



School Plan for Student Achievement (SPSA) Template

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

_____	_____	_____	_____
School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date

MCKINLEY
ELEMENTARY
SCHOOL

19-64980-6022594

5-21-20

Purpose and Description

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

Schoolwide Program

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

The purpose of this School Plan for Student Achievement is to describe the plan in place to provide a quality education to all students and close the opportunity and achievement gap. The plan is based on a variety of summative and formative data, LCAP goals, and state standards.

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).

Climate surveys are given yearly to staff and parents. Students in 3rd-5th grade participate in the Olweus Bullying Prevention Survey, and 5th graders participate in the Healthy Kids Survey. The results of these surveys indicate that closing the achievement gap, a positive school community, and student safety are a priority for all stakeholders.

Classroom Observations

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

Probationary teachers are formally observed by administration twice a year, permanent teachers are formally observed once or twice every other year or have the option to participate in professional growth opportunities. Administration observes classrooms informally throughout the week. Teachers also have the opportunity to observe each other to grow professionally. Observations show that teachers are applying the effective instructional strategies learned in PDs, and academic discourse is implemented schoolwide. Observations also demonstrate that students are engaged in learning and classrooms have positive community-building climates.

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)

Students in grades 3-5 take the CAASPP assessment in ELA and Math, and students in grade 5 take the science test. Students in grades K- 5 take the ELA FastBridge assessment and students in 2nd-5th take the Math Fastbridge assessment (3 times per year). Grades K-5 are also assessed with Fountas and Pinnell, as well as Words Their Way, to determine students' reading levels and needs. Students also receive the SMMUSD Interim Assessments. Teachers also do a variety of informal and formal assessments such as student presentations, projects, quizzes, and tests to check for understanding and guide instruction.

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

The certificated staff elects a Site Leadership Team (SLT) each year that consists of the school administrators, the Literacy Coach, a special education teacher, Teaching and Learning Council leader, and one teacher representative for each grade level (12 members). The goal of having 12 members is to get a diverse perspective and make sure each group and grade level is represented and that all teachers' input is considered. This also helps to ensure that McKinley is "leading from the middle" and that this group is representative of the school staff. This committee combines the old "Leadership Committee" and the "PD Committee."

The goal of the SLT is to:

1. Analyze data to identify student needs (schoolwide)
2. Determine a focus for the school based on those needs (what we need to implement to help students)
3. Determine supports needed for staff in the focus area (for example PDs, Learning Walks, Reading Teachers etc.) so they can meet students' needs
4. Collect evidence of learning to inform our actions

The SLT has 3 daylong meetings each school year, and additional meetings as needed. During these meetings data is analyzed, and the team focuses on our school site focus, Academic Discourse. During these meetings the group collaborates to build capacity, determine next steps for Professional Development, and deepen our expertise in our area of focus.

McKinley's SLT selected Academic Discourse as our focus because data shows that listening and speaking skills, and communicating reasoning in math, are areas of need for our students.

Specifically, our CAASPP data over time shows the following are areas of need:

- The subject of Mathematics has lower scores compared to ELA and is a relative area of need
- Claim areas of Listening and Speaking in ELA, and Math Communicating Reasoning are continued areas of need.
- ELL, Hispanic, Black, Low-Socioeconomic students are target subgroups

Some benefits of Academic Discourse include:

- Discourse is a research-based proven effective strategy for closing the achievement gap.
- Discourse strengthens listening and speaking skills and deepens students' understanding of concepts.
- Discourse develops students' higher-order thinking, critical thinking, and problem solving skills all of which will transfer across subject areas.
- Discourse engages students in learning and in school.
- Discourse promotes a positive school culture by facilitating relationship building.
- Discourse benefits English Learners by rapidly developing academic language.
- Discourse ties directly into District, LCAP, SPSA, and McKinley goals.

Since data shows our SLT Site Plan focus of Academic Discourse has been effective since it's implementation beginning in 2017, our action plan is to continue to deepen our understanding and expertise in our discourse strategies in Math while also continuously reviewing discourse in ELA. The following strategies are implemented to target subgroups and focus on academic discourse. Teachers use differentiated sentence frames, and teach tiered academic vocabulary. All teachers were trained in Thinking Maps, and students use the these maps to organize their complex thoughts in a concrete way. Teachers use a variety of discourse protocols so students have multiple opportunities to talk to each other in pairs and groups to explain their thinking and deepen their understanding. Teachers participate in a Professional Growth Cycle model during early release Wednesdays. Specifically, they learn about and discuss discourse topics at a Faculty Meeting and Professional Development Meeting (whole group Professional Learning Community PLC), then in a small group during Grade Level PLCs, and then individually during Professional Time. PDs are led by teachers, the Literacy Coach, outside providers, and administration. In addition, grade levels are subbed out to participate in 3 Data Meetings a year to collaboratively analyze data to guide instruction. Tier III intervention is used to support students in grades K-5. The part-time Reading Teacher and Literacy Language Interventionist provide pull-out support services to ELs, Tier II, or III students who are at-risk with research-based effective instructional programs and strategies. The part-time Math Intervention Teacher provides push-in support to 4th and 5th grades. Supplemental instruction in STEM, Music, Visual Arts, and Theater is provided to students to engage them and build listening and speaking skills. After school intervention is provided to our English Learners and Tier III students in academic vocabulary.

