School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mt. McKinley School	07100740120444	1/11/2024	1/24/2023

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)

X Schoolwide Program
X Comprehensive Support and Improvement

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

The Single Plan for Student Achievement is written to outline Mt. McKinley School's schoolwide program for the 2023/24 school year. Mt. McKinley School was identified as a Comprehensive Support and Improvement school as a result of its graduation rates for seniors. The 2023/24 plan focuses on implementing strategies that support the needs of all students, while also targeting resources for students who are currently being underserved.

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

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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 Mt. McKinley School community participated in a number of surveys during the 2022-23 school year, including a parent survey, LCAP Engagement meetings, as well as a school climate survey. During the 2022-23 school year, multiple focus groups were conducted to help formulate our school goals for the Local Control Accountability Plan. Teachers, students, parents, and stakeholders were surveyed.   The goals that were formulated were in the area of school culture, curriculum and instruction, and parent involvement. During the 21-22 school year, these goals were reviewed by the School Site Council and the LCAP Stakeholder groups. The school had their WASC mid-year review in April of 2022. We received a 6-year term of accreditation in 18-19 and are currently in our 5th year of accreditation. Mt. McKinley School is up for a full WASC review in the 2024-25 school year.

Results of local staff surveys indicate a need for increased training opportunities around Transition Curriculum, Mathematics Interventions, Social Emotional Learning, Trauma Informed Care, and Restorative Practices.

Results of the 2022-23 California Healthy Kids surveys show that only 29% of students feel connected to the school and 28% noted that school is really boring. 57% of students said that they felt the school staff had high expectations of them in the classroom. 25% of staff surveyed felt that staff had high expectations of them and 30% indicated that there was adequate support for Social Emotional Learning.

Mt. McKinley's focus continues to be equity-based instruction and supports to provide needed education and interventions to all students. The goal is providing a rigorous, standards-based curriculum and learning environment which focuses on supporting the whole student in order to increase student achievement in our population of students who have often experienced difficulty in their previous schools.

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

Certificated and classified staff are formally observed as part of their annual or bi-annual evaluation. New employees engage in more frequent observations, in accordance with the relevant employee contracts. Staff who are identified as needing additional support in specific areas are offered additional trainings and coaching as support. In addition, class observations are used to support implementation of curriculum and teaching strategies. During the 22-23 school year, Mt. McKinley focused on Common Core teaching strategies and implementation of differentiated instruction and co-teaching with our Special Ed staff. We observe classrooms at least twice a month to support implementation. Mt. McKinley School has developed a new Observation Walkthrough tool which seeks to identify evidence of student-led discussions in the classroom that are focused on a high-level of rigor in each lesson. Current evidence of these walkthroughs show a need for increased rigor and additional training opportunities around student-led discussions.

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)

The Mt McKinley Schools participate in all mandated statewide assessments as part of the Smarter Balance Assessment Consortium (SBAC) in English, Mathematics, and Science. Our school participated in the CAASPP English Language Arts, Mathematics, and Science assessments during the Spring of 2023.   The Spring 2023 CAASPP results indicate that no students scored at the "Standard Met" level for English Language Arts and Mathematics. Increased support in the area of academic support and achievement will benefit students. Mt. McKinley School continues to use the Renaissance pre and post-tests in reading and mathematics for initial placement and to measure progress in Reading and Math levels. These assessments indicate nearly 80% of students students enrolled more than 90 days experienced an increase in both Reading and Mathematics skills. Increased rigor in Mt. McKinley's curriculum can provide additional Statewide Testing supports for increased achievement. Mt. McKinley continues to focus on providing access to standards-based instruction for all students.

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

Mt. McKinley student achievement and behavioral data are reviewed monthly to identify needs for targeted interventions. Mt. McKinley School utilizes their Intervention and Program teacher to provide targeted interventions to students showing significant needs academically and behaviorally. Increasing metrics and tracking in these areas can provide additional areas for student achievement and school connectedness.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Eighty percent (4 of 5) of the staff at Mt. McKinley meet the requirements for Highly Qualified Teacher (ESEA). All teachers hold a minimum of a Bachelor's Degree and 80% hold, either a clear Multiple or Single Subject Credential, and 100% are authorized to teach English Language Learners. Mt. McKinley staff meet requirements as outlined in the ESSA. All staffing credential requirements and maintenance are supported by staff at the CCCOE.

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

Eighty percent of teachers are fully credentialed. Teachers working towards their credential are enrolled in credential programs which support their progress towards a preliminary credential. Teachers participate in training on the adopted instructional materials as well as meet quarterly in curricular teams to review implementation and successful instructional strategies. New teachers receive training and coaching through a variety of programs such as the Teacher Induction Program (1 current teacher) and New Assignment Mentor Support. Increasing education around the New Assignment Mentor support program will help increase access to mentors for new teachers who are not in the Teacher Induction Program.

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

- Staff development was based upon student academic performance needs, walkthrough evidence, observations, School Site Council Meetings, staff meetings, and staff Professional Development Surveys.
- The agency requires annual trainings on Blood-Borne Pathogens, Emergency Procedures, Child Abuse Prevention, Active Shooter, and Sexual Harassment.
- Staff development in Common Core ELA, ELD and Mathematics as well as Behavior Intervention Strategies,
- Staff have received continuing training surrounding students using technology in the classroom.
- Staff receive an initial, and then bi-annual PREA training as required for employment at Juvenile Hall

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

The Principal, CCCOE Curriculum and Instruction staff, and outside contractors serve as coaches and support in curriculum implementation. In addition, new staff are either in the Teacher Induction Program or offered a mentor for support. Staff that are in new positions, but have a clear credential, receive NAMS support (New Assignment Mentor Support). They have a mentor who meets with them throughout the year to problem solve and strategize. The Curriculum and Instruction team at the Contra Costa County Office of Education provide coaching support on all subjects for the school. The school also hired an outside consultant to coach the teachers on infusing social-emotional learning lessons in the ELA and Social Science curriculum. Mt. McKinley can benefit from increased walkthrough observations based on a school-identified walkthrough tool to drive classroom and staff specific Professional Development opportunities.

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

All classes consist of multiple grades. Teachers meet monthly for Common Core Training and they have two afternoons a month for collaborative planning time. Mt. McKinley can benefit from additional training around teacher collaboration and co-teaching strategies.

Teaching and Learning

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

All curriculum at Mt. McKinley School is board approved and aligns to the A-G standards. Staff are provided pacing guides for all subjects at the beginning of each academic quarter. Mt. McKinley staff can benefit from additional instructional support in all content areas with a focus on aligning curriculum to state standards.

