



School Plan for Student Achievement (SPSA) Template

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
McKinley Elementary	01-61291-6002422	May 28, 2025	June 17, 2025

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the School Site 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.

Plan Purpose

The purpose of this School Plan for Student Achievement (SPSA) is to coordinate all educational services at McKinley Elementary School by collaboratively developing an effective School-wide program for all students. The ultimate goal of The SPSA is to increase student achievement. We know that to show continual growth, progress has to happen at each grade level. We will continue to strive to increase parent involvement and increase the effective use of technology across environments and across all grade levels. As a school we will target our efforts on improving classroom instruction for both first instruction as well as for intervention. Teachers will receive support during district Professional Development sessions, Wednesday collaboration and after-school staff meetings. We will examine the results of student assessments to see what our students know, compared with what they need to know and use that information to determine our next steps and drive our instruction.

Plan Description

This plan is being used to meet the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs, aligning to the San Leandro Unified School District LCAP Goals:

Goal 1: Universally Designed Teaching and Learning for College and Career Success

Goal 2: Positive School Climate and School Connectedness

Goal 3: Equity and Inclusion with Families and Employee Engagement

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

Schoolwide Program

Additional Targeted Support and Improvement

It is always our goal to provide academic programs that are culturally responsive, rigorous, personalized, and appropriately challenging for all students. Instruction is focused on the Common Core and Next Generation Science Standards and all students are making

progress towards mastery. McKinley teachers differentiate their instruction by regularly assessing and grouping students within and/or outside of the classroom for instruction in a variety of core academic content areas. Through this process, teachers can work together to meet the needs of all students by sharing resources and best instructional practices. These practices align activities to reach school goals to improve the academic performance of multilingual learners and students who require additional intervention to support their learning needs. Recognizing the need to focus on the whole child, our teachers also provide learning experiences that foster social/emotional growth as well as develop students' communication and collaboration skills. McKinley provides technological resources like Chromebooks and hotspots to families so that every student is able to access a digital education. A learning management system, Seesaw, was implemented to provide a consistent academic platform for students, teachers, and families.

Education Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable.

These are the goals we have used as we have been planning for the 2025-2026 school year:

Goal 1: Universally Designed Teaching and Learning for College and Career Success

Goal 2: Positive School Climate and School Connectedness

Goal 3: Equity and Inclusion with Families and Employee Engagement

The SPSA review and update has been an ongoing process of collaboration including our entire school community; Annual Title 1 Meetings, ELAC meetings, SSC meetings, California Healthy Kids Survey (3) Community LCAP Input Meetings. School Site Council meets throughout the year to learn about the process and the plan, including budgetary information. As we move through the year we work to finalize the SPSA and approve it through School Site Council (SSC) with input from English Learner Advisory Council (ELAC)

Date	Community Partner Group	Engagement Description
3/21/25	Parents / Families	Book Fair/ Friday Evening

3/28/25	ELAC / Coffee Chat	LCAP/ SPSA Presentation
4/14/25	Staff Meeting	Review SPSA goals / feedback and discussion
5/7/25	SSC	Reviewed Final Draft of the 2025-2026 SPSA
5/28/25 5/30/25	SSC ELAC	Signed Final Draft of the 2025-2026 SPSA

Comprehensive Needs Assessment

Student Demographics 2024-25

# Students	# English Learners	# Newcomers	# Socioeconomically Disadvantaged	# Students with Disabilities			
454	123	31	378	40			
# Black/African American	# White	# Hispanic/Latino	# Asian	# Filipino	# Pacific Islander	# American Indian/Alaskan Native	# Two or more races
64	25	244	31	24	12	7	24

CA School Dashboard 2024

McKinley Student Group	ELA	Math	Science	Chronic Absenteeism	Suspension	
------------------------	-----	------	---------	---------------------	------------	--

All Students	-37.3 pts ↑ 5.4 pts 214	-50.3 pts -0.9 pts 216	-17.9 pts ↓ 4.8 pts 77	26% ↓ 6.1% 465	0% ↓ 1.3% 482	
English Learners	-59.8 pts ↑ 13.1 pts 81	-65 pts ↓ 3 pts 83	-22.4 pts ↑ 8.8 pts 30	21.1% ↓ 3.7% 161	0% ↓ 0.6% 169	57.1% ↑ 23.1% 105
Long-term EL	**	**	**	**	**	
Foster Youth	**	**	**	**	**	
Homeless	**	**	**	**	**	
Socioeconomically Disadvantaged	-50.2 pts -0.4 pts 183	-58.5 pts ↓ 4.1 pts 185	-21.3 pts ↓ 6 pts 66	28.6% ↓ 5.7% 399	0% ↓ 1.5% 414	
Students with Disabilities	-91.2 pts ↑ 27.3 pts 32	-113.9 pts ↓ 6.1 pts 32	-19.8 pts 13	32.1% ↓ 15.1% 53	0% ↓ 1.9% 55	