At the same time we have a secondary focus on Social-Emotional Development. Our PBIS plan will continue to be in

place. The teachers and administration on the Olweus/Climate/Safety Committee will be working on developing ideas and strategies to support our students' social-emotional development. Discourse will be emphasized during our Community Meetings, and responsive classroom techniques will be utilized throughout the school day. We will continue our new partnership with Insight Psychotherapy Group to bring affordable on-campus counseling to our students; our counselor from Family Services of Santa Monica will continue to be available to provide individual and group counseling as well as school support. All classes TK-5 will provide social skills instruction using the curriculum Second Step. Staff have been trained in Restorative Justice and will implement community meetings and harm circles. Our Schoolwide Shared Reading Experience will continue to build students' character where each month all students will read and discuss the same book on that month's pillar of character; discourse about the book themes will be facilitated between upper/lower reading buddies and during Community Meetings. Monthly trainings are provided to Campus Supervisors, Paraeducators, and Instructional Aides so they too can be informed about discourse strategies and be a part of the school community. And staff will receive PD from specialists in strategies for students with behaviors and special needs.

McKinley also is a "Deep Learning" School. Our goal at McKinley is to foster Deep Learning so that students can learn to contribute to the common good, address global challenges, and flourish in turbulent and complex times. Through grade level and classroom projects that utilize different learning partnerships, pedagogical practices, learning environments, and digital technology, students develop 6 global competencies (creativity, communication, citizenship, critical thinking, character, and collaboration). Essentially, Deep Learning is a learning experience that helps students to be good at academics and good at life, so they can be the positive problem solvers and global citizens. Teachers and grade levels have been part of a Deep Learning Cohort, and work together to develop and facilitate grade level Global Citizenship Service Learning Projects. This "Project-Based Learning" allows students to work together to solve real-world important global problems/issues/needs like kindness, environmental conservation, inclusion, and helping refugees and homeless people. Deep Learning, AKA Project-Based Learning, and these "global citizenship service learning projects" tie together and apply all of our school site effective instructional strategies as well as our school site focus of Academic Discourse.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All McKinley teachers are categorized as highly qualified. They hold a bachelor's degree, full state certification, as defined by the state, and have demonstrated competency, as defined by the state, in each core academic subject he or she teaches.

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

Teachers receive a variety of professional development during Wednesday banked time meetings and during some day-long trainings during the school year in areas such as discourse, English Learner strategies, social-emotional strategies (Olweus, Restorative Justice, Mindfulness), strategies to support students in special education, effective instruction in Math (CGI, 3 Act Tasks) and in ELA, inquiry based teaching with the Next Generation Science Standards and other needs based on data. All students have access to materials (based on the Williams compliance board resolution from the beginning of the year). Teachers also have supplemental materials, technology, resources, and professional growth materials.

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

Professional development is aligned to the district's focus areas such as guaranteed, viable curriculum (CA standards, ELA/Math curriculum guides), and teachers working collaboratively in professional learning communities. Our PDs are also focused on topics related to our students' area of need based on data (discourse) and on strategies for target subgroups.

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

Literacy coaches, TOSAs, teacher leaders, staff, professional development team, district personnel and an education consultant are utilized for professional development.

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

Throughout the year, teachers are given opportunities to work collaboratively with their grade level teams during data meetings, day-long trainings, prep time, and at specific Wednesday teacher meetings.

Teaching and Learning

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

The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for each grade level (kindergarten through grade eight) for the locally-adopted, standards-aligned ELA/ELD, Math and intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.

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

The school/district allocates adequate instructional time as recommended on page 290 of the California Reading/Language Arts (RLA) Framework for the locally-adopted, standards-aligned, basic core programs for RLA/ELD and Math. This time is given priority and protected from interruptions.

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

RTI is embedded into the daily schedule for grades K-5. Teachers differentiate instruction to meet all students' individual needs. Additional RTI Tier III Intervention pull-out services from the LLI and Intervention Teacher occur during the school day.

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

The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in Math and English Language Arts/English language development (ELD) in every classroom with materials for every student, including ancillary materials for universal access. The math instructional materials are aligned with new California State Standards (CSS). The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in ELD. These programs are implemented as designed. The school/district provides RLA/ELD intensive intervention programs and materials in grades four and five. These programs are implemented as designed and documented to be in use in every intervention classroom with materials for every identified student.

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

Standards-aligned materials are utilized.

