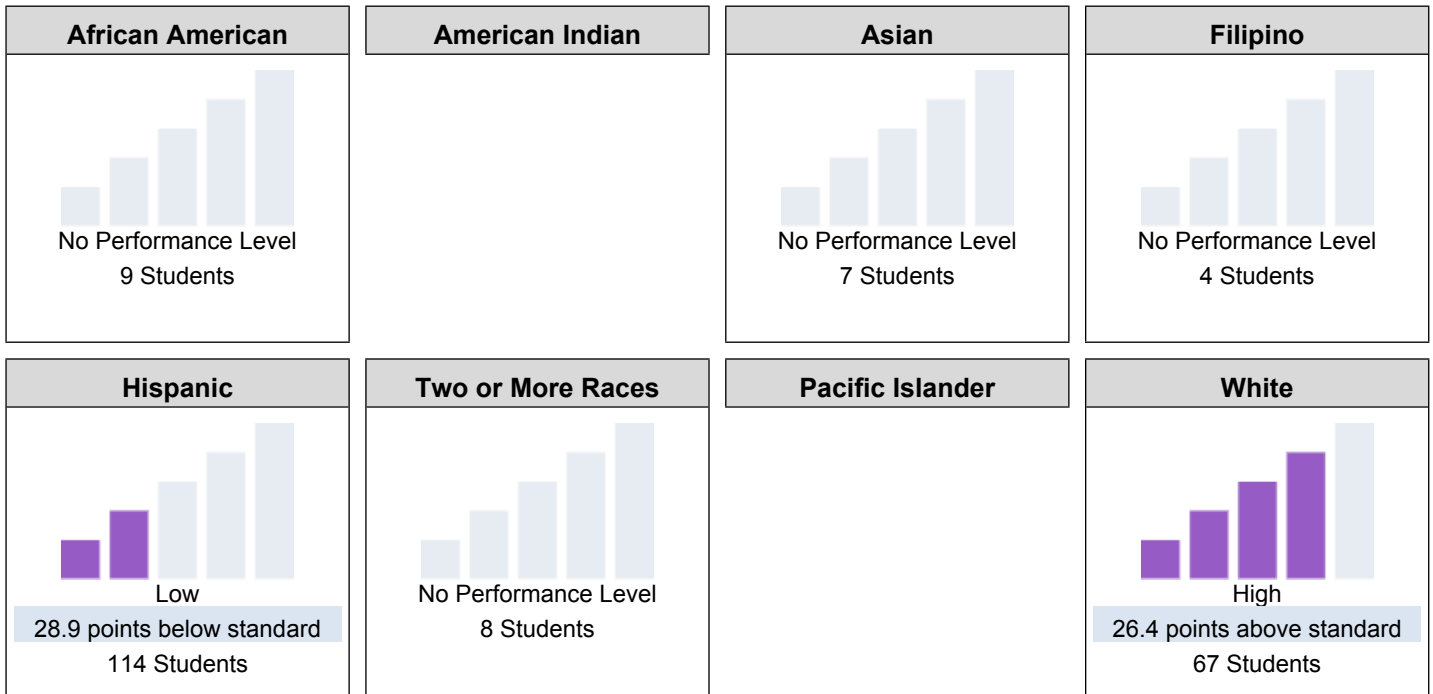
This section provides number of student groups in each level.



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



**2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity**



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

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

Current English Learner	Reclassified English Learners	English Only
87.6 points below standard 24 Students	33.1 points below standard 17 Students	11.4 points above standard 161 Students

**Conclusions based on this data:**

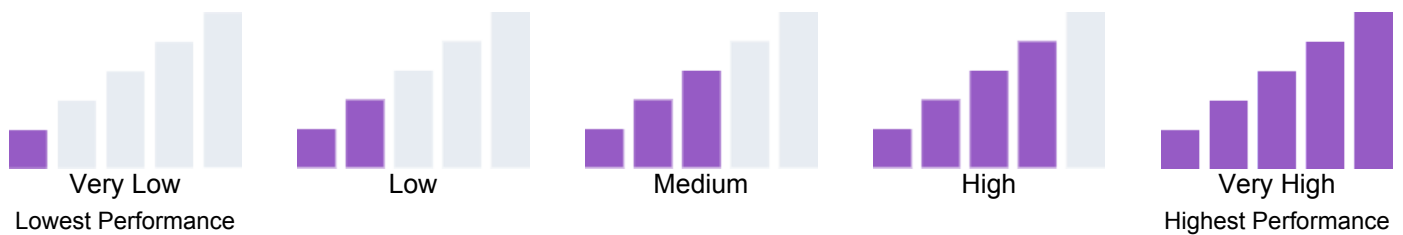
- Overall the All Students subgroup is in the Medium Category with 0.9 points below the standard.
- Students with Disabilities subgroup is 123.8 points below the standard and needs to be examined and a plan of action created to redirect student achievement.
- English learners (65 points below), Hispanic (28.9 points below the standard), and Socioeconomically Disadvantaged (26.2 points below the standard) subgroups achievement needs to be examined and a plan of action created to redirect student achievement.