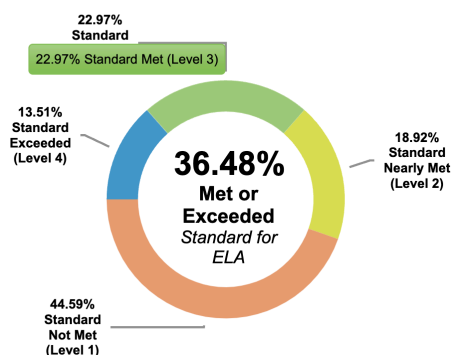
McKinley Student Group	ELA	Math	Science	Chronic Absenteeism	Suspension
All Students	-37.3 pts ↑ 5.4 pts 214	-50.3 pts -0.9 pts 216	-17.9 pts ↓ 4.8 pts 77	26% ↓ 6.1% 465	0% ↓ 1.3% 482
African American	-68.2 pts ↑ 3.2 pts 28	-69.9 pts ↑ 11.1 pts 28	-28.8 pts 13	27.4% ↓ 7.4% 73	0% ↓ 1.4% 77
American Indian or Alaska Native	**	**	**	**	**

Asian	49.5 pts ↑ 37.6 pts 20	21.5 pts ↑ 13.5 pts 22	1.7 pts 13	7.3% ↓ 11.3% 41	0% 0% 42
Filipino	31.5 pts 11	9 pts 11	**	10% ↓ 25.3% 20	0% 0% 20
Hispanic	-60.2 pts ↑ 6.4 pts 118	-72.8 pts ↓ 6.2 pts 118	-21.8 pts ↓ 2.8 pts 42	31.2% ↓ 2.8% 247	0% ↓ 0.8% 257
Native Hawaiian or Pacific Islander	**	**	**	**	**
White	21.7 pts 11	-19.2 pts 11	**	8% ↓ 17% 25	0% ↓ 3.8% 26
Two or more races	**	**	**	28.9% ↓ 2.5% 45	0% ↓ 3.8% 46

CAASPP/ELPAC Results

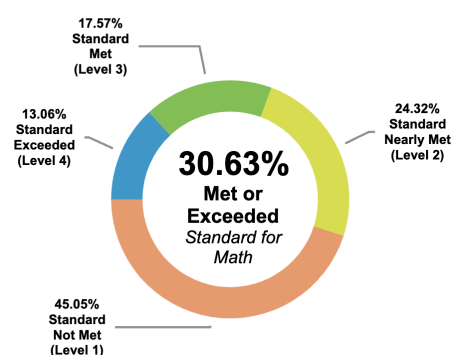
ELA

Percent of students within each achievement level



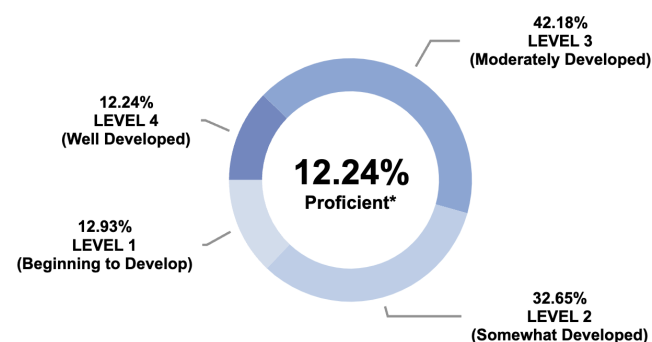
Mathematics

Percent of students within each achievement level



English Language Proficiency for Summative ELPAC

Percent of students within each performance level



Additional Data

Our Socioeconomically Disadvantaged Students , Students with Disabilities, and English Learners are in need of more support and all student groups identified can be challenging to navigate within a school community but we are committed to helping our families and meeting students where they are and helping them improve and make growth.

Data Analysis

By implementing targeted interventions, professional development for staff, and culturally responsive practices, we aim to provide ELL students with the necessary language support to achieve fluency and academic success, while also addressing disciplinary disparities through restorative justice strategies and positive behavior interventions. This plan reflects our commitment to closing achievement gaps and ensuring that every student receives the support needed to excel.