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

Each grade level a MM adheres to, complies with, and implements the instructional minutes for the district core programs for English Language Arts and Mathematics. In addition, time is also blocked by grade level for English learners (EL's) to receive the required 30 minutes a day of specialized instruction in English Language Development. These times are given high priority and embedded in the instructional day.

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

CCCOE Student Programs prepares and distributes instructional/assessment pacing guides by grade level for English Language Arts, Mathematics, Physical Education, Social Science, and Science. Teachers follow the pacing guides to ensure standards are taught and learned during timely intervals in order to assess student achievement in the core component areas. Formative assessments and trimester benchmark assessments also follow the pacing guide so teachers may have a common thread of sequence of instruction.

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

All curriculum at Mt. McKinley School is standards-based, board approved, and aligns with A-G standards. Intervention materials are available for English Language Development, Mathematics, and English Language Arts. Mt. McKinley's focus continues to be equity-based instruction and supports to provide needed education and interventions to all students.
- Our students have access to one-to-one computing devices and many materials are delivered electronically.
- Each student is provided grade and ability appropriate assignments based upon curricula that are CCCOE Board approved. Teachers also use various materials to supplement and individualize the program.
- All students have available a standards-based, CCCOE Board adopted textbook in Language Arts and Math. Curricula in Science and Social Studies is drawn from multiple sources to support implementation of the new frameworks. Additionally, students have access to leveled courses through Edgenuity which includes A-G approved courses. All coursework is Board Approved and A-G Approved.
- Teachers make use of numerous scaffolding tools to support ELD students including Reading Horizons, RIME Magic, and English 3D.

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

SBE adopted materials are used for the middle school students and high school texts are CCCOE Board approved.

Opportunity and Equal Educational Access

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

Mt. McKinley School supports our students through a variety of educational methods including differentiated instruction, a high staff to student ratio, Special Education supports in each classroom, small group learning opportunities and targeted interventions for academic and Social Emotional needs. Students are regularly assessed in the area of Reading and Mathematics to show both areas of achievement and needs for growth and interventions. Mt. McKinley can benefit from additional specificity for its intervention models in English Language Arts, Mathematics, Behavior, and English Language Development.

Evidence-based educational practices to raise student achievement

Small group instruction
Student goal setting
Modelling and scaffolded instruction
Blended learning
Individualized assignments
Exposure to grade level standards for all students
Alternatives to Suspension
Restorative Practices

Parental Engagement

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

Mt. McKinley partners with a variety of outside programs to increase access to resources, community and work experiences, and job experiences. Mt. McKinley School has a strong partnership with its district Curriculum and Instruction team and Youth Services team to provide academic and transitional supports to all students. Mt. McKinley can benefit from increased school-to-home communication and check-in opportunities to increase student achievement and school connectedness.

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)

All parents/guardians are invited to IEP meetings, SST and 504 meetings. In addition, quarterly report cards and school-to-home communications are distributed. Parent training in collaboration with outside agencies are offered at locations throughout the county. Parents are involved in the School Site Council. Quarterly parent meetings are held with the principal. Mt. McKinley can benefit from increased school-to-home communication and check-in opportunities to increase student achievement and school connectedness.

<u>Funding</u>

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

Mt. McKinley is focused on providing a rigorous, standards-based curriculum and learning environment which supports the needs of the whole student in order to increase student achievement in our population of students who have often experienced difficulty in their previous schools. Mt. McKinley Schools categorical funding and un-restricted funding ensures that all students have highly-qualified teachers and standards-based curriculum in each learning area. These funds are used to provide adequate instructional staff to support the varied needs of our students, both in and out of the classrooms. Students have access to a high staff to student ration in each learning area, standards-based curriculum in all subject areas, increased instructional support for Students with Disabilities and General Education students, trainings which align with our school goals of a rigorous education in all learning areas, increased transition supports both within and outside of our school, and college / career learning opportunities. Curriculum and Instruction shall be Trauma Informed and help identify the Social Emotional Learning needs of our student population. Mt. McKinley staff utilizes its funding to ensure that students are receiving the necessary academic interventions which support their life-long learning and create a pathway for success (graduation and post-secondary opportunities).

Fiscal support (EPC)

Mt. McKinley School receives $648,863.32 in order to provide an equitable, high quality instructional program for all students.

The use of other funds will be used to purchase the supplies and materials needed to carry out the daily operations of the school, fund celebration ceremonies, fund student positive behavior intervention incentives, fund parent and community involvement activities, and purchase curriculum and instruction materials.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

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

The school held five meetings to develop and review the 2023/24 Single Plan for Student Achievement (SPSA). This procedure ensured that participants actively participated in orientation on the budget, the Agency's LCAP goals, the annual update, and the course of action the site would take to ensure the SPSA was the overarching guide for agency initiatives.

Educational partner engagement included opportunities for parents and community members to discuss, review and comment on the SPSA. All meetings discussed the actions for the 2023/24 school year, reviewed data on some of these actions, and had the opportunity to ask questions and make suggestions regarding the actions outlined in the 2023/24 SPSA. Student representatives were also invited to participate in the SPSA review process. Students received information on the SPSA, reviewed data, looked at the actions and services, then provided input on the SPSA at School Site Council

The School Site Council reviewed all data, comments and questions as a group. The team identified patterns and trends in the comments and worked to address the concerns and suggestions in the 2023/24 SPSA.
SPSA Engagement Meetings included:
Staff Meeting: 10/11/2023 and 11/1/2023
School Site Council - 10/18/2023, 11/15/2023, and 12/12/2023

Resource Inequities

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

Mt. McKinley School qualified for Comprehensive Support and Improvement based on low graduation rates of students attending Mt. McKinley School

In reviewing the budget, Mt. McKinley staff have determined that insufficient resources have been targeted to the needs and supports of students who are in the 11th and 12th grade and working towards graduation. In the 2023/24 SPSA, there are two strategies that are targeted specifically to the needs of our high school students who are working towards graduation.