# School and Student Performance Data

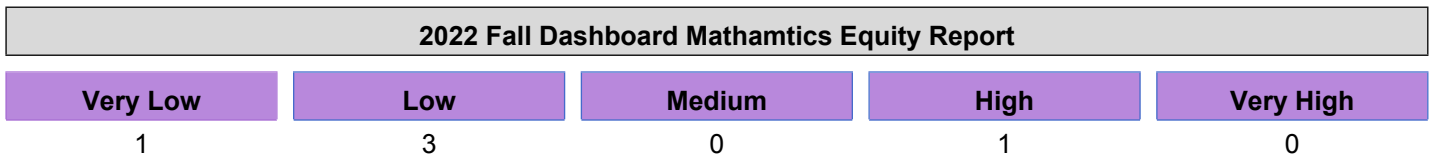
## Academic Performance Mathematics

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

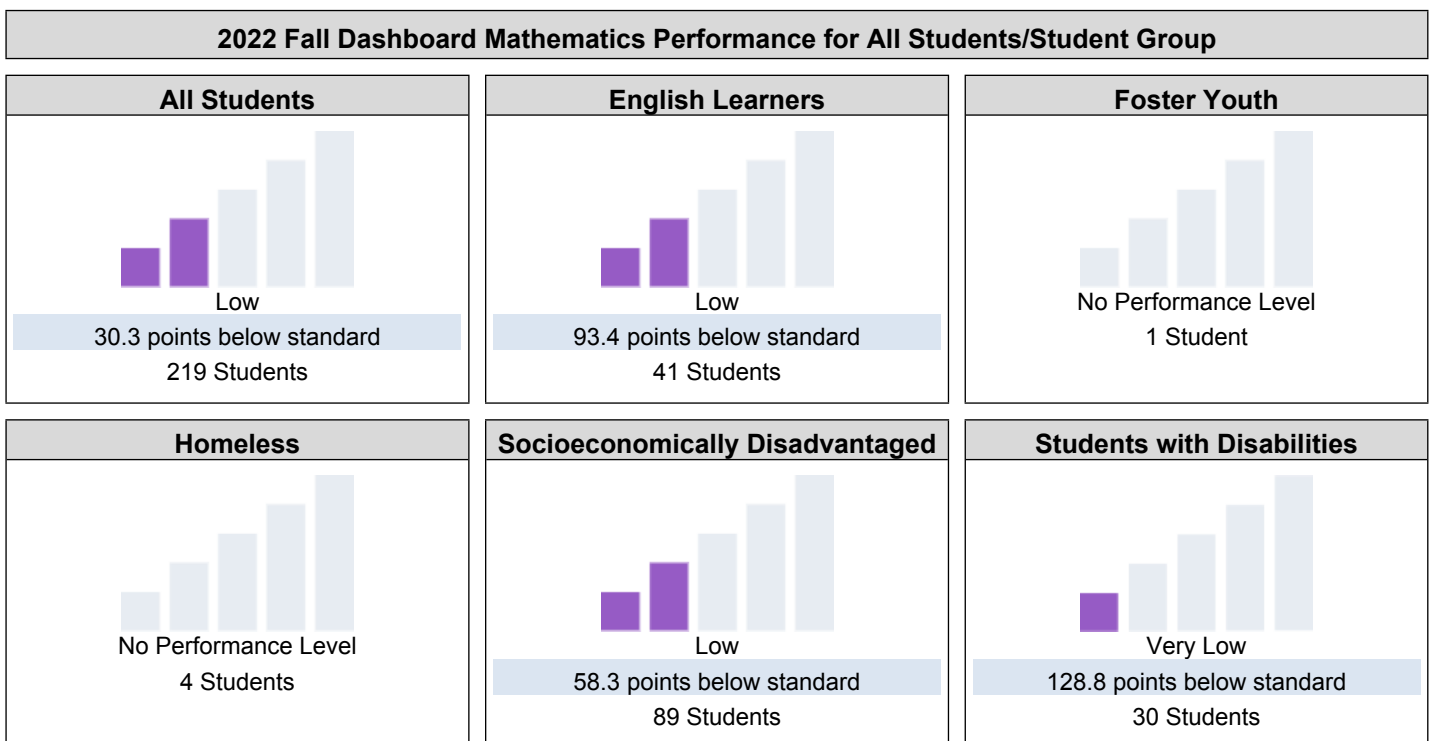
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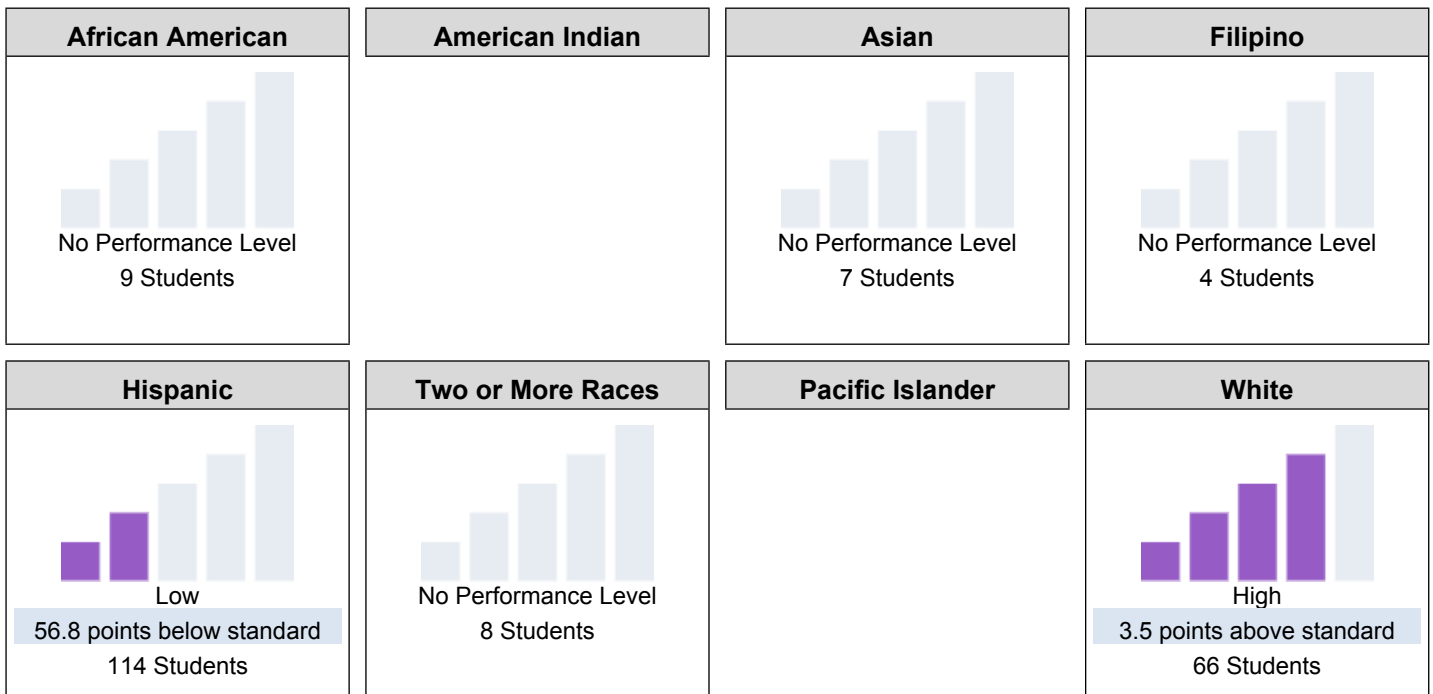
This section provides number of student groups in each level.



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



### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

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

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff;">98.3 points below standard</p> <p>24 Students</p>	<p style="background-color: #e6f2ff;">86.5 points below standard</p> <p>17 Students</p>	<p style="background-color: #e6f2ff;">18.3 points below standard</p> <p>161 Students</p>

#### Conclusions based on this data:

1. The All student subgroup is in the Low Category and is 30.3 points below the standard and needs to be examined and a plan of action implemented to redirect student achievement.
2. Students with Disabilities is in the Very Low Category (128.8 points below standard) and needs to be examined and a plan of action developed and implemented to redirect student achievement.
3. English learners (93.4 points below standard) and Hispanic (56.8 points below standard) and Student Economically Disadvantaged (58.3 points below standard) subgroups achievement needs to be examined and a plan of action developed and implemented to redirect student achievement.

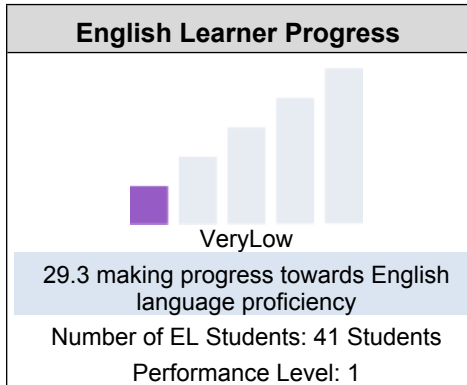
# School and Student Performance Data

## Academic Performance English Learner Progress

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

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

### 2022 Fall Dashboard English Learner Progress Indicator



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

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
11	18	3	9

#### Conclusions based on this data:

- English Learner Progress is in the Very Low Category with only 29.3% of students making progress
- 9% of ELs increased on ELPI level.
- 11% of ELs decreased on ELPI level.

# School and Student Performance Data

## Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
<b>Class of 2017</b>	<b>Class of 2018</b>	<b>Class of 2019</b>
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

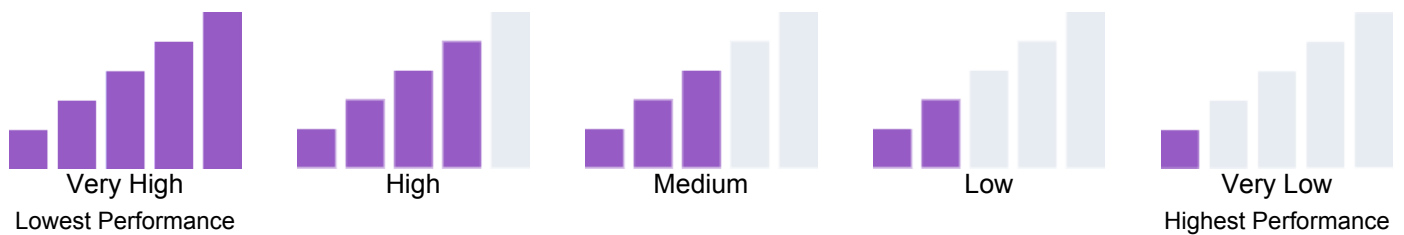
1.