Resource Inequities

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

Reflecting on our data, attendance, continued efforts for improvement in Math, ELA, as well as ELD are needed. Staffing/time and resources to monitor attendance data. Schools can track and analyze attendance data to identify patterns and trends in student absences. This can help identify students who are chronically absent and enable early interventions.

The resource inequities identified for Students with Disabilities, especially as related to Chronic Absenteeism:

- Support for families: Schools can work with families to identify and address any barriers to attendance, such as transportation issues, health concerns, or family circumstances. This may include connecting families to community resources.
- A shared vision for a positive school social culture
- Leadership teams that meets regularly and shares expertise in coaching, social, emotional, behavioral, academic, equity, mental health, physical health, wellness, and trauma
- Families are actively engaged to help support students' academic success.
- A supportive and involved school administration
- On-going access to professional development for preparing all staff to implement each tier of PBIS

- Working towards systematic collection of screening, progress-monitoring, outcome, and fidelity data
- Ongoing use of data for decision making

Goals, Strategies, Expenditures, & Annual Review

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

Goal 1

LCAP Goal 1: Universally Designed Teaching and Learning for Lifelong College and Career Success

School Goals:

ELA: Improve the percentage of students at or above CAASPP ELA proficiency from 36% (2024) to 50% (2027), specifically, English Learners and Students with Disabilities experience a 30% increase in proficiency over three years. For K-2nd, improve Star Early Literacy scores from 48%(2024) to 58% (2027) and Star Reading scores from students performing a 42%(2024) to 52% (2027) at or above grade level proficiency.

ELD: Reclassify all English Learners by the end of 5th grade - newcomers expected to improve one ELPAC level each year.

Math: Improve CAASPP Math proficiency from 30% (2024) to 45% (2027), K-5th -improve Star Math scores 33%(2024) to 43% (2027) above or at grade level proficiency.

Identified Need:

All students who continue to need support in reading and math as they grow to become critical thinkers; communicators and collaborators; healthy in mind and body; and, ethical and cultural leaders including Students with Disabilities. These groups have the lowest status for all indicators or all but one indicator on the CA Dashboard: By using progress monitoring, small group instruction, and specific interventions, the data collected will help determine needs of all students including students with disabilities. Monthly results of STAR gives more data that can be used to take more targeted next steps. Through discussions, surveys, and meetings with teachers, staff, parents, and community partners, this year's strategies hope to address the needs of our students. Continuous monitoring of school wide academic data in conjunction with strong support in tier 1 classroom teaching as well as professional development in UDL, ELD, ELA, and

Math.				
Action #	Leadership Actions	Teaching Actions	Evidence of Implementation	Proposed Expenditure Funding Source and Amount
ELA.1	Ensure teachers have professional development in supplemental intervention systems	Use supplemental intervention systems (Sonday and LLI with fidelity in Eagle Academy)	Star scores and data reports from Eagle Academy	Teacher hourly \$20.000-Title 1 Funding
ELA.2	Prepare monthly Star data to review with staff. Conduct classroom walk throughs to observe and provide feedback on differentiated instruction	Implemental universal strategies and interventions in classroom to improve teaching and learning	Fall to Winter Student Growth Percentile on Star Reading at or above 60th percentile on average.	
ELA.3	Meet with LETRS participants to organize support sharing opportunities of new learning and resources from each session.	Teacher LETRS participants share key learning in the grade level teams.	More consistent and aligned approaches to intervention and overall tier 1 ELA instruction.	
ELD.1	Training on Interim ELPAC	Implement the Interim ELPAC and determine student interventions based on the results.	Improved ELPAC scores.	\$2500 Title 1 Funding
ELD.2	Provide PD on integrated ELD to support English Language Development in	Implement ELD strategies across all content areas.	Growth in all domains on the ELPAC for all EL students	\$2500 Title 1 Funding

	all content areas with support of a para			
Math.1	Prepare monthly Star data to review with staff and determine student participants in the math lab.	Provide Math Lab for 5th grade where essential skills are targeted and students are supported at their individual level	monthly assessments- STAR, Exit tickets, teacher made assessment	
Math.2	Provided evidence based UDL effective strategies to support mathematical growth.	Implement strategies aligned to UDL practices for math in every lesson.	STAR assessments Strategies are used by students independently	
Math.3	Provide professional development in support for effective progress monitoring	Consistent progress monitor to support targeted daily instruction.	Star and SBAC results Formative and summative assessment results	Teacher hourly \$5000 Title 1 Funding

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Indicator for English Language Arts - Student Performance based on Distance from Standard on the ELA SBAC	Overall = 37.3 pts below standard Socioeconomically Disadvantaged = 49.9 pts below standard Students with Disabilities = 91.2 below standard English Learner = 59.8 pts below standard Foster Youth = not available African American = 68.2 pts below	In ELA, we want to see improvement in all student groups, with strong Universal instruction, small group intervention, and Eagle Academy -all supporting students with disabilities, English Language Learners, and African Americans students. We intend to see improvement by 10% by 2027.