In order to better support the school's students to ensure they graduate with a high school diploma, the SPSA includes targeted strategies with a specific budget allocation:
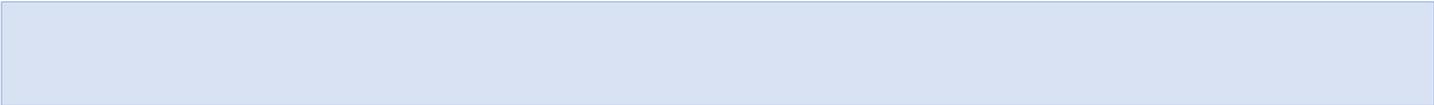
School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	2.04%	0%		1	0
African American	51.9%	51.02%	58.82%	27	25	30
Asian	3.9%	2.04%	1.96%	2	1	1
Filipino	%	2.04%	3.92%		1	2
Hispanic/Latino	36.5%	26.53%	27.45%	19	13	14
Pacific Islander	1.9%	%	0%	1	0	0
White	3.9%	8.16%	7.84%	2	4	4
Multiple/No Response	1.9%	8.16%	0%	1	4	0
			Total Enrollment	52	49	51

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	20-21	21-22	22-23
Grade 8		1	1
Grade 9	19	20	21
Grade 10	11	8	15
Grade 11	11	13	9
Grade 12	11	7	5
Total Enrollment	52	49	51

Conclusions based on this data:

1. Student total enrollment has been stable over the past three years.

2. Mt. McKinley School has a disproportionate number of African-American and Hispanic/Latino students enrolled. We now have 10% less of our population of students consisting of Hispanic / Latino students.

3. Our population of African-American students has risen by 7% in the last year.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners	11	8	6	21.2%	16.3%	11.8%
Fluent English Proficient (FEP)	4	1	5	7.7%	2.0%	9.8%
Reclassified Fluent English Proficient (RFEP)	0	0		0.0%	0.00%	

Conclusions based on this data:

1. Mt. McKinley has increased our identification and reclassification of eligible English Learners (increased from 1 in 2021-22 to 5 in 2022-23).

2. Mt. McKinley's population of English Learners has decreased from 11 in 2021-22 to 6 in 2022-23).

School and Student Performance Data

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
English Learners	19	22	18	14.1%	23.4%	19.1%
Fluent English Proficient (FEP)	15	9	10	11.1%	9.6%	10.6%
Reclassified Fluent English Proficient	0	0	0	0.0%	0.0%	0.0%

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with**			**% of Enrolled Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 8	4			0			0			0.0		
Grade 11	15	12	13	0	5	0	0	5	0	0.0	41.7	0.0
All Grades	19	12	13	0	5	0	0	5	0	0.0	41.7	0.0

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

Overall Achievement for All Students															
Grade Level	**Mean Scale Score**			**% Standard**			**% Standard Met**			**% Standard Nearly**			**% Standard Not**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 11		*			*			*			*			*	
All Grades	N/A	N/A	N/A		*			*			*			*	

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

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

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

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

Conclusions based on this data:

1. The past three years of data indicate a decrease in the number of students who are eligible for the CAASPP English Language Arts assessment.

2. Due to the small number of eligible students and less who were tested, there is a lack of data available indicating student achievement or areas of growth (for anonymity).

3. We did not complete the testing for our 5 eligible students last year due to a missed portion of the assessment.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

	Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 8	4			0			0			0.0		
Grade 11	15	12	14	0	4	0	0	4	0	0.0	33.3	0.0
All Grades	19	12	14	0	4	0	0	4	0	0.0	33.3	0.0

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

	Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		*			*			*			*			*	
All Grades	N/A	N/A	N/A		*			*			*			*	

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

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

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

Conclusions based on this data:

1. The past three years of data indicate a stabilized number of students who are eligible for the CAASPP Mathematics assessment.

2. Due to the small number of eligible students and less who were tested, there is a lack of data available indicating student achievement or areas of growth (for anonymity).

3. No students were marked as completing the CAASPP Mathematics assessment. Participation rates should be increased.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
Grade 8	*		*		*		*	
Grade 9	*	*	*	*	*	*	*	*
Grade 10	*		*		*		*	
Grade 11	*		*		*		*	0
Grade 12	*	*	*	*	*	*	*	*
All Grades							6	5

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
9	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
9	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
9	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
9	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
9	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
9	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
9	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Mt. McKinley has a disproportionate number of identified English Learner students

2. Due to the small number of eligible students who were tested, data on student achievement is not provided to protect anonymity.

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
51	**100**	**11.8**	**7.8**
Total Number of Students enrolled in Mt. McKinley School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	6	11.8
Foster Youth	4	7.8
Homeless		
Socioeconomically Disadvantaged	51	100
Students with Disabilities	20	39.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	30	58.8
Asian	1	2
Filipino	2	3.9
Hispanic	14	27.5
White	4	7.8

Conclusions based on this data:

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

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

School and Student Performance Data
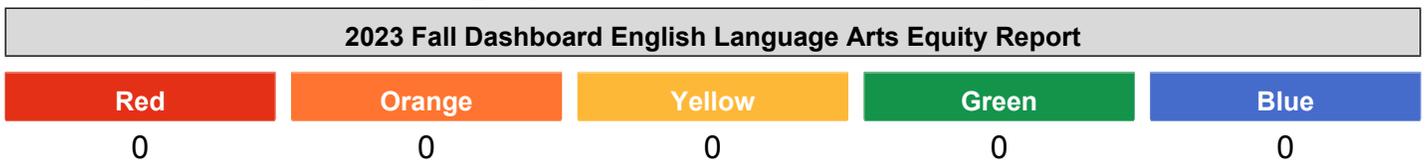
Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
College/Career No Status Level		**Suspension Rate** Blue

Conclusions based on this data:

1. Due to the small number of eligible students who were tested, data on student achievement is not provided to protect anonymity and several indicators are not reported.

2. Mt. McKinley did not suspend any students in the 2022/23 school year. Alternatives to Suspension were used when applicable and appropriate.

3. Mt. McKinley can focus on increasing college and career options to high school students such as dual enrollment and relevant CTE pathways and completing industry standard certifications.

School and Student Performance Data

Academic Performance
English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
333 points below standard	Less than 11 Students	No Performance Color
12 Students	1 Student	0 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	333 points below standard	Less than 11 Students
0 Students	12 Students	6 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 5 Students	No Performance Color 0 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Less than 11 Students 4 Students	Less than 11 Students 1 Student	No Performance Color 0 Students	No Performance Color 0 Students

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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students 1 Student	0 Students	Less than 11 Students 9 Students

Conclusions based on this data:

1. Due to the small number of eligible students who were tested, data on student achievement is not provided to protect anonymity and several indicators are not reported.

2. Increasing student participation and completion of Statewide Testing will provide clear indicators of student progress and needs.

3. Using data from local assessments, students show an increase in reading scores. Mt. McKinley has increased its focus on reading intervention supports through MTSS.