Opportunity and Equal Educational Access

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

RTI is embedded into the daily schedule for grades K-5. Teachers differentiate instruction to meet all students' individual needs. Additional RTI Tier III Intervention pull-out services from the LLI and Intervention Teacher occur during the school day.

Evidence-based educational practices to raise student achievement

RTI, Tier 1 core reading, extended day opportunities, grade level data meetings, and progress monitoring is utilized to support student achievement.

Parental Engagement

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

Literacy Night, parent/teacher conferences, parent workshops, parent trainings, school events, parent committee meetings, principal monthly message, and student success team meetings are utilized to assist students.

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)

Parents and community were involved in the planning, development, and implementation of the SPSA. School Site Council (SSC) meetings are held throughout the year, and parents make up half of the 10 member SSC. The SSC reviews school data to make decisions to achieve the school's goals and to close the achievement gap.

Funding

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

Professional development, extended day opportunities (specific grade levels), materials, and parent presentations are made available through categorical funding.

Fiscal support (EPC)

SMEF and site funding is used to supplement instruction.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Over the course of the year student assessment data is analyzed by student and parent groups including the SLT, SSC, and ELAC. The members of these teams identify areas of need, and discuss strategies to support students based on the data. This data analysis and input guides the development of the SPSA. Teachers were presented with the proposed SPSA expenditures and given the opportunity to provide feedback and recommendations at a Faculty Meeting. 96% voted in favor (27 in favor; 1 abstain) with 100% participation of 2019-20 teachers currently employed. This process was also done with ELAC, and 100% of the members present at the meeting voted in favor, and they had no recommendations. ELAC parents also participate in a yearly needs assessment to provide input. The parents and faculty members on School Site Council analyzed data and developed and approved the SPSA.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.20%	0.21%	0.22%	1	1	1
African American	9.84%	9.47%	8.89%	48	45	40
Asian	8.40%	8.63%	10.44%	41	41	47
Filipino	0.61%	1.68%	0.22%	3	8	1
Hispanic/Latino	36.68%	32.84%	31.33%	179	156	141
Pacific Islander	0.20%	0.21%	0.67%	1	1	3
White	38.32%	41.89%	42.89%	187	199	193
Multiple/No Response	0.20%	0.21%	5.11%	1	1	1
Total Enrollment				488	475	450

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	90	95	94
Grade 1	74	67	73
Grade 2	91	70	62
Grade3	63	92	67
Grade 4	84	62	90
Grade 5	86	89	64
Total Enrollment	488	475	450

Conclusions based on this data:

1. There is declining enrollment over time.
2. White and Latino subgroups make up the majority of the student population (37/38%), with African American and Asian (10/8%) being the next largest groups
3. McKinley is proud of the diverse student population at McKinley.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

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	78	74	62	16.0%	15.6%	13.8%
Fluent English Proficient (FEP)	45	46	49	9.2%	9.7%	10.9%
Reclassified Fluent English Proficient (RFEP)	6	3	4	6.1%	3.8%	5.4%

Conclusions based on this data:

1. The number of ELs has slightly decreased over time.
2. The reclassification percentage remains relatively consistent over time.
3. A goal is to increase the percentage of students reclassifying. 17-18 was when new reclassification data was implemented and it was the first year of the ELPAC, so this would have had an impact on the data.

School and Student Performance Data

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	77	60	92	77	59	88	77	59	88	100	98.3	95.7
Grade 4	84	79	60	82	78	60	82	78	60	97.6	98.7	100
Grade 5	95	84	85	91	82	80	91	82	80	95.8	97.6	94.1
All Grades	256	223	237	250	219	228	250	219	228	97.7	98.2	96.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2457.	2470.	2479.	37.66	33.90	44.32	23.38	40.68	25.00	20.78	16.95	18.18	18.18	8.47	12.50
Grade 4	2495.	2495.	2523.	39.02	28.21	46.67	25.61	37.18	30.00	13.41	15.38	11.67	21.95	19.23	11.67
Grade 5	2509.	2537.	2554.	30.77	36.59	35.00	21.98	30.49	41.25	19.78	15.85	17.50	27.47	17.07	6.25
All Grades	N/A	N/A	N/A	35.60	32.88	41.67	23.60	35.62	32.02	18.00	15.98	16.23	22.80	15.53	10.09

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	32.47	40.68	45.45	42.86	52.54	40.91	24.68	6.78	13.64	
Grade 4	36.59	33.33	51.67	46.34	52.56	43.33	17.07	14.10	5.00	
Grade 5	32.97	36.59	45.00	45.05	45.12	41.25	21.98	18.29	13.75	
All Grades	34.00	36.53	46.93	44.80	49.77	41.67	21.20	13.70	11.40	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	37.66	30.51	34.09	46.75	59.32	50.00	15.58	10.17	15.91
Grade 4	39.02	30.77	31.67	39.02	53.85	51.67	21.95	15.38	16.67
Grade 5	35.16	42.68	26.25	40.66	41.46	65.00	24.18	15.85	8.75
All Grades	37.20	35.16	30.70	42.00	50.68	55.70	20.80	14.16	13.60