	<p>standard American Indian = not available Asian = 49.5 pts above standard Filipino = 31.5 above standard Hispanic/Latinx = 60.2 pts below standard Pacific Islander = not available Two or more races = not available White = 21.7</p> <p>(2024 CA Dashboard)</p>	
Academic Indicator for Mathematics - Student Performance based on Distance from Standard on Math SBAC	<p>Overall = 50.3 pts below standard Socioeconomically Disadvantaged = 58.5 pts below standard Students with Disabilities = 113.9 pts below standard English Learner = 65 pts below standard Foster Youth = not available African American = 69.9 pts below standard American Indian = not available Asian = 21.5pts above standard Filipino = 9 pts above Hispanic/Latinx = 72.8 pts below standard Pacific Islander = not available Two or more races = 11.4 pts below standard White = 19.2 pts above</p> <p>(2024 CA Dashboard)</p>	<p>By focusing on consistent Math instruction for students and professional development for staff, we intend to make progress with our English learners coupled with strong Tier 1 instruction and small group intervention that support students with disabilities, African Americans, and Hispanic/ Latino students. We intend to see improvement by 10% by 2027.</p>

English Learner Progress Indicator = percent of students making progress or maintaining the highest level on the ELPAC	57.1% (2024 CA Dashboard)	By focusing on consistent ELD instruction for students and professional development for staff, we intend to make progress with our English learners coupled with strong Tier 1 instruction and small group intervention that support students with disabilities and African Americans students. We intend to see improvement by 10% by 2027.
English Learner Reclassification Rate	6.8% (2023-24 Internal Data)	Focusing on ELD daily instruction, ELPAC test preparation for students, families workshops, and boot camp will create conditions for a higher reclassification rate by 10% by 2027.
STAR Math Proficiency Rate (1-12): Percent of students who met or exceeded standard based on State Benchmark Connected to LCFF Priority: 4, 7, and 8	BOY: 32% MOY: 32% EOY: 33%	Increase academic outcomes for Star Math by 5 points for all students.
STAR Early Literacy (K-1): Percent of students at or above district benchmark Connected to LCFF Priority: 4, 7, and 8	BOY: 40% MOY: 43% EOY: 51%	Increase academic outcomes for Star Early Literacy by 5 points for all students.
STAR Reading Proficiency Rate (2-12): Percent of students who met or exceeded standard based on State Benchmark Connected to LCFF Priority: 4, 7, and 8	BOY: 42% MOY: 39% EOY: 40%	Increase academic outcomes for Star Reading by 5 points for all students.

Goal 2

LCAP Goal 2: Positive School Climate and School Connectedness

School Goal: Improve attendance from students including English Learners and students with disabilities. Continue with School Rallies that celebrate our community as well as encourage and empower our student leadership to connect our students across grade levels.

Identified Need:

Increase outcomes for all students through actions and services that promote the development of positive behaviors inside/outside the classroom and community partnerships that foster connectedness at school, home, and in our community. In response to our California Healthy Kids Survey and staff feedback, we want to build capacity for student leadership and voice. We also encourage parents and families to partner with us in efforts to improve our overall attendance by more communication and information about the importance of regular attendance.

Action #	Leadership Actions	Teaching Actions	Evidence of Implementation	Proposed Expenditure Funding Source and Amount
2.1	Streamline communication to parents and families about the importance of attendance along with SARTS meetings with families regarding truancy	Communicate to parents when students have missed assignments.	Attendance improves overall for less truant students. Families feel informed and included	4498 District Funded 2000-2999: Classified Personnel Salaries district and school site staff
2.2	Provide staff time or	Actively participate as a	100% participation in school	Teacher Hourly

	compensation to plan and support Student leadership	class in support of the student leadership efforts in favor of school connectedness	wide activities that celebrate our community .	\$2000.00 Title 1 Funding
2.3	Plan and coordinate Rallies /Assemblies that celebrate attendance and school community/ PBIS-SEL efforts	Actively participate and support Rallies /Assemblies that celebrate good attendance and school community/ PBIS- SEL	Celebrations are made visible across grade levels to foster community as student body/ PBIS-SEL	1000 Unrestricted 0000: Unrestricted PBIS supplies \$1000.00