School and Student Performance Data
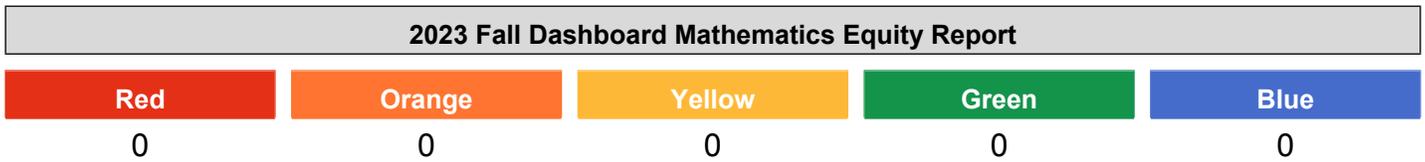
Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
348 points below standard 13 Students	Less than 11 Students 1 Student	No Performance Color 0 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color 0 Students	348 points below standard 13 Students	Less than 11 Students 7 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 6 Students	No Performance Color 0 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Less than 11 Students 4 Students	Less than 11 Students 1 Student	No Performance Color 0 Students	No Performance Color 0 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students 1 Student	0 Students	Less than 11 Students 10 Students

Conclusions based on this data:

1. Mt. McKinley has increased its focus on literacy-based instruction in Mathematics.

2. Professional Development for Mathematics has been focused on best-first teaching and implementing math warm ups and increased daily math intervention access for students.

3. Due to the small number of eligible students who were tested, data on student achievement is not provided to protect anonymity and several indicators are not reported.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
making progress towards English language proficiency
Number of EL Students: 4 Students
Performance Level: No Performance Level

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.

2023 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

Conclusions based on this data:

1. Due to the small number of eligible students who were tested, data on student achievement is not provided to protect anonymity and several indicators are not reported.

2. Mt. McKinley has increased its focus on the identification and reclassification of English Learners who are identified as Students with Disabilities.

3. Mt. McKinley has implemented a new Designated English Language Development intervention program which will provide students with daily, standards-based ELD intervention.

School and Student Performance Data

Academic Performance
College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.
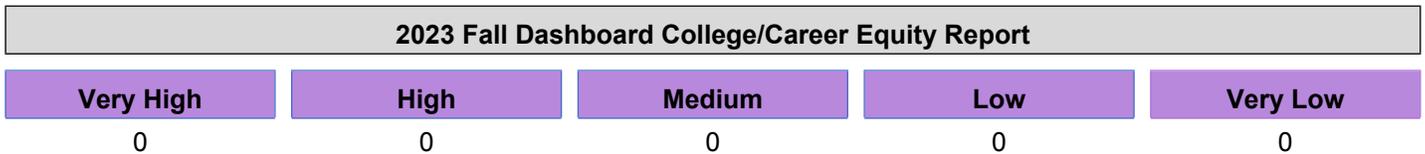
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

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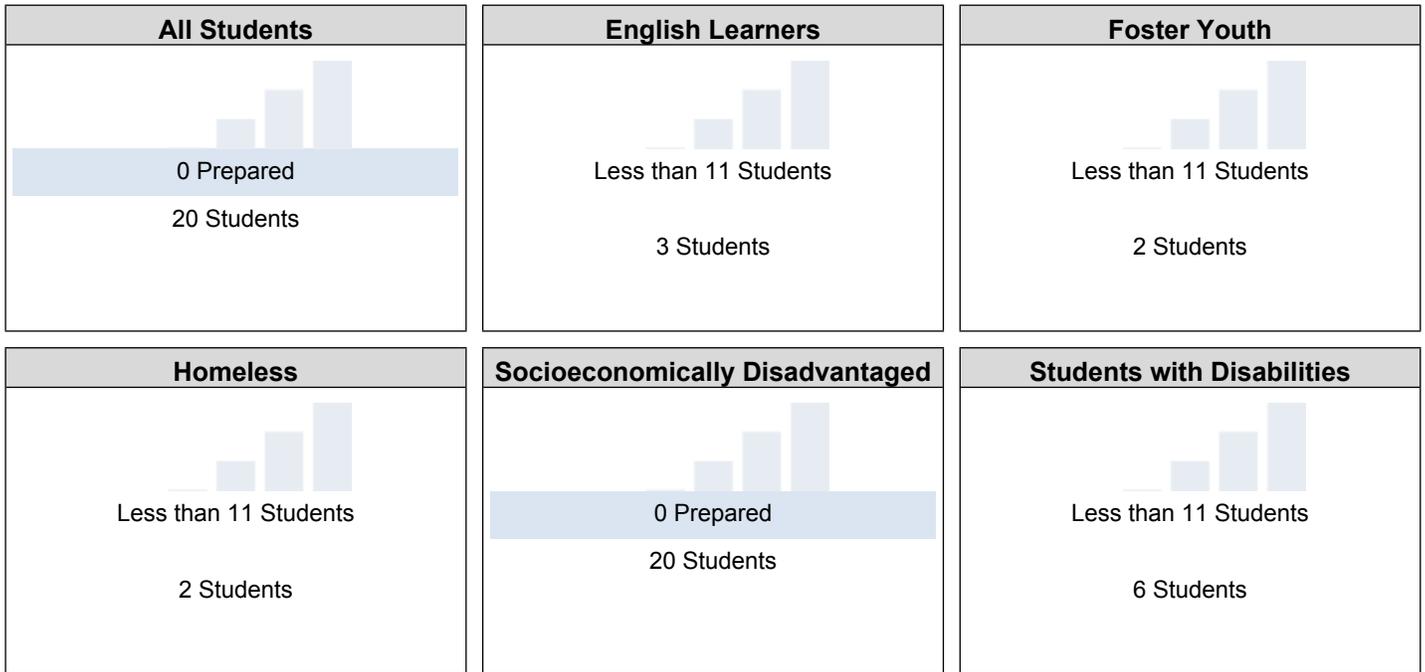
Very Low	Low	Medium	High	Very High