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	25.97	28.81	36.36	61.04	62.71	55.68	12.99	8.47	7.95
Grade 4	28.05	23.08	35.00	52.44	64.10	56.67	19.51	12.82	8.33
Grade 5	20.88	24.39	32.50	58.24	60.98	63.75	20.88	14.63	3.75
All Grades	24.80	25.11	34.65	57.20	62.56	58.77	18.00	12.33	6.58

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	38.96	35.59	43.18	46.75	57.63	43.18	14.29	6.78	13.64
Grade 4	39.02	24.36	36.67	42.68	65.38	56.67	18.29	10.26	6.67
Grade 5	32.97	39.02	43.75	40.66	50.00	50.00	26.37	10.98	6.25
All Grades	36.80	32.88	41.67	43.20	57.53	49.12	20.00	9.59	9.21

Conclusions based on this data:

1. There has been substantial growth in academic achievement from 2016-17 to 18-19.
2. Listening and speaking skills will continue to be an area of focus and growth.
3. The instructional strategies and school site focus being implemented are effective.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	77	59	92	77	59	89	77	59	89	100	100	96.7
Grade 4	84	79	60	82	78	60	82	78	60	97.6	98.7	100
Grade 5	95	84	85	94	84	84	94	84	84	98.9	100	98.8
All Grades	256	222	237	253	221	233	253	221	233	98.8	99.5	98.3

* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2462.	2485.	2474.	24.68	45.76	38.20	41.56	28.81	31.46	24.68	15.25	16.85	9.09	10.17	13.48
Grade 4	2510.	2496.	2535.	35.37	23.08	46.67	23.17	32.05	26.67	28.05	30.77	18.33	13.41	14.10	8.33
Grade 5	2512.	2530.	2531.	27.66	34.52	28.57	13.83	17.86	17.86	32.98	26.19	41.67	25.53	21.43	11.90
All Grades	N/A	N/A	N/A	29.25	33.48	36.91	25.30	25.79	25.32	28.85	24.89	26.18	16.60	15.84	11.59

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	42.86	55.93	48.31	40.26	32.20	38.20	16.88	11.86	13.48	
Grade 4	45.12	41.03	61.67	32.93	34.62	23.33	21.95	24.36	15.00	
Grade 5	31.91	39.29	32.14	31.91	29.76	41.67	36.17	30.95	26.19	
All Grades	39.53	44.34	45.92	34.78	32.13	35.62	25.69	23.53	18.45	

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	31.17	55.93	49.44	49.35	28.81	33.71	19.48	15.25	16.85
Grade 4	37.80	26.92	48.33	42.68	55.13	36.67	19.51	17.95	15.00
Grade 5	30.85	30.95	29.76	42.55	46.43	51.19	26.60	22.62	19.05
All Grades	33.20	36.20	42.06	44.66	44.80	40.77	22.13	19.00	17.17

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	41.56	57.63	50.56	49.35	27.12	34.83	9.09	15.25	14.61
Grade 4	50.00	29.49	46.67	29.27	47.44	38.33	20.73	23.08	15.00
Grade 5	22.34	35.71	23.81	44.68	39.29	55.95	32.98	25.00	20.24
All Grades	37.15	39.37	39.91	41.11	38.91	43.35	21.74	21.72	16.74

Conclusions based on this data:

1. Grade 3 and 5 made growth in academic achievement in math and there was schoolwide growth.
2. Math communicating reasoning continues to be an area of need.
3. Math will continue to be a focus this school year, with an emphasis on discourse with strategies like CGI.

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1465.7	1419.5	1469.6	1435.9	1456.2	1380.9	20	13
Grade 1	*	1551.6	*	1565.9	*	1537.1	*	15
Grade 2	1482.5	*	1485.1	*	1479.6	*	17	10
Grade 3	*	1513.3	*	1519.6	*	1506.5	*	13
Grade 4	1520.7	*	1528.6	*	1512.6	*	15	6
Grade 5	1532.2	1543.1	1532.3	1553.1	1531.3	1532.5	12	17
All Grades							79	74

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	65.00	23.08	*	38.46	*	23.08	*	15.38	20	13
1	*	60.00	*	26.67		13.33	*	0.00	*	15
2	*	*	*	*	*	*	*	*	17	*
3		38.46	*	38.46	*	15.38	*	7.69	*	13
4	*	*	*	*		*	*	*	15	*
5	*	47.06	*	35.29	*	5.88		11.76	12	17
All Grades	49.37	43.24	32.91	33.78	*	16.22	*	6.76	79	74