# School and Student Performance Data

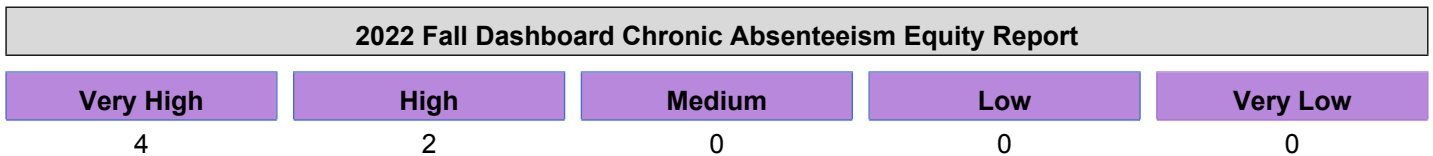
## Academic Engagement Chronic Absenteeism

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

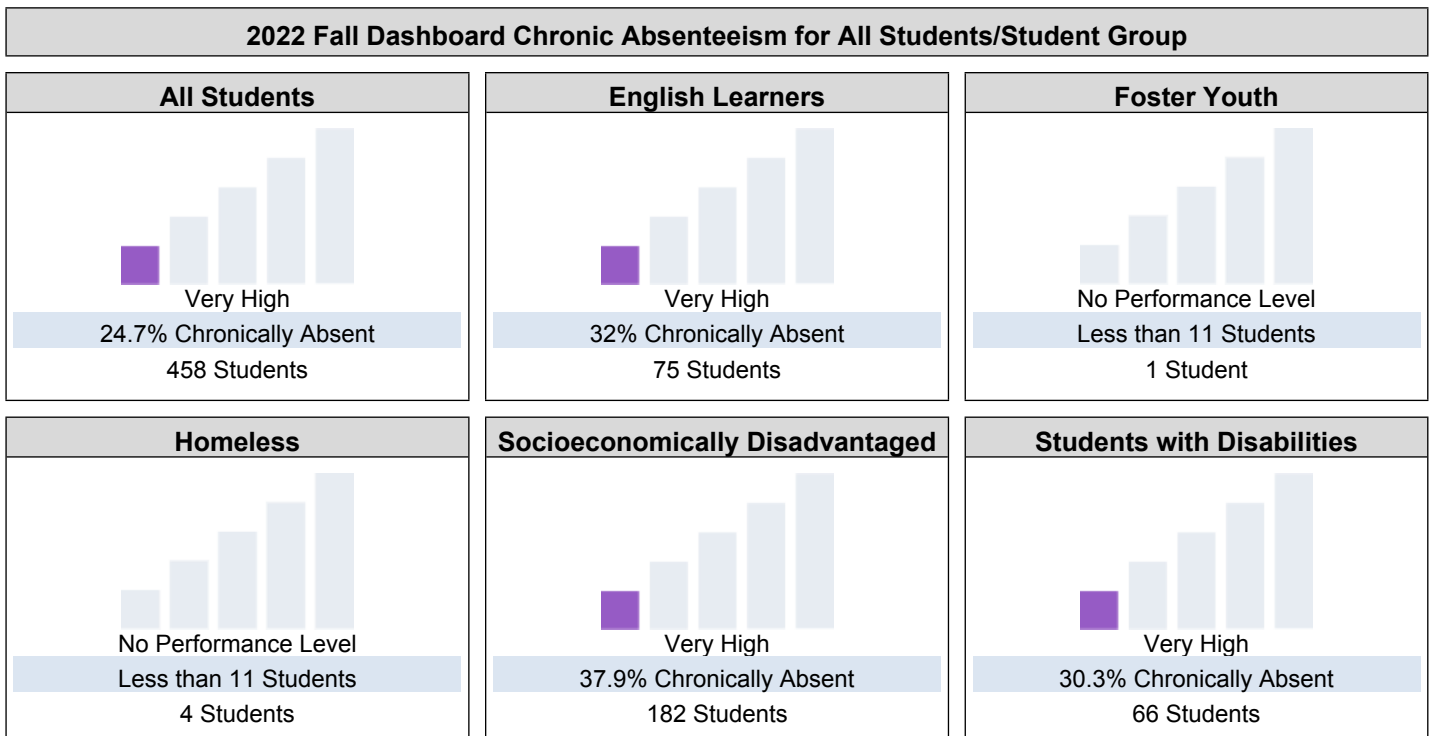
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

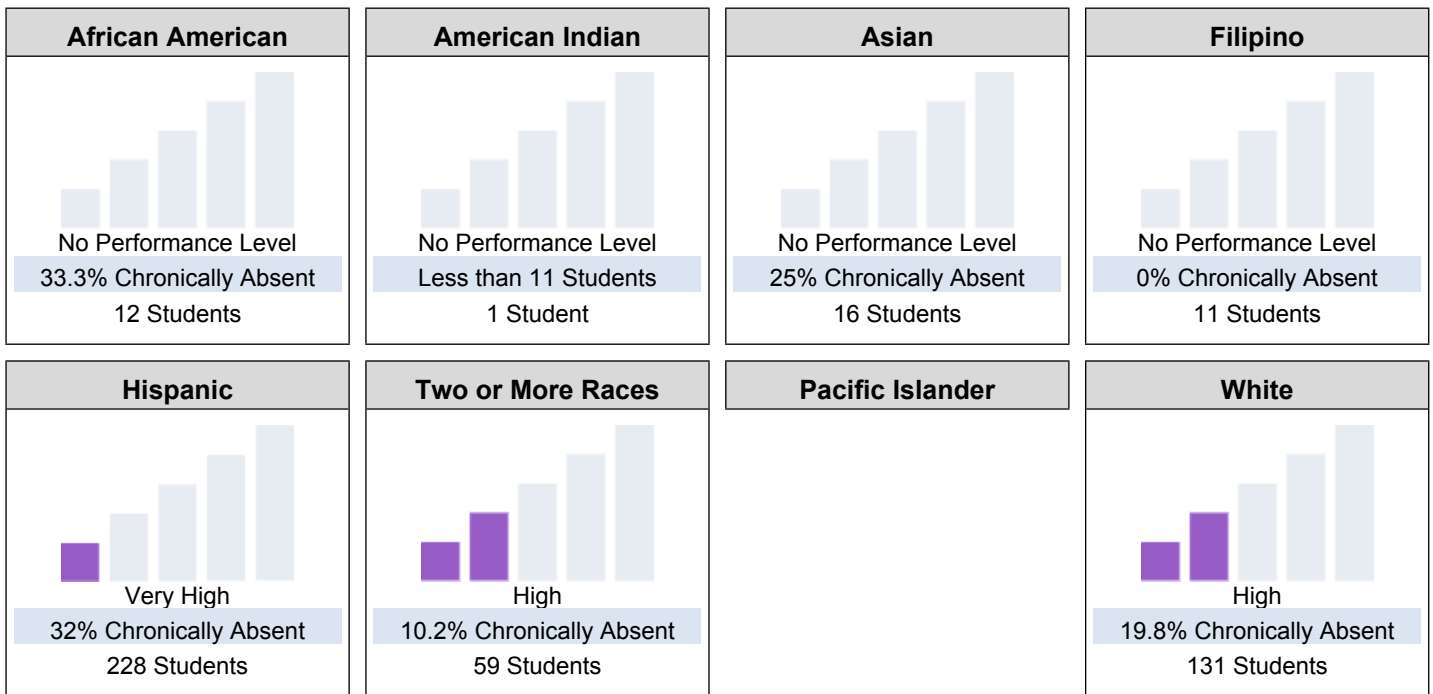


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.