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

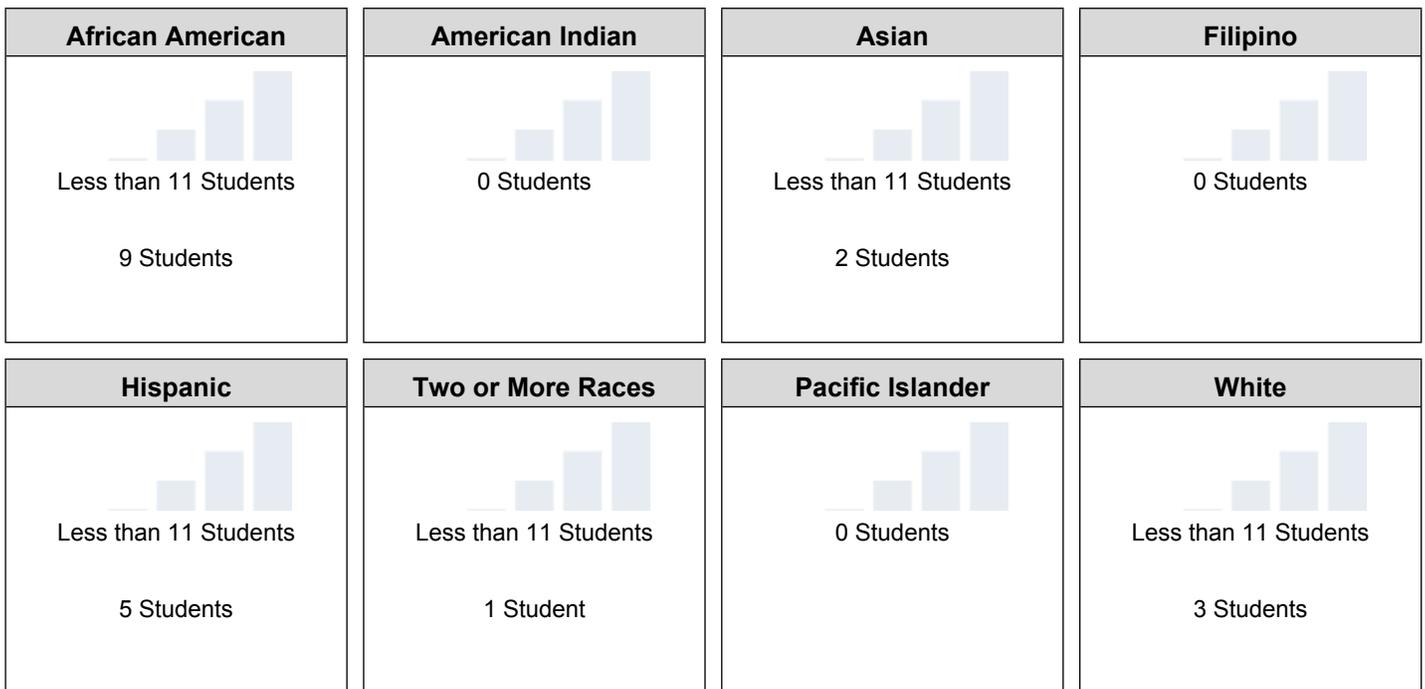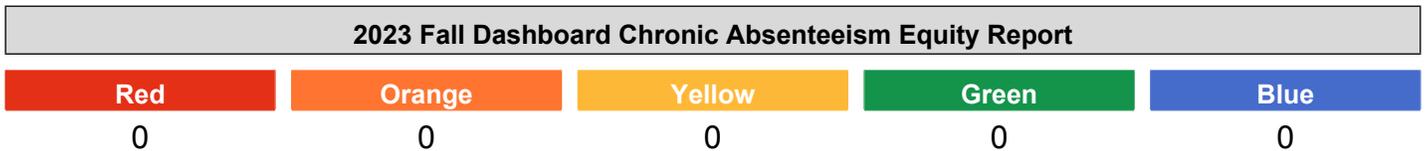| 2023 Fall Dashboard College/Career Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	0	0	0	0

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.

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students

0 Prepared

20 Students

English Learners

Less than 11 Students

3 Students

Foster Youth

Less than 11 Students

2 Students

Homeless

Less than 11 Students

2 Students

Socioeconomically Disadvantaged

0 Prepared

20 Students

Students with Disabilities

Less than 11 Students

6 Students

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American

Less than 11 Students

9 Students

American Indian

0 Students

Asian

Less than 11 Students

2 Students

Filipino

0 Students

Hispanic

Less than 11 Students

5 Students

Two or More Races

Less than 11 Students

1 Student

Pacific Islander

0 Students

White

Less than 11 Students

3 Students

Conclusions based on this data:

1. Three high school students were concurrently enrolled in college classes during the 2022-23 school year

2. CTE Pathways for Residential & Commercial Construction as well as Computer Science are now established.

3. Increasing concurrent enrollment opportunities for our high school students is a priority.

School and Student Performance Data

Academic Engagement
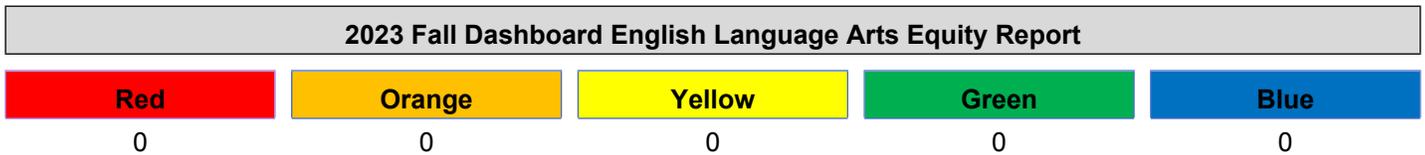## Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Less than 11 Students 1 Student	No Performance Color 0 Students	Less than 11 Students 1 Student
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color 0 Students	Less than 11 Students 1 Student	No Performance Color 0 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students	No Performance Color	No Performance Color	No Performance Color
1 Student	0 Students	0 Students	0 Students

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students	0 Students

Conclusions based on this data:

1. Chronic Absenteeism is not a concern for Mt. McKinley School due to the nature of our program. Students reside in our facility and attendance concerns are only outliers when addressing specific student needs.

School and Student Performance Data

Academic Engagement
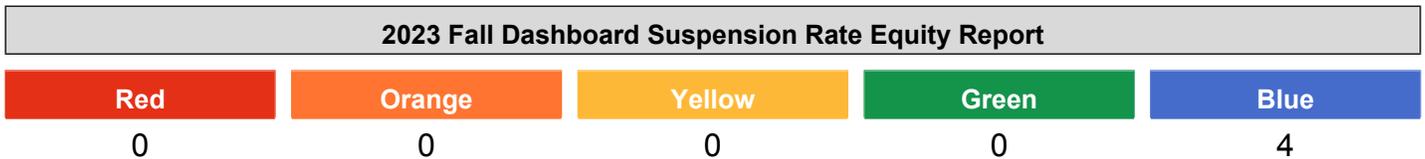## Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
69.6% graduated Increased Significantly 6.4 23 Students	Less than 11 Students 3 Students	Less than 11 Students 2 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students 3 Students	69.6% graduated Increased Significantly 6.4 23 Students	Less than 11 Students 7 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 10 Students	No Performance Color 0 Students	Less than 11 Students 2 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Less than 11 Students 7 Students	Less than 11 Students 1 Student	No Performance Color 0 Students	Less than 11 Students 3 Students

Conclusions based on this data:

1. Our student population is transient and graduation rates are hard to measure, as students enter and leave our program mid-year without notice.