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	65.00	38.46	*	30.77	*	15.38	*	15.38	20	13
1	*	80.00		13.33	*	0.00	*	6.67	*	15
2	76.47	*	*	*		*	*	*	17	*
3	*	69.23	*	23.08	*	0.00	*	7.69	*	13
4	86.67	*	*	*		*	*	*	15	*
5	*	76.47	*	11.76	*	0.00		11.76	12	17
All Grades	69.62	64.86	15.19	21.62	*	5.41	*	8.11	79	74

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	55.00	7.69	*	30.77	*	46.15	*	15.38	20	13
1	*	33.33	*	46.67		20.00	*	0.00	*	15
2	*	*	*	*	*	*	*	*	17	*
3		15.38	*	38.46	*	30.77	*	15.38	*	13
4	*	*	*	*	*	*	*	*	15	*
5	*	17.65	*	29.41	*	41.18	*	11.76	12	17
All Grades	32.91	18.92	34.18	37.84	20.25	31.08	*	12.16	79	74

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	80.00	15.38	*	69.23	*	15.38	20	13	
1	*	80.00	*	20.00	*	0.00	*	15	
2	82.35	*	*	*	*	*	17	*	
3	*	23.08	*	61.54		15.38	*	13	
4	73.33	*	*	*	*	*	15	*	
5	*	17.65	*	76.47	*	5.88	12	17	
All Grades	68.35	36.49	24.05	54.05	*	9.46	79	74	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	60.00	46.15	*	38.46	*	15.38	20	13	
1	*	86.67	*	6.67	*	6.67	*	15	
2	76.47	*	*	*	*	*	17	*	
3	*	84.62	*	7.69	*	7.69	*	13	
4	86.67	*	*	*	*	*	15	*	
5	*	88.24	*	0.00		11.76	12	17	
All Grades	70.89	77.03	21.52	14.86	*	8.11	79	74	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	7.69	*	76.92	*	15.38	20	13
1	*	73.33	*	20.00	*	6.67	*	15
2	*	*	*	*	*	*	17	*
3	*	7.69	*	76.92	*	15.38	*	13
4	*	*	73.33	*	*	*	15	*
5	*	29.41	*	58.82	*	11.76	12	17
All Grades	30.38	29.73	51.90	56.76	17.72	13.51	79	74

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	55.00	30.77	*	38.46	*	30.77	20	13
1	*	33.33	*	66.67	*	0.00	*	15
2	*	*	*	*	*	*	17	*
3		23.08	*	61.54	*	15.38	*	13
4	*	*	*	*	*	*	15	*
5	*	35.29	*	52.94	*	11.76	12	17
All Grades	39.24	28.38	50.63	59.46	*	12.16	79	74

Conclusions based on this data:

1. The majority of students tested in K are at the highest proficiency level, level 4.
2. English Learners will continue to be a target subgroup.
3. The number of ELs at McKinley is decreasing over time. Languages spoken by ELs is diverse.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
475	33.7	15.6	0.6

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	74	15.6
Foster Youth	3	0.6
Homeless	3	0.6
Socioeconomically Disadvantaged	160	33.7
Students with Disabilities	52	10.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	45	9.5
American Indian	1	0.2
Asian	41	8.6
Filipino	8	1.7
Hispanic	156	32.8
Two or More Races	23	4.8
Pacific Islander	1	0.2
White	199	41.9

Conclusions based on this data:

1. White and Hispanic subgroups are the largest subgroups of students.
2. There is a statistically relevant number of SED, students with disabilities, and ELs, and as such are target subgroups.
3. There is a diverse population of students at McKinley.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="305 508 360 533">Blue</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="764 508 852 533">Orange</p>	<p data-bbox="1177 426 1396 457">Suspension Rate</p>  <p data-bbox="1258 508 1313 533">Blue</p>
<p data-bbox="251 623 414 655">Mathematics</p>  <p data-bbox="297 705 373 730">Green</p>		

Conclusions based on this data:

1. There has been growth in the overall performance from 2016-17 to present.
2. ELA is an area of strength at the highest score of blue and Math is very close to being Blue.
3. Suspension rate has increased to the highest level of blue. Restorative Justice, Responsive Classroom, counseling supports, and other supports and alternatives to suspension have been effective.

School and Student Performance Data

Academic Performance English Language Arts

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



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Blue 50.2 points above standard Increased Significantly ++20.5 points 223	<p>English Learners</p>  Green 5 points above standard Increased ++5.5 points 41	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p>  No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p>  Blue 16.5 points above standard Increased Significantly ++18.3 points 93	<p>Students with Disabilities</p>  No Performance Color 25.2 points below standard Increased Significantly ++20.8 points 23

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 19.5 points above standard Increased Significantly ++23 points 26	 No Performance Color 0 Students	 No Performance Color 64.6 points above standard Declined -5.3 points 20	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Blue 22.8 points above standard Increased Significantly ++25.1 points 80	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color 0 Students	 Blue 78.6 points above standard Increased Significantly ++16.6 points 84

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
20.5 points below standard Increased Significantly ++22.3 points 28	59.8 points above standard Declined Significantly -27.2 points 13	57.7 points above standard Increased Significantly ++23.9 points 163

Conclusions based on this data:

- Categories with performance colors, which are All Students, ELs, Hispanic, and SED students all increased. This shows growth from 2016-17 to present.
- Instructional strategies being implemented have been effective.
- McKinley will provide supports to reclassified english learners to ensure they continue to make progress.