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



**Conclusions based on this data:**

1. The All Student subgroup is in the Very High Category (Not Good) with 24.7% of students chronically absent. A plan of action needs to be developed and implemented to address the problem.
2. The English learner subgroup, Socioeconomically Disadvantaged subgroup, and Hispanic subgroup with 32%, 37.9%, and 32% respectively in the Very High Category (Not Good). A plan of action needs to be developed and implemented to address the problem.
3. The Two or More Races subgroup and White subgroup are in the High Category (Not Good) with 10.2% and 19.8% chronically absent. A plan of action needs to be developed and implemented to address the problem.

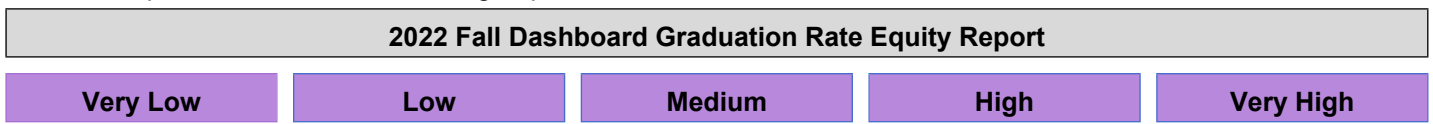
# School and Student Performance Data

## Academic Engagement Graduation Rate

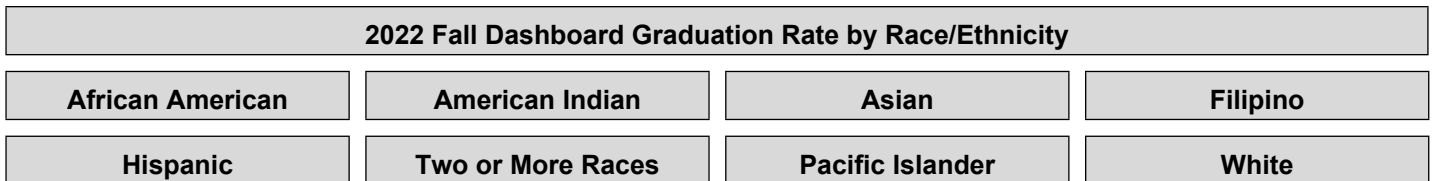
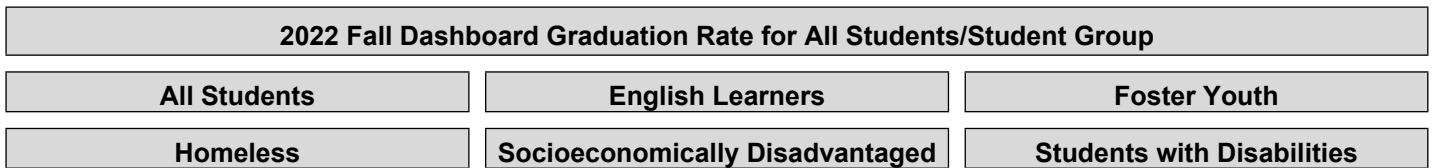
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures.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

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance
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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.



**Conclusions based on this data:**

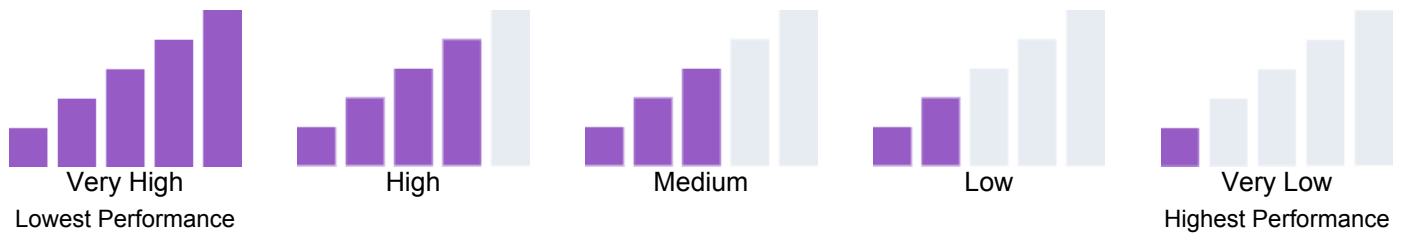
- 1.

# School and Student Performance Data

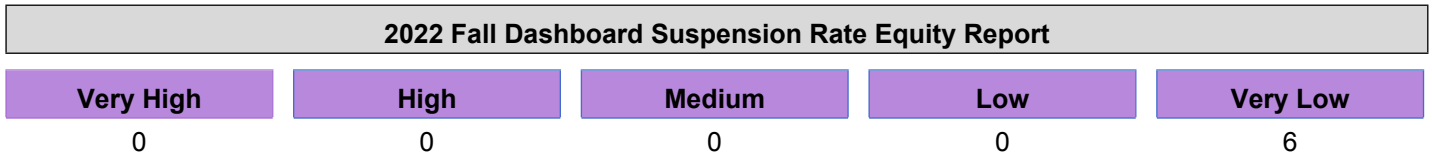
## Conditions & Climate Suspension Rate

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

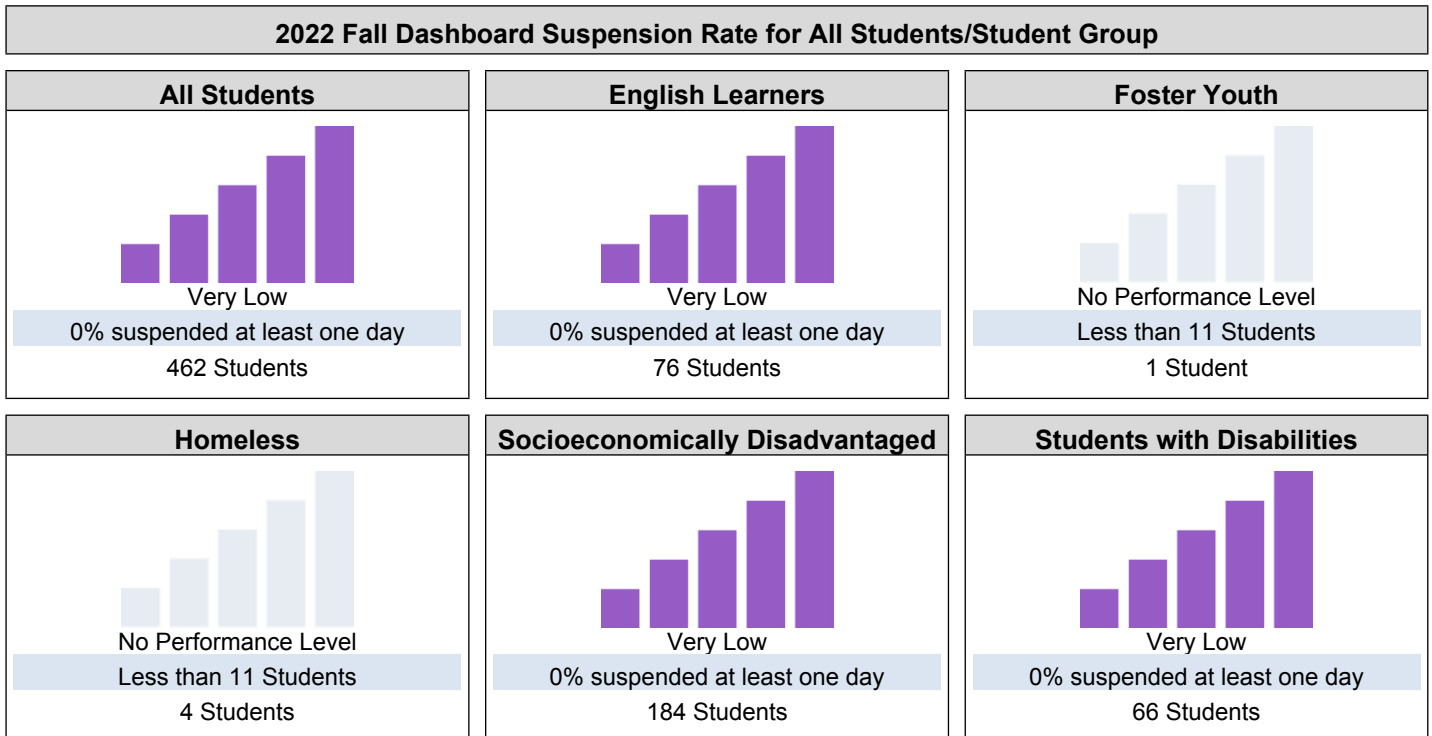
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