2. During the 2022/23 School Year, 16 students graduated from Mt. McKinley Shcool

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	4

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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	0% suspended at least one day	0% suspended at least one day
0% suspended at least one day		
Declined -1.8	Maintained 0	Maintained 0
181 Students	23 Students	21 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Blue	Blue
1 Student	0% suspended at least one day	0% suspended at least one day
	Declined -1.8	Declined -2
	181 Students	64 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Blue 0% suspended at least one day Declined -1.1 95 Students	No Performance Color 0 Students	Less than 11 Students 5 Students	Less than 11 Students 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue 0% suspended at least one day Declined -1.8 57 Students	Less than 11 Students 8 Students	No Performance Color 0 Students	0% suspended at least one day Maintained 0 14 Students

Conclusions based on this data:

1. Since 7/1/2023, Mt. McKinley has not had a single day of student suspension.

2. High staff to student ratios support increased interventions for students which offset behaviors before they can reach the level of a suspension.

3. Mt. McKinley can increase their Alternates to Suspension options and overall behavior intervention and tracking to better support the behavioral needs of our student population.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Culture and Engagement

LEA/LCAP Goal

Foster respectful and collaborative school cultures that promote students' social emotional well-being and increased engagement

Goal 1

Foster respectful and collaborative school cultures that promote students' social emotional well-being and increased engagement

Identified Need

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

The CHKS surveys from the 2022-23 school year show that 29% of our students felt a connectedness to our school and only 59% of students felt motivated academically. Only 30% of staff felt there was adequate support for Social Emotional learning and supports for students. Mt. McKinley can benefit from additional support in the area of Social Emotional Learning strategies and increasing opportunities for student engagement and recognition.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Perception of School: School Connectedness Facilities in Good Repair Attendance Rates Chronic Absenteeism Rate High School Graduation Rates Suspension Rate Expulsion Rate	6.2% Chronic Absenteeism 62.8% graduation rate 1.8% Suspension Rate 0 Expulsions	Maintain 0 Expulsions 0% Chronic Absenteeism 90% graduation rate 0% suspension rate
Improve the student, staff, and parent perception as reported on the school climate based on the CalSCHLS survey	The school climate based on the CalSCHLS survey 2022/23: • 0 Parents engaged in the CHKS Survey	The school climate based on the CalSCHLS survey 2023/24: • 50% of parents "strongly agree" that

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	during the 2022/23 school year • 15% of staff "strongly agree" that the student learning environment is positive • 29% of students indicate they agree or strongly agree they have school connectedness.	the school promotes parent involvement • 50% of staff indicate they strongly agree the student learning environment is positive. • 70% of students indicate they agree or strongly agree they have school connectedness.
Suspension Rate: All Students: African American Students: English Learners: Foster Youth: Homeless: Socio-economically Disadvantaged: Students with Disabilities:	Suspension Rate 2022/23: All Students: 0% African American Students: 0% English Learners: 0% Foster Youth: not a significant sub group Homeless: 0% Socio-economically Disadvantaged: 0% Students with Disabilities: 0%	Suspension Rate 2023/24: All Students: 0% African American Students: 0% English Learners: .% Foster Youth: not a significant sub group Homeless: 0% Socio-economically Disadvantaged: 0% Students with Disabilities: 0%
Facilities in Good Repair	Facilities in Good Repair 2022/23: MM received a rating of "Good" in all areas on the 2023 Facility Inspection Tool (FIT).	Facilities in Good Repair 2023/24: MM will receive a rating of "Good" in all areas on the 2024 Facility Inspection Tool (FIT).
Chronic Absenteeism Rate: All Students Foster Youth Homeless African American Soci0-economically Disadvantaged	Chronic Absenteeism Rate 2022/23 : All Students: 6.2% Foster Youth: not a significant sub group Homeless: 0 students African American: 1 student Soci0-economically Disadvantaged: 1 student	Chronic Absenteeism Rate 2023/24: All Students: 0% Foster Youth: not a significant sub group Homeless: 0 students African American: 0 students Soci0-economically Disadvantaged: 0 students

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

University of California - Berkeley History and Social Studies Project Curriculum and Training for Social-Emotional embedded curriculum and Collaborative learning with student led discussions

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)
12,500	CSI 5800: Professional/Consulting Services And Operating Expenditures

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

Improve Graduation Rate and Chronic Absenteeism through regular monitoring and tracking of student 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)
42,636	Title I Part D 2000-2999: Classified Personnel Salaries .5 FTE Student Information Systems Specialist
23,192	Title I Part D 3000-3999: Employee Benefits .5 FTE Student Information Systems Specialist Benefits

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

Increasing Student Connectedness through Social Emotional teaching strategies Professional Development

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)
10,000	CSI 5800: Professional/Consulting Services And Operating Expenditures

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

Increase Student Connectedness by increasing rewards and opportunities for student celebrations for positive behavior, birthdays, and student achievement focusing in increased academic achievement and making progress towards graduation

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)
5,000	CSI 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Mt. McKinley completed both of the strategies identified in the 2022-23 SPSA. We received training for S.O.G.I.E. supports through the Rainbow Community Center and two classes completed the Oasis Digital Arts program. In an effort to keep students engaged in school, we

maintained 0 suspensions through the 2022-23 school year. We utilized Alternates to Suspension strategies and intervention supports to keep students engaged in school despite behaviors that would have normally kept them out of the classroom through the traditional suspension model. The digital arts curriculum is intended to engage students in an exploration of Art curriculum during our Social Emotional Learning day (Wednesday) as a way for them to explore and express their creative side.

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

Oasis Digital Arts implemented a new curriculum based on digital art creation using Photoshop and drawing tablets this year. This was an adjustment to their previous paint-based curriculum and was an adjustment for students and staff. The Rainbow Community Center trainings were completed but not sustained as intended.

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.