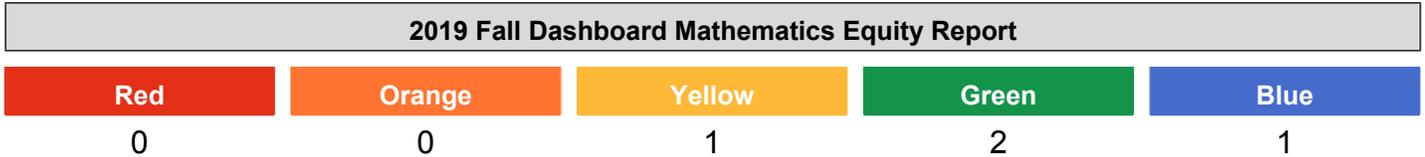
School and Student Performance Data

Academic Performance Mathematics

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



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>32.1 points above standard</p> <p>Increased ++14.9 points</p> <p>222</p>	<p>English Learners</p>  <p>Yellow</p> <p>11.8 points below standard</p> <p>Declined -13.5 points</p> <p>41</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>9 points below standard</p> <p>Increased ++7 points</p> <p>93</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>40.5 points below standard</p> <p>Increased Significantly ++33.1 points</p> <p>22</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 7.6 points above standard Increased Significantly ++26 points 26	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color 69.4 points above standard Declined -6.4 points 19	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Green 3.6 points below standard Increased ++14.2 points 80	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 Blue 66.5 points above standard Increased Significantly ++15.2 points 84

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
34 points below standard Maintained ++1.5 points 28	35.9 points above standard Declined Significantly -42.5 points 13	38.1 points above standard Increased Significantly ++21.2 points 162

Conclusions based on this data:

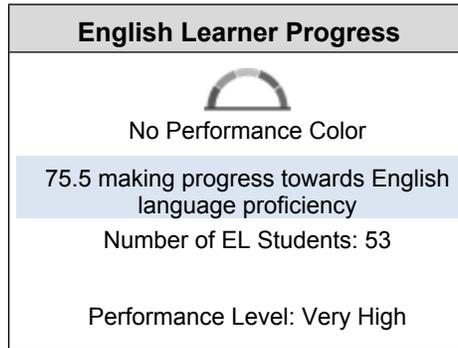
1. All students increased in math.
2. Low-income and Hispanic students increased in math.
3. Hispanic, low-income, and EL subgroups will continue to be target subgroups.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 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
5.6	18.8	20.7	54.7

Conclusions based on this data:

1. The majority of ELs at McKinley are making strong progress.
2. The majority of ELs progressed by at least one level during the year.
3. Progress monitoring strategies will be implemented as part of a new ELPAC and reclassification criteria process. ELs receive designated ELD as well as supplemental support services with our LLI.

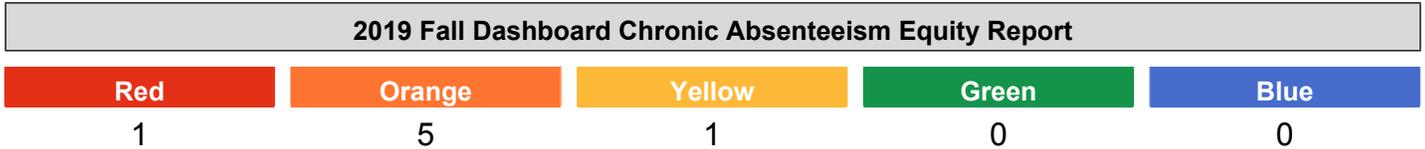
School and Student Performance Data

Academic Engagement Chronic Absenteeism

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



This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Orange</p> <p>7.6</p> <p>Increased +2.5</p> <p>486</p>	<p>English Learners</p>  <p>Orange</p> <p>8.6</p> <p>Increased +8.6</p> <p>81</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p>Socioeconomically Disadvantaged</p>  <p>Red</p> <p>12.4</p> <p>Increased Significantly +7.1</p> <p>186</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>17.2</p> <p>Increased +4.7</p> <p>58</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 18.8 Increased +7.4 48	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Orange 6.8 Increased +6.8 44	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Orange 8.8 Increased Significantly +3.2 159	 No Performance Color 3.4 Declined -3.7 29	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 5 Increased +0.9 199

Conclusions based on this data:

1. Absenteeism is a relative area of need.
2. Socioeconomically disadvantaged students have the highest attendance needs.
3. Given that McKinley is home to a Life Skills special education program with medically fragile students this may have a disproportionate impact on this data.