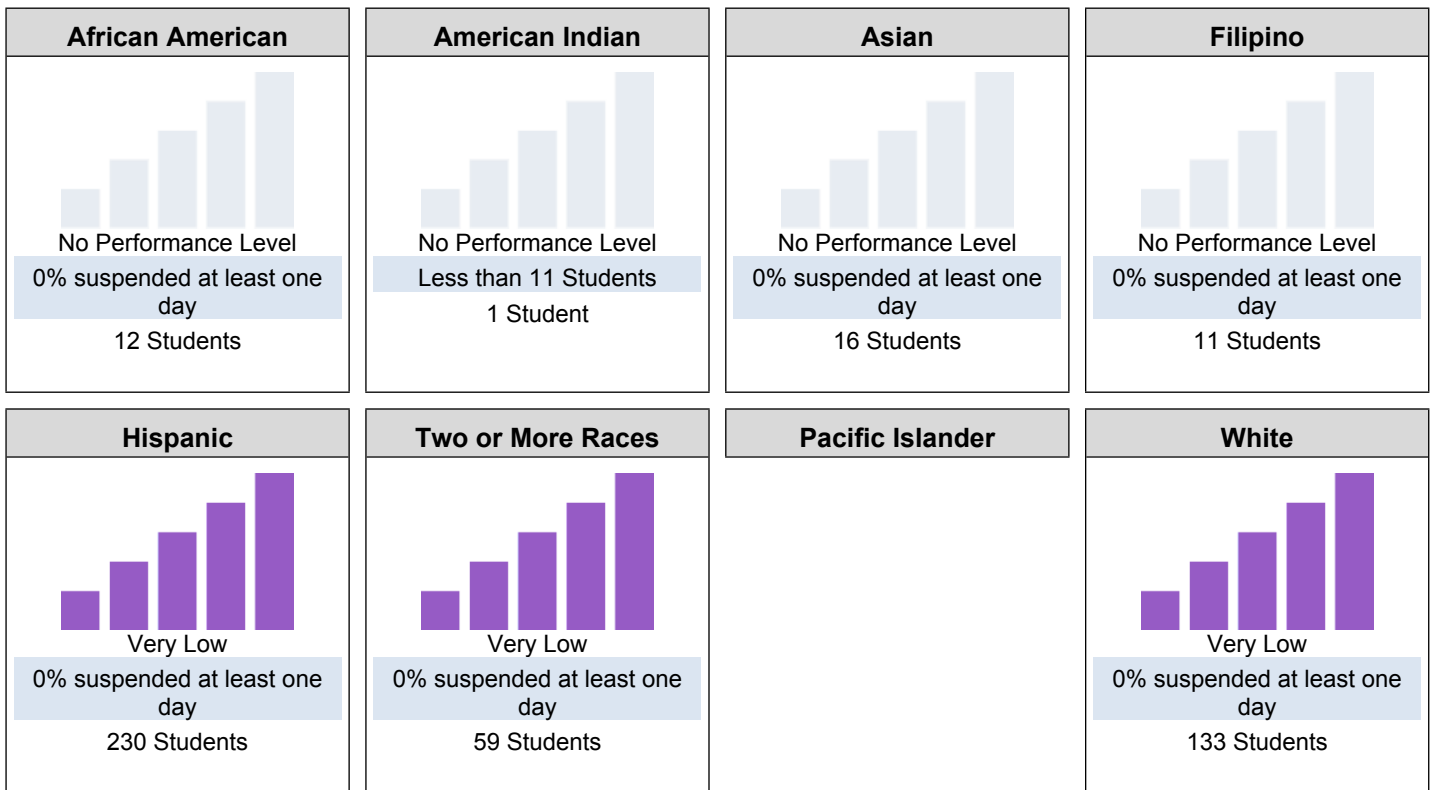
This section provides number of student groups in each level.



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



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



**Conclusions based on this data:**

- The suspension rate for the All Student subgroup is in the Very Low Category (Good) with 0% suspended at least one day.
- All subgroups are in the Very Low Category (Good) with 0% suspended at least one day.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English / Language Arts

## LEA/LCAP Goal

Board of Education Goals

1. Students will be career/college ready via high-quality instruction
2. Students will be physically, emotionally, and mentally healthy
3. Recruit and retain highly qualified employees
4. Maintain efficient and effective operations

LCAP Goals

1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2022-23 school year. (Instructional Services)
2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of 2022-23 school year. (Educational Services)
3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments following Williams compliance by September 1, 2022, depending on clearance requirements (i.e., fingerprinting). (Human Resources)
4. Efficient and effective operations as measured by appropriate facilities especially classrooms that are conducive to the needs of the instructional program from the first day of the school year meeting Williams facilities requirements. (Business Services)

## Goal 1

By the end of the school year we will increase student proficiency in English Language Arts 70% of students in Grades 1-5 who will score at or above on their grade level reading on the end-of-Year STAR (Renaissance Learning) scores. Students in Grades 3-5 will increase 3% proficiency on the ELA California Assessment of Students Performance and Progress 3% overall to 60% proficient on the State test (CAASPP).

## Identified Need

Review of scores from the STAR comprehension assessments, SBAC ELA assessment and end-of-year District assessments showed a need for improved comprehension and literacy skills in English Language Arts. There was a large increase of 10% at the fifth grade level but third and fourth grade made little to no progress on the SBAC.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Proficiency increase on SBAC for Grades 3-5	Current proficiency at 49.10%	Increase of 3% to 52.% on SBAC ELA scores for Grades 3-5
Increase of proficiency on STAR test for students in grades 1-5	58% of the students are currently comprehending on grade level at beginning of year	70% proficient or higher on end of year STAR

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

### Strategy/Activity 1

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

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

All Students

#### Strategy/Activity

In at least 10 faculty meetings teachers will have the opportunity to meet with grade level colleagues to discuss student data and Learning. Teams will work together to adjust teaching practices to meet the needs and increase the achievement of all students.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

No additional cost

### Strategy/Activity 2

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

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

All students

#### Strategy/Activity

Trimester meetings to review student performance and needs as well as planning for intervention and small group lessons.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

6,435

Source(s)

Title I Part A: Allocation

1000-1999: Certificated Personnel Salaries substitutes for planning and data meetings

### Strategy/Activity 3

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

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

All students

#### Strategy/Activity

Training for new staff and refresher for existing staff on writing program Step Up to Writing. Consultant will teach new staff writing strategies used school wide to support student with comprehension and citing of text evidence.