Mt. McKinley will maintain a 0% Suspension rate for all students and student groups. Mt. McKinley will improve student feeling of connectedness (currently 29%) to at least 75%

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

Equitable, Hiqh-Quality Instructional Programs

LEA/LCAP Goal

To increase the academic achievement of our students, we will create and foster a specific Individualized Learning Plan for future success for each and every student. By engaging our students in regular conversations about their postsecondary goals, conducting regular screenings for graduation credit reduction opportunities, and providing a rich continuum of options for CTE and transition supports will ensure that our students are not only successful in our school program, but achieve success upon their re-entry into the community (LEA LCAP Goal 2)

Goal 2

Execute equitable, high quality instructional programs and provide educational options to ensure every student graduates college and career ready.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
- William's Reports on Access to Instructional Materials - Renaissance Star Math and Reading reports on student proficiency - A-G Coursework Completion Rate - CTE Pathway Course Completion - MTSS Goals - English Learner Reclassification rates	During the 2022-23 School Year: 100% of students had access to Instructional Materials 79% of students made growth in Mathematics Renaissance Star tests 82% of students made growth in Reading Renaissance Star tests. 100% of coursework is A-G approved, and 100% of students enrolled 8 days or longer received A-G approved credits.	Maintain access to Instructional Materials as determined by William's Reports. In mathematics the average percentile ranking for each Renaissance Star administration will increase by a minimum of three percentage points for all students. In English Language Arts the average percentile ranking for each Renaissance Star administration will increase by a minimum of three percentage points for all students. Maintain 100% of students completing A-G Coursework

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	• 0% of students completed a course in a CTE Pathway • MTSS Goals are being set this year. • 1 student achieved RFEP	There will be a 5% increase of students completing a CTE course towards a CTE pathway. By 2024-2025 the school will have full implementation of MTSS with a focus on interventions for all student needs. (academic, social emotional, behavioral). English Learner Reclassification Rate - There will be a minimum of 2 percentage points growth annually in the number of English learner students being reclassified as Fluent English Proficient (FEP) based on ELPAC performance and meeting additional reclassification criterion.

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

Instructional staff to provide additional educational support in the classroom and after school.

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)
216,530	Title I Part D 2000-2999: Classified Personnel Salaries Instructional Assistants
121,501	Title I Part D

	3000-3999: Employee Benefits Benefits

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

Incarceration to College Program

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)
65,000	Title I Part D 5000-5999: Services And Other Operating Expenditures Programming for Students

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

English 3D Curriculum and Professional Development

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)
8450	CSI 5000-5999: Services And Other Operating Expenditures Designated English Language Development Program

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

Oasis Digital 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)	Source(s)
25,000	Title IV 5000-5999: Services And Other Operating Expenditures Digital Arts Integration for all students

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

Renaissance Learning Assessments and Professional Development

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)
7,500	CSI 5000-5999: Services And Other Operating Expenditures Professional Development and 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

Travel Expenses for CABE and Titles Conference

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

Amount(s)	Source(s)
10,000	CSI

	5000-5999: Services And Other Operating Expenditures Conference Travel Budget

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

Goalbook APP for IEP Goal writing and tracking

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)
7,950	CSI 5000-5999: Services And Other Operating Expenditures Implementation and Professional Development for staff

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

Assessment Tools

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 D 4000-4999: Books And Supplies

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Training on Integrated English Language Development teaching strategies for 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)
15,000	CSI 5800: Professional/Consulting Services And Operating Expenditures

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

JCCASAC and MTSS Conference attendance for staff to receive training and supports on best practices for Court School 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)	Source(s)
15,000	CSI 5000-5999: Services And Other Operating Expenditures

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

CTE Professional Development to engage students in high school programming and make progress towards their graduation

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)

15,000	CSI 5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Mathematics Professional Development and Conference Attendance to focus on increasing student engagement and achievement in mathematics

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)
5,000	CSI 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Mt. McKinley School completed 3 of the 3 strategies identified in the 2022/23 SPSA. Mt. McKinley maintained an Instructional Assistant in every high school classroom. This strategy supports students by ensuring a high staff to student ratio in each classroom providing more one-on-one based learning opportunities and building stronger relationships with students by providing individualized supports. It also increases the knowledge all staff have of individual student learning and social-emotional needs to help implement the most effective strategies and interventions to support increased student achievement. The Incarceration to College program continued to provide college and career supports to all Mt. McKinley students. By providing students with college-based goals, it increases the focus on needing to achieve high academic standards in the classroom for both students and staff. Staff utilized travel funding to attend off-site conferences to receive Professional Development related to Court School needs, such as the Juvenile Court, Community, and Alternative School Administrators of California annual conference, the MTSS conference, and local trainings around Social Emotional Learning. This collaboration and

Professional Development opportunities ensures Mt. McKinley Staff have access to the most up to date teaching resources and strategies to increase student achievement.

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

Funding was maintained for an Instructional Assistant in each high school classroom, but staffing shortages required substitutes to be used in some classrooms. Staffing and substitute shortages impact how many staff can attend one conference at the same time.

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

Mt. McKinley will focus on increasing the English Learner Reclassification Rate by providing additional Professional Development for our Designated English Language Development curriculum. To support the full adoption and implementation of MTSS in the 2024-25 school year, an increased number of staff will attend the annual MTSS conference in the summer of 2024 (2 MM staff attended in the summer of 2023). To prepare our students to be college and career ready, Professional Development in the area CTE will be implemented to increase the number of students completing a course in a CTE pathway (currently 0)

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

Social Emotional Health

LEA/LCAP Goal

To increase student academic achievement, decrease student behavioral interventions needed, and increase student opportunities for CTE and transition supports for their post-secondary needs, we will continue to foster an engaging School Environment

Goal 3

By June 2024, fully implement a tiered integrated social-emotional program to support the well-being of all students and staff by promoting prosocial behavior, teaching coping and decision-making skills, and modeling positive relationships.

Identified Need

Results of the 2022-23 CHKS indicate that only 47% of students felt they had caring adult relationships at school and 24% of students indicated they experienced social emotional distress. Just over half (57%) of students indicated that adults had high expectations of them in the classroom.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Improve the "Caring Relationships" score as reported on the Students' California Healthy Kids Survey. Improve the "High expectations-Adults in Schools" score as reported on the Students' California Healthy Kids Survey. Improve the "Student Meaningful Participation" score as reported on the Students' California Healthy Kids Survey. Improve perception regarding School Safety as measured on the California Healthy Kids Survey's "Experienced any harassment or bullying" question. Improve the staff's perception of harassment, bullying among students.	Results of the 2022-23 CHKS indicate that only 47% of students felt they had caring adult relationships at school. Just over half (57%) of students indicated that adults had high expectations of them in the classroom. 36% of students indicated they felt a meaningful participation at Mt. McKinley School. 24% of students noted they experienced harassment or bullying at Mt. McKinley School. 20% of staff indicated there was an anti-bullying climate at Mt. McKinley School	Based on data from the 2023/24 CHKS Survey: 80% of students state they have caring adult relationships at school. 90% of students state they have adults had high expectations of them in the classroom. 90% of students state they they felt a meaningful participation at Mt. McKinley School. 0% of students state they have experienced harassment or bullying at Mt. McKinley School. 100% of staff indicated there was an anti-bullying climate at Mt. McKinley School

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

Social Emotional Learning Curriculum (ORI) licenses

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)
5,000	CSI 5000-5999: Services And Other Operating Expenditures Curriculum and Professional Development for SEL Curriculum

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

Social Emotional Learning Professional Development and Coaching

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)
10,000	CSI 5800: Professional/Consulting Services And Operating Expenditures

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

Increase Arts Education opportunities and experiences to allow students alternative methods of expressing emotions and feelings through purchasing of drawing tablets for Chromebooks, Software for Arts creation, and Professional Development for the support of staff to use the technology.