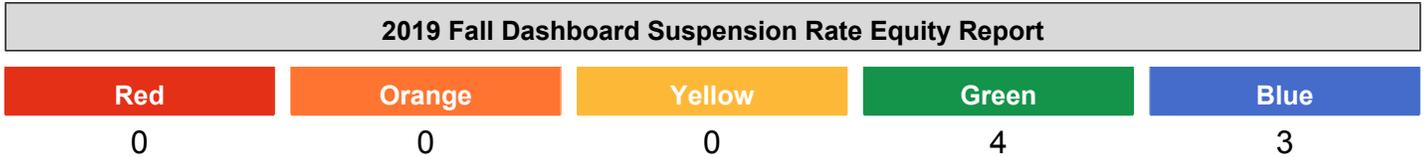
School and Student Performance Data

Conditions & Climate Suspension Rate

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



This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Blue</p> <p>0.8</p> <p>Declined Significantly -1 492</p>	<p>English Learners</p>  <p>Blue</p> <p>0</p> <p>Maintained 0 81</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>4</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>3</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>1.6</p> <p>Declined Significantly -1.3 188</p>	<p>Students with Disabilities</p>  <p>Green</p> <p>1.7</p> <p>Declined -1.4 58</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Green 2.1 Declined -1.7 48	 No Performance Color Less than 11 Students - Data 1	 Blue 0 Maintained 0 44	 No Performance Color Less than 11 Students - Data 6
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0 Declined Significantly -1.7 161	 No Performance Color 3.4 Maintained -0.1 29	 No Performance Color Less than 11 Students - Data 1	 Green 1 Declined -0.5 202

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.8	0.8

Conclusions based on this data:

1. Suspension ranking greatly improved this year from orange to blue.
2. Data shows that suspensions were appropriate and based on ed code, and only occurred after multiple interventions and supports were implemented.
3. Social-emotional growth strategies that are preventative and alternative strategies to suspension (Restorative Justice, Olweus, counseling, community building, responsive classroom, Second Step program) will be an area of focus as part of the PBIS system.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All graduates are socially just and ready for college and careers.

Goal 1

Goal 1: All graduates are socially just and ready for college and careers (LCAP 1, 2, 4, 7, 8)

Identified Need

Due to the coronavirus, school was closed and testing was cancelled at the end of the 2019-20 school year. Therefore prior year 18-19 CAASPP data is referenced in the SPSA. Mid-year 19-20 data that was available, such as Fastbridge and Fountas and Pinnell, are referenced, but it's important to note that these are not reflective of a whole in-person school year and are not summative.

According to the CAASPP, students' area of need in ELA is the target claim area of listening (which includes speaking) and in Math communicating reasoning. Proficiency in these target claims is needed to help students achieve Goal 1 of being ready for college and careers. Currently schoolwide data on the CAASPP for the listening claim shows 34% of students are above, 59% near, and 7% in listening. While this is an increase of 9% above in the above category from the previous year, it is still an area of need. In math communicating reasoning, 40% of students are above, 43% near, and 17% below. This is a 1% increase in the above category and 4% increase in the near category compared to the previous year, however this is still an area of need. These needs of listening and speaking and communicating reasoning are our focus and our strategies/activities are targeted towards these needs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA and Math percentage of students meeting and exceeding standards- schoolwide and subgroups	<p>Schoolwide ELA- 59% 16-17, 68% 17-18, 74% 18-19</p> <p>Schoolwide Math- 55% 16-17, 59% 17-18, 62% 18-19</p> <p>Subgroups' scores in ELA (ELs-9% to 26% to 44%; Black-48% to 59% to 69%; Hispanic-41% to 56% to 64%; Socioeconomic Disadvantaged-39% to 56% to 62%)(prior 3 years scores were stagnant)</p>	<p>Goal- Increase schoolwide ELA (74 to 78%)</p> <p>Increase schoolwide Math (62% to 66%)</p> <p>Maintain scores over time 3rd-5th in Math (75%- change dropping slope to a plateau, and eventually to an increasing slope)</p> <p>Increase target subgroup scores by at least 5% (ELs to 49%, Black 74%, Hispanic 69%, SED 67%)</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Cohort Scores in ELA - (4th graders who are now 5th)- Increased students meeting and above 62% to 65% to 76% (3rd who are now 4th)- Increased students meeting and above from 75% to 77%</p> <p>Cohort Scores in Math (4th graders who are now 5th) 67% to 55% to 45% (3rd who are now 4th) Maintained students meeting and above 75% to 75%</p> <p>Baseline are the most recent 18-19 scores (above past 3 years of scores are listed)</p> <p>Baseline- Interim Assessments in the Fall as a diagnostic starting point for individual students. Scores will vary for individuals and will be determined in the Fall when they take the IABs.</p>	
<p>CAASPP ELA- percentage of students meeting and exceeding standard- Listening and Speaking Skills, and Communicating Reasoning in Math</p>	<p>Baseline are the most recent 18-19 scores</p> <p>CAASPP Target Claim area of Listening 17-18 Schoolwide- 25% above, 63% near, 12% below 18-19 Schoolwide- 34% above, 59% near, 7% below</p> <p>CAASPP Target Claim of Communicating Reasoning 17-18 Schoolwide- 39% above, 39% near, 22% below 18-19 Schoolwide- 40% above, 43% near, 17% below</p>	<p>Goal- Increase the schoolwide percentage of students above in Listening from 34% to 39% Increase the schoolwide percentage of students above in Communicating Reasoning from 40% to 45%</p>
<p>Fastbridge ELA</p>	<p>Baseline- *All data is a measurement of growth between Fall 2019 and Winter 2020</p>	<p>Goal- 70% of students to be at or above the 40th percentile nationally for every benchmark</p>