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

10,000

#### Source(s)

Title I Part A: Allocation  
5800: Professional/Consulting Services And Operating Expenditures  
cost of consultant

4,600

Title I Part A: Allocation  
1000-1999: Certificated Personnel Salaries  
Cost of substitutes for training

### Strategy/Activity 4

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

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

Students in Grades 1 - 5

#### Strategy/Activity

Hire 3 additional certificated teachers to implement a rigorous Panther Time (power hour intervention) program in English Language Arts for entire school year in all grade levels. The goal will be academic achievement for all students.

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

20,000

#### Source(s)

Title I Part A: Allocation  
1000-1999: Certificated Personnel Salaries

Cost of additional hours for RTI teachers  
 Certificated hourly teacher Support.  
 (Funded via LCFF supplemental grant allocation  
 for RTI).

**Strategy/Activity 5**

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

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

All students in the English Language Arts program

**Strategy/Activity**

3 additional English Language Development instructional assistants to help support ELD students in Rtl and classroom setting with language development and academic vocabulary.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

0

LCFF - Supplemental  
 2000-2999: Classified Personnel Salaries  
 0.75 FTE Instructional Assistant, ELD.  
  
 (Funded via LCFF supplemental grant allocation  
 for EL's).

0

LCFF - Supplemental  
 2000-2999: Classified Personnel Salaries  
 0.3125 FTE Instructional Assistant, ELD.  
  
 (Funded via LCFF supplemental grant allocation  
 for EL's).

0

LCFF - Supplemental  
 2000-2999: Classified Personnel Salaries  
 0.375 FTE Instructional Assistant, ELD.  
  
 (Funded via LCFF supplemental grant allocation  
 for EL's).

0

Title I Part A: Allocation  
 2000-2999: Classified Personnel Salaries  
 Supplemental for salaries not covered under  
 LCFF

0

LCFF - Supplemental  
 2000-2999: Classified Personnel Salaries



.0625

(Funded via LCFF supplemental grant allocation for EL's).

## Strategy/Activity 6

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

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

All Students

### Strategy/Activity

Students will have access to and be encouraged to use , Accelerated Reader, Raz Kids, IXL Language, mystery science which supports ELA and other web-based and on-line programs that reinforce grade level skills as a whole.

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

12,000

#### Source(s)

Title I Part A: Allocation  
4000-4999: Books And Supplies  
Licenses for programs for intervention and support in classroom.

## Strategy/Activity 7

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

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

ELD students and struggling students

### Strategy/Activity

Before and After school targeted intervention sessions in English Language Arts

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

4,000

#### Source(s)

Title I Part A: Allocation  
1000-1999: Certificated Personnel Salaries  
Cost of certificated teachers to help plan and instruct intervention classes.

## Strategy/Activity 8

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

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

All students

### Strategy/Activity

Resource Lab Assistant to help support the organization and access to resources to help with intervention classes and RTI groups. Resource lab will provide teachers with materials at adequate level for each intervention group and serve as a resource to research materials needed.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

23,055

Source(s)

Title I Part A: Allocation  
1000-1999: Certificated Personnel Salaries  
Cost of salary

### Strategy/Activity 9

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

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

All students

### Strategy/Activity

Teachers will be given additional collaboration time to work with their grade levels to plan, and create lessons. as well review student data to find best ways of meeting all students needs.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

14,487

Source(s)

Title I Part A: Allocation  
1000-1999: Certificated Personnel Salaries  
cost of hourly pay

### Strategy/Activity 10

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

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

All Students

### Strategy/Activity

Training for differentiation strategies for all learners including General Education students, GATE students, ELD students and students in Special Education.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,000

Source(s)

Title I Part A: Allocation  
4000-4999: Books And Supplies  
supplies and resoruces for differentiation

### Strategy/Activity 11

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

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

All students

Strategy/Activity

Books and resources to diversify and update classroom libraries and teaching resources

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,000

Source(s)

Title I Part A: Allocation  
4000-4999: Books And Supplies  
Cost of books and teaching resources

## Annual Review

### SPSA Year Reviewed: 2021-22

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

### ANALYSIS

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

Activities were effective, students are making progress and teachers are feeling more comfortable with differentiating Language arts for students.

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

No differences between intended implementation and budgeted expenditures are anticipated.

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.

While progress is being made additional investment to language arts will be made this year this year including additional differentiated groups, family involvement night and training for teachers on literacy strategies and skills in hopes of seeing a larger growth

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Math

## LEA/LCAP Goal

Board of Education Goals

1. Students will be career/college ready via high-quality instruction
2. Students will be physically, emotionally, and mentally healthy
3. Recruit and retain highly qualified employees
4. Maintain efficient and effective operations

LCAP Goals

1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2022-23 school year. (Instructional Services)

2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of 2022-23 school year. (Educational Services)

3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments following Williams compliance by September 1, 2022, depending on clearance requirements (i.e., fingerprinting). (Human Resources)

4. Efficient and effective operations as measured by appropriate facilities especially classrooms that are conducive to the needs of the instructional program from the first day of the school year meeting Williams facilities requirements. (Business Services)

## Goal 2

Our goal will be to increase overall proficiency level in math on the CAASPP Assessment 3% overall to 42% Proficient

## Identified Need

Overall scores increased 3% but there is still a need to support students in the area of critical thinking and problem solving.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC scores for students in grades 3-5	38.77% of students scored within the proficient band	To increase at least 3% to 42% proficient on the SBAC math assessment

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

### Strategy/Activity 1

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

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

All students

#### Strategy/Activity

Professional development will be provided at the a school and District level to incorporate math small groups and differentiated strategies.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

no additional funds needed

### Strategy/Activity 2

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

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

All students

#### Strategy/Activity

Monthly Grade level meetings to review student data and collaborate on best math practices

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

No additional site categorical funds required for this action and goal.

### Strategy/Activity 3

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

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

Students struggling in math

#### Strategy/Activity

Small group instruction and Intervention classes will be taught by certificated teachers for Kindergarten-Fifth Grade students during school and before or after school for intervention. Students included will be determined by need based on classwork and assessment data.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

4,000

Title I Part A: Allocation  
1000-1999: Certificated Personnel Salaries  
hourly Certificated Teacher

**Strategy/Activity 4**

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

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

All Students

Strategy/Activity

IXL computer based math program to be used for math interventions and home practice.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

3,000

Title I Part A: Allocation  
5000-5999: Services And Other Operating  
Expenditures  
Cost of computer program

**Strategy/Activity 5**

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

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

All students

Strategy/Activity

Staff training on math strategies and games for practice and review. Demos lessons will also take place in every classroom K-5th

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

4,000

Title I Part A: Allocation  
1000-1999: Certificated Personnel Salaries  
Cost of additional teachers for math support

### Strategy/Activity 6

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

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

All Students

#### Strategy/Activity

Math focused Family game night

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000	Title I Part A: Parent Involvement 5800: Professional/Consulting Services And Operating Expenditures Consultant company to run Family Game night
1,592	Title I Part A: Allocation 4000-4999: Books And Supplies Supplies for each family to play games and take home resources to play at home
0	Title III 4000-4999: Books And Supplies supplies for parent family math night

## Annual Review

### SPSA Year Reviewed: 2021-22

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

### ANALYSIS

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

Our goal of increasing 3% on SBAC was not met as students are in the process of getting back on track to their learning trajectory from 2018-2019.

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

No major differences are anticipated between intended implementation and budgeted expenditures.

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

We will continue activities and progress towards this goal.