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 IV 5800: Professional/Consulting Services And Operating Expenditures Purchase of drawing tablets
1,500	Title IV 5000-5999: Services And Other Operating Expenditures Drawing Software Licenses
2,500	Title IV 5800: Professional/Consulting Services And Operating Expenditures Professional Development for implementation of Digital Arts in the classroom

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

Trauma Informed Care Professional Development and Coaching to assist with staff keeping students engaged

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)
10,000	CSI 5800: Professional/Consulting Services And Operating Expenditures

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

Restorative Justice Practices Training to encourage student - staff prosocial relationships and encourage student engagement.

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)
25,000	CSI 5800: Professional/Consulting Services And Operating Expenditures

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Mt. McKinley School's SPSA did not contain any goal specifically related to the Social Emotional supports for students in the 2022-23 SPSA. It did provide support for Instructional coaching of staff and the development of curriculum that had SEL themes alongside academic standards. Curriculum with clear SEL themes were provided for all students, and all staff had trainings on best practices for the implementation of this curriculum. Mt. McKinley increased the number of birthday celebrations, increased the involvement for our graduation ceremonies to include families and all building staff, and celebrated the end of each quarter of high school and college semester with student celebration parties.

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

There were no differences in the budgeted funding for this goal last year and the implementation of the services. All staff received training in the SEL themed curriculum.

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.

Mt. McKinley will implement increased training in the area of Social Emotional Learning, expand Professional Development on best practices for Social Emotional Learning teaching, and increase student access to Social Emotional Learning curriculum. Mt. McKinley will improve the "Caring Relationships" score as reported on the Students' California Healthy Kids Survey. Mt. McKinley School will improve the "High expectations-Adults in Schools" score as reported on the Students' California Healthy Kids Survey. Mt. McKinley had implemented a new Advisory block which focused on teacher and student conversations each week focused on addressing student needs, academic goals, and social-emotional responses to situations from inside and outside the classroom which impact student achievement.

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

Parent, Family and Community Engagement

LEA/LCAP Goal

To increase student academic achievement, decrease student behavioral interventions needed, and increase student opportunities for CTE and transition supports for their post-secondary needs, we will continue to foster an engaging School
Environment.

Goal 4

Engage parents/guardians, families and community partners through education, communication, and collaboration to promote student success.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Participation at School on CHKS Survey Number of Parent Engagement Opportunities	0 parents completed the Parent CHKS Survey / 17% of staff indicated the school promoted parent involvement / 28% of students stated that the school promoted parent involvement at school Parents can engage with the school during School Site Council Meetings, IEP meetings, and Parent Engagement Meetings	Improve the "Parents feel welcome to participate at this school" indicator on the Cal-SCHLS survey. 50% of parents / guardians / caregivers of students will respond to the 2023/24 CHKS survey Mt. McKinley School will hold quarterly parent engagement meetings and send out monthly parent communication about school updates.

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

Increase Parent Engagement through PIQE

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)
10,000	CSI 5000-5999: Services And Other Operating Expenditures

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

Increase Parent Engagement through Incentives

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	CSI 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Mt. McKinley has two Parent Engagement meetings last year, but they were not well attended. No parents participated in the CHKS survey and parent participation in School Site Council meetings was 50%.

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

Parent Incentives were budgeted but not distributed because parents did not engage in the opportunities provided last year.

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

Mt. McKinley will implement the PIQE program to increase parent engagement opportunities for Mt. McKinley families, guardians, and caregivers. Increasing the school-to-home communication opportunities will help increase student connectedness and home engagement opportunities. Increasing methods for school to home communication will support increased parent engagement. This will be achieved by increased principal to home communication, increased home engagement meetings with the principal and staff, and increased involvement in school meetings such as IEP meetings and School Site Council..

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

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	$675,259.00

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 ($)
CSI	$173,400.00
Title I Part D	$469,859.00
Title IV	$32,000.00

Subtotal of additional federal funds included for this school: $675,259.00

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 ($)

Subtotal of state or local funds included for this school: $

Total of federal, state, and/or local funds for this school: $675,259.00

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
CSI	173,400.00
Title I Part D	469,859.00
Title IV	32,000.00

Expenditures by Budget Reference

Budget Reference	Amount
2000-2999: Classified Personnel Salaries	259,166.00
3000-3999: Employee Benefits	144,693.00
4000-4999: Books And Supplies	1,000.00
5000-5999: Services And Other Operating Expenditures	167,400.00
5800: Professional/Consulting Services And Operating Expenditures	103,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5000-5999: Services And Other Operating Expenditures	CSI	75,900.00
5800: Professional/Consulting Services And Operating Expenditures	CSI	97,500.00
2000-2999: Classified Personnel Salaries	Title I Part D	259,166.00
3000-3999: Employee Benefits	Title I Part D	144,693.00
4000-4999: Books And Supplies	Title I Part D	1,000.00

5000-5999: Services And Other Operating Expenditures	Title I Part D	65,000.00
5000-5999: Services And Other Operating Expenditures	Title IV	26,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title IV	5,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	93,328.00
Goal 2	512,931.00
Goal 3	57,000.00
Goal 4	12,000.00

School Site Council Membership

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

1 School Principal

1 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

1 Secondary Students

Name of Members	Role
Brian Murtagh	Principal
Yajaira Fabian	Other School Staff
Brittni Tiscareno (Alternate Classified)	Other School Staff
Christina Morabe	Classroom Teacher
Confidential Student #1 (DC)	Secondary Student
Confidential Student #2 (WW) (Alternate)	Secondary Student
Cathy Botello (Alternate Community Member)	Parent or Community Member
Caryn Nowak (Alternate Certificated)	Classroom Teacher
Eva Delucia-Zeltzer (Alternate Certificated)	Classroom Teacher
Marissa Frias (Community Member)	Parent or Community Member
Tiffani Mason (Alternate Community Member)	Parent or Community Member
Stephanie Patton (Parent)	Parent or Community Member
Douglas Stewart (Alternate Parent)	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	**Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Brian Murtagh on 1/11/2024
SSC Chairperson, Confidential Student on 1/11/2024

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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.

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.

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.

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

    A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

        1. The comprehensive needs assessment of the entire school shall:

            a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

            b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

                i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

                ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

                iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

    B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

    A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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