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Percentage of students at or above the 40th percentile nationally -
aReading/earlyReading

K- 49%

1- 64%

2- 77%

3- 69%

4- 81%

5- 78%

Whole School- 70%

Year to Year Data: Kinder increased percentage of students meeting proficiency (40th% and above) by 1%; 1st by 11%; 2nd by 9%, 4th by 1%, 5th by 25%

Cohort Data: 1st grade: increased students meeting proficiency by 16%; 2nd grade: by 24%; 4th grade by 3%

Last Fastbridge assessment of the spring of 18-19 (prior) school year. Percentage of students at or above the 40th percentile nationally.

Kinder 48%

1st 53%

2nd 68%

3rd 78%

4th 80%

5th 53%

Whole School Average 63%

A note that the current Fastbridge chart target is 31st percentile or above (green and blue); SMMUSD views students performing 41st% and above as green and blue due to overall high achievement and uses that percentile to determine who receives RTI Tier III intervention. Tier III students are 25% and below. Tier II are 26%-40th%. McKinley may consider aligning with the typical national percentile goal of 30%.

(the scaled scores increase at each assessment).

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dashboard Data	<p>Dahboard 201 Scores</p> <p>Schoolwide ELA- Blue</p> <p>Subgroups ELA- Hispanic, SED and White-Blue; ELs- Green</p> <p>Schoolwide Mathematics- Green</p> <p>Subgroups Math- ELs- Yellow, SED, Hispanic-Green; White Blue</p>	<p>Goal-</p> <p>Schoolwide ELA maintians at Blue</p> <p>Schoolwide Math increases to Blue</p> <p>Increase EL subgroup in ELA to Blue</p> <p>Increase EL subgroup in Math to green</p>
Fountas and Pinnell instructional level	<p>Average Growth in F&P Levels Between Fall 2019 and Winter 2020 Prior to the school closure in March:</p> <p>K- N/A</p> <p>1st- 3</p> <p>2nd- 1.5</p> <p>3rd- 1</p> <p>4th- 1</p> <p>5th- 1</p> <p>Schoolwide- 1.5</p> <p>Yearlong data from 2018-19</p> <p>Fall to Spring:</p> <p>Kinder 1.7</p> <p>Grade 1 4.5</p> <p>Grade 2 3</p> <p>Grade 3 1.5</p> <p>Grade 4 1.7</p> <p>Grade 5 N/A</p> <p>School Average 2.5</p> <p>Results are to be interpreted with caution as data is missing from 5th grade and students made a lot of growth over the summer from K to 1st and potential causes need to be assessed.</p>	<p>Goal-</p> <p>Schoolwide the average level of growth is at least 1.5 levels a year.</p>
Fastbrige Math	<p>2019-20 Percentage of students at or above the 40th percentile nationally - aMath</p>	<p>Goal for 75% of students to be at or above the 40th percentile nationally in math.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>prior to the school closure on the mid-year Fastbridge.</p> <p>K- N/A 1- 63% 2- 83% 3- 67% 4- 78% 5- 75% Schoolwide- 73%</p>	

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)

At-risk Tier II and III students in ELA

Strategy/Activity

As part of our Response to Intervention (RTI) McKinley will employ one part-time Intervention Teacher (40%) to provide pull-out support to at-risk students in ELA and some Math if schedule permits. The teacher will work with small groups of Tier III students to provide targeted intervention in their areas of need in literacy. This will help to maintain and hopefully increase current achievement and success in literacy. The support in math will be targeted toward 4th and 5th graders to target the declining slope in achievement. Research based curriculum such as LLI and SIPPS will be used. At-risk students will be identified via assessment data such as Fastbridge, Fountas and Pinnell, and CAASPP, and have continuous progress monitoring to determine their eligibility for support