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English Learners

## LEA/LCAP Goal

Board of Education Goals

1. Students will be career/college ready via high-quality instruction
2. Students will be physically, emotionally, and mentally healthy
3. Recruit and retain highly qualified employees
4. Maintain efficient and effective operations

LCAP Goals

1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2022-23 school year. (Instructional Services)
2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of 2022-23 school year. (Educational Services)
3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments following Williams compliance by September 1, 2022, depending on clearance requirements (i.e., fingerprinting). (Human Resources)
4. Efficient and effective operations as measured by appropriate facilities especially classrooms that are conducive to the needs of the instructional program from the first day of the school year meeting Williams facilities requirements. (Business Services)

## Goal 3

To maintain student ELPAC scores and number of students who are reclassified to fluent proficient at least 15% in the 2022-2023 school year.

## Identified Need

Prior goal was met, while students are being reclassified out of ELD program there is still a need to increase student proficiency on district and school benchmarks.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increased STAR scores for EL students	54 first - 5th grade tested, 11 out of 54 scored proficient on the STAR comprehension and Vocab test.	Increase from 20% to 50% proficient on end of year STAR test.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students reclassified out of ELD program	2021-2022 data shows 15.28% of our students 11 out of 72 were reclassified	Maintain 15% or more of student reclassified from program.

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

### Strategy/Activity 1

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

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

English Learners

#### Strategy/Activity

We will have grade level assessment data review meetings to review achievement trends and areas that require more focus specific to English Language Learners.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

No additional site categorical funds required. funding covered in goal #1

### Strategy/Activity 2

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

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

English Learners

#### Strategy/Activity

At monthly faculty meetings there will be study of specific areas and strategies for English Language Learners to increase achievement.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

no additional cost

### Strategy/Activity 3

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

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

All students

**Strategy/Activity**

Selected teachers will be trained on GLAD strategies, they then offer PD to all staff.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
0	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries cost of trainer and substitutes cost incurred by district
0	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures cost incurred by district
0	EIA Funds 1000-1999: Certificated Personnel Salaries cost of participants for summer training cost incurred by district
0	5800: Professional/Consulting Services And Operating Expenditures cost incurred by district

**Strategy/Activity 4**

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

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

English Learners

**Strategy/Activity**

ELD instructional assistant will assist with Panther time groups and for classroom support during instructional time

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
0	

Salaries of ELD assistant cost identified in previous goal #1

### Strategy/Activity 5

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

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

English Learners

#### Strategy/Activity

We will hire 3 additional certificated teachers to implement a rigorous Panther Time specific English Language development strategies will be used in a small group setting.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Hourly Certificated Teachers  
(Funded via LCFF Supplemental grant -Rtl)  
covered in goal #1

### Strategy/Activity 6

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

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

English Learners and Immigrant Students

#### Strategy/Activity

Before and After school intervention classes specific to English learners and their needs will be taught by certificated teachers.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

6,594

Source(s)

Title III  
1000-1999: Certificated Personnel Salaries  
teacher salaries for Rtl and before and after  
school intervention

### Strategy/Activity 7

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

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

all students

Strategy/Activity

Community Liaison to help encourage parent participation, attends all ELAC meetings, supports parents with translation for all correspondence and school meetings including conferences. Reminds parents of events etc.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

17,426

Source(s)

EIA Funds

Salary .5 out of Title I and .5 out of EIALEP

**Strategy/Activity 8**

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

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

English learners

Strategy/Activity

Speakers with strategies for parents and navigating the school system will present and each ELAC school meeting.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

no cost as all presenters are volunteering their time

# Annual Review

**SPSA Year Reviewed: 2021-22**

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

## ANALYSIS

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

Current implementation of goals supported parent involvement and student reclassification from program.

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

No major differences are anticipated between intended implementation and budgeted expenditures.

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

Data will continue to be reviewed and student support adjusted as needed.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Visual and Performing Arts

## LEA/LCAP Goal

Board of Education Goals

1. Students will be career/college ready via high-quality instruction
2. Students will be physically, emotionally, and mentally healthy
3. Recruit and retain highly qualified employees
4. Maintain efficient and effective operations

LCAP Goals

1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of 2022-23 school year. (Instructional Services)
2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of 2022-23 school year. (Educational Services)
3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments following Williams compliance by September 1, 2022, depending on clearance requirements (i.e., fingerprinting). (Human Resources)
4. Efficient and effective operations as measured by appropriate facilities especially classrooms that are conducive to the needs of the instructional program from the first day of the school year meeting Williams facilities requirements. (Business Services)

## Goal 4

All students will participate in standards based visual and performing arts instruction that can be tied to academic learning in the classroom.

## Identified Need

It is often difficult to include visual and performing arts standards in daily instruction. It is important for students to be successful in all subject areas and include the arts in daily ELA and Math instruction.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The Burbank Unified Wallace Grant Survey data. Teacher surveys on effectiveness of art program	Art is a focus of monthly curriculum and McKinley was the recipient of the Arts exemplar award for 2019-2020.	Increased student access to visual and performing arts experts and opportunities to exhibit arts.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	with dwindling funds it has become more difficult to provide support from art experts in residence.	

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

### Strategy/Activity 1

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

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

All students

#### Strategy/Activity

Continue implementation of the Burbank Unified Elementary Music Program in grades TK-5.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

no additional cost

### Strategy/Activity 2

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

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

All Students

#### Strategy/Activity

Continue TK-5 implementation of the Burbank Unified Visual Arts Curriculum and Assessments.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

no additional cost

### Strategy/Activity 3

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



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

All Students

Strategy/Activity

Music every other week for TK-5th grade students.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

No additional cost to site funds Fundraising committee covers cost

**Strategy/Activity 4**

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

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

All students

Strategy/Activity

Dance instruction for all grade levels TK-5th.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

0

No additional cost to site funds fundraising committee covers cost

**Strategy/Activity 5**

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

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

All Students

Strategy/Activity

Continue visual performing arts with classroom lessons and continued study of artist of the month.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

0

Teachers and PTA provides lesson, if artist in residence is hired school fundraising committee covers cost

## Annual Review

### SPSA Year Reviewed: 2021-22

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

### ANALYSIS

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

Overall strategies and art experiences last year were successful.

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

No major differences are anticipated for intended implementation and budgeted expenditures.

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

No major changes made to this goal. Surveys and completion of strategies will be used to measure success.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Student and Family Social Emotional support and school engagement

## LEA/LCAP Goal

Board of Education Goals

1. Students will be career/college ready via high-quality instruction
2. Students will be physically, emotionally, and mentally healthy
3. Recruit and retain highly qualified employees
4. Maintain efficient and effective operations

LCAP Goals

1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2022-23 school year. (Instructional Services)
2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of 2022-23 school year. (Educational Services)
3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments following Williams compliance by September 1, 2022, depending on clearance requirements (i.e., fingerprinting). (Human Resources)
4. Efficient and effective operations as measured by appropriate facilities especially classrooms that are conducive to the needs of the instructional program from the first day of the school year meeting Williams facilities requirements. (Business Services)

## Goal 5

Support students and their families in understanding school system and provide a pathway for involvement in the school, provide resources for home and school support of academic, mental health and social emotional growth.