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rates as Indicated by the 2023-24 CA Dashboard	Number of suspensions in 2024-2025 (15 total suspensions)	Decrease suspension rate 2025-2026 by 3%
Chronic Absenteeism as Indicated by the 2023-24 CA Dashboard	Overall=26% chronically absent Down by 6%	Decrease chronic absenteeism for all students in 2025-2026

Goal 3

LCAP Goal 3: Equity and Inclusion with Families and Employee Engagement

School Goal: At McKinley, we want to improve and strengthen our partnership with parents and families in support of school activities, PTO, and Boys and Girls Club. In addition, we want employees to have opportunities for community building both in and outside the classroom.

Identified Need: Through parent and staff feedback, both agree parent engagement is important. For our families - several informal school events (pancake breakfast, Book Fair, Movie Night) have substantial support in terms of parent engagement, the more formal parent groups such as PTO, SSC and ELAC generate less interest. Parents expressed the need to be more involved on campus and teachers also want to help bridge the gaps with the support of PTO and Boys and Girls Club. Teachers and staff expressed the need for more opportunities for community building and collaboration.

Action #	Leadership Actions	Teaching Actions	Evidence of Implementation	Proposed Expenditure Funding Source and Amount
3.1	Promote Parents workshops / parent meetings to support student academic outcomes	Communication to parents/families about how they can be involved in individual classrooms	More parents involved across grade levels- feeling more welcome to do so as reflected on the CHKS.	\$1546.00 Title 1 Funding
3.2	Align communication between PTO and staff by implementing room parent for each classroom	Direct communication to students and families. Implement attendance on a rotation basis.	Stronger participation from staff and families build stronger community	1000-1999: Certificated Personnel Salaries teacher hourly
3.3	Support and coordinate with staff to develop time community building	Provide ideas what activities we can do together to further build our community	Teachers and staff feeling more connected - cross grade level collaboration and learning rounds reflected on the CHKS.	
3.4	Facilitated the collaboration of the BGC staff and classroom teachers	Partner with BGC staff to support the use of classroom and school expectations	Classrooms and shared spaces are maintained / procedures are aligned and followed.	

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Feedback: LCAP Engagement Survey and CHKS	Of the parents and families that responded to CHKS/ LCAP 55% report they want more opportunities to collaborate with teachers and staff.	Increase positive feedback by 5% on the CHKS/and other feedback, especially regarding more opportunities to volunteer/ teacher and family collaboration.
Staff Feedback: SPSA engagement and CHKS	Of the staff that responded to CHKS 48% report a positive staff working environment currently.	Increase positive feedback by 10% on the CHKS/and other feedback, especially regarding more opportunities to collaboration/ overall employment engagement

Proposed School Site Budget

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

Unrestricted	Title I	LCAP Initiatives	Secondary Graduation	Secondary Athletics	Translation Budget	Outdoor Ed	Total Site Allocation
0000	3010	0888	0000	0000	0000	0999	
403	320	001	112	133	155	001	
\$22,588	\$33,746	\$33,900	n/a	n/a	\$3,570	\$25,000	\$118,804

DESCRIPTION**AMOUNT**

Total Funds Provided to the School Through the Consolidated Application

\$118,804

Total Federal Funds Provided to the School from the LEA for CSI

N/A

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA

\$33,746

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program.

Federal Programs	Allocation (\$)
Title 1 Funding	\$33,746.00

Subtotal of additional federal funds included for this school: \$ 33,746.00

List the State and local programs that the school is included in the schoolwide program.

State or Local Programs	Allocation (\$)
District Funded - Library Books	\$4,498.00
Supplemental and Concentration/ Unrestricted	\$33,900
Translation Budget	\$ 3,570
Unrestricted	\$22,588

Other- Outdoor Education	\$25,000
--------------------------	----------

Subtotal of state or local funds included for this school: \$ 85,058

Total of federal, state, and/or local funds for this school: \$118,804

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:

Name	Role
Mark Klinedinst	Teacher
Engida Weldegiorgis	Teacher
Violeta Martinez	Parent Facilitator
Lucia Vergara	Parent - ELAC Representative
Cindy Flores	Parent
Wendy Amaya	Parent
Itzel Lomeli	Parent

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/29/24.

Attested:



Principal, McKinley on 5/28/25



SSC Chairperson, Soeun Peterson on 5/28/25