## Identified Need

The pandemic has increased the amount of social and emotional support students and families need. Families of younger students have not been able to be involved in our school nor are familiar with typical structures of a school coming out of the pandemic.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Surveys, attendance to school events, participation in school meetings and committees	Need for parents to be involved in child's education to promote academic growth	Families will be more involved and feel supported with strategies to support their child's academic growth

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

**Strategy/Activity 1**

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

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

All students

Strategy/Activity

Schoolwide initiative and positive supports to encourage student and provide social emotional resources.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
3,000	Title I Part A: Allocation 4000-4999: Books And Supplies supplies and rewards for school wide initiatives and social emotional supports
1,000	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries teacher extra hourly to plan and support family nights focused on parent education and social emotional health
1,000	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries classified staff extra hourly to plan and support family nights focused on parent education and social emotional health

**Strategy/Activity 2**

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

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

All Students

Strategy/Activity

Parent education nights with topics such as social emotional support, academic programs, Community Resources etc.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
1,000	Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures Possible consultants to provide training for parents
1,000	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Staff hourly pay to prepare presentations for families
1,000	Title I Part A: Allocation 4000-4999: Books And Supplies Supplies for parent training if needed

### Strategy/Activity 3

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

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

All Students

#### Strategy/Activity

Community Liaison to support families, work with PTA, create flyers and communication or all school events, work with families and community to provide events such as career day, read in day, community fair etc.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
17,426	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries 50% of salary other half paid for by EIA LEP fund

### Strategy/Activity 4

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

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

All students

#### Strategy/Activity

School application to support families in accessing resources and information about school and school events.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,000

Source(s)

Title I Part A: Parent Involvement  
5800: Professional/Consulting Services And  
Operating Expenditures  
yearly cost of running school application

## Annual Review

### SPSA Year Reviewed: 2021-22

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

### ANALYSIS

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

Strategies and goal was successful prior to pandemic, trying to establish strategies to increase family involvement to match prior to pandemic.

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

No difference expected between implementation and budget expenditures.

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

Goal was continued and modified based on significant need to reconnect with families and to support them to get integrated into school again.

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$166,615.00

## 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 Part A: Allocation	\$139,595.00
Title I Part A: Parent Involvement	\$3,000.00
Title III	\$6,594.00

Subtotal of additional federal funds included for this school: \$149,189.00

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
EIA Funds	\$17,426.00
LCFF - Supplemental	\$0.00

Subtotal of state or local funds included for this school: \$17,426.00

Total of federal, state, and/or local funds for this school: \$166,615.00

# 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
	0.00
EIA Funds	17,426.00
LCFF - Supplemental	0.00
Title I Part A: Allocation	139,595.00
Title I Part A: Parent Involvement	3,000.00
Title III	6,594.00

## Expenditures by Budget Reference

Budget Reference	Amount
	17,426.00
1000-1999: Certificated Personnel Salaries	89,171.00
2000-2999: Classified Personnel Salaries	18,426.00
4000-4999: Books And Supplies	24,592.00
5000-5999: Services And Other Operating Expenditures	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	14,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00



5800: Professional/Consulting Services And Operating Expenditures		0.00
	EIA Funds	17,426.00
1000-1999: Certificated Personnel Salaries	EIA Funds	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	0.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	0.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	82,577.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	18,426.00
4000-4999: Books And Supplies	Title I Part A: Allocation	24,592.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	11,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	3,000.00
1000-1999: Certificated Personnel Salaries	Title III	6,594.00
4000-4999: Books And Supplies	Title III	0.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	101,577.00
Goal 2	14,592.00
Goal 3	24,020.00
Goal 4	0.00
Goal 5	26,426.00

# 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
- 5 Parent or Community Members

Name of Members	Role
Bethany Tulgar	Parent or Community Member
Kristin Arrigo	Parent or Community Member
Rose Ismario	Parent or Community Member
Kristin Arrigo	Parent or Community Member
Cindy Carranza	Parent or Community Member
Amber Young	Classroom Teacher
Guadalupe Coronado	Classroom Teacher
Cory Sorensen	Classroom Teacher
Jacqueline Velasquez	Other School Staff
Liz Salazar-Costella	Principal

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
	Other: McKinley Leadership Team

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 October 26, 2021.

Attested:

Principal, Liz Salazar-Costella on 11/1/22
SSC Chairperson, Amber Young on 11/1/22

# 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



# William McKinley Elementary School

Liz Costella, Principal  
349 W. Valencia Avenue  
Burbank, CA 91506  
Tel: 818-729-2000  
Fax: 818-558-5485

**School Site Council Agenda**  
**School: William McKinley Elementary**  
**Date: November 1, 2022**

<b>Officers:</b>	<b>Liz Costella</b> -Principal	<b>Kristi Arrigo</b> -Parent Member
	<b>Guadalupe Coronado</b> - Teacher Member	<b>Lori Bernat</b> -Parent Member
	<b>Cory Sorensen</b> - Teacher Member	<b>Cindy Carranza</b> - parent Member
	<b>Amber Young</b> - Teacher Member	<b>Rose Ismerio</b> -Parent Member
	<b>Jacqueline Velasquez</b> -Other Staff Member	<b>Bethany Tulgar</b> - Parent Member
	<b>Brittany Mindel</b> -Alternate Teacher Member	<b>Karen Hopenhayn</b> - alternate Parent Member

1. Welcome/Introductions/Celebrations:
2. Approval of Agenda
3. Review and Approval of Minutes from October 4, 2022 meeting:
4. Review of Single Plan for Student Achievement and goals proposed in previous meeting
5. Voting to approve Single Plan for Student achievement
6. Items from the floor/Other



**BURBANK UNIFIED SCHOOL DISTRICT**  
 School Site Council (SSC)/English Learner Advisory Committee (ELAC)

**McKinley Elementary/Middle School**

**MINUTES for        xxxxx SSC        ELAC        Meeting of November 1, 2022**

**Legal Requirements (Check topics to be covered at *this* meeting.)**

X	1a. School Plan Development – Data Analysis & Needs Assessment		2a. EL Program Design/Development		3a. School Safety Plan Development & Approval
X	1b. School Plan Development – School Goals & Improvement Activities		2b. EL – Data Analysis & Needs Assessment		X 3b. Helping Students at Home (Academic & Social Skills)
	1c. School Plan – Monitoring & Evaluation		2c. EL – Monitoring & Evaluation		3c. Training – Roles and Responsibilities-
X	1d. School Plan – Budget Development & Monitoring	X	2d. EL – Budget Development & Monitoring		3d. Election of SSC/ELAC/DELAC Members
X	1e. School Plan Approval		2e. EL - Reclassification		3e. Parent Involvement Policy – Development, Approval & Distribution
	1f. Title I Program Description		2f. EL – Parent Training		3f. School Compact – Development, Approval & Distribution
	1g. Program Improvement Requirements		2g. EL - Language Census Discussion (R30)		3g. Academic Standards
	1h. Effective Communication w/Parents		2h. EL - School Attendance Discussion		3h. API/AYP/AMAO/CAASPP Assessment Results
	1i. Title I Parent Trainings/Parent Policy	X	2i. Parent Input on Title I, III, EIA/LEP		3i. Uniform Complaint Procedures
					3j. Health, Nutrition and Physical Activity Updates (for Alliance Application)

**I. Welcome and Introductions**

**II. Call to Order**

*(Open the meeting and state the time. Count the members present. Indicate if a quorum is met. A quorum is 51% of the total School Site Council membership. If a quorum is not met, the meeting can proceed as an informational meeting only; items may not be voted on.)*

The meeting was called to order at 2:15 pm by Mrs. Costella, Principal

A quorum was established as 90 % of members were present.

**Attendance**

- o Teacher and staff members in attendance: Liz Costella, Guadalupe Coronado, Cory Sorensen, Amber Young
- o Parent members in attendance: Lori Beth Bernat, Kristi Arrigo Ramos, Bethany Tulgar, Karen Hopenhayn Rose Ismerlo
- o Members absent: Jacqueline Velasquez, Cindy Carranza,

**III. Legal Requirements**

Introductions of members in attendance

Motion to approve agenda – approved

Motion: Guadalupe Coronado

2<sup>nd</sup>: Bethany Tulgar

Motion to approve minutes from last meeting – approved



Meeting adjourned at 3:00 pm

# 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
	Other: McKinley Leadership Team

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 October 26, 2021.

Attested:

 	Principal, Liz Salazar-Costella on 11/1/22
	SSC Chairperson, Amber Young on 11/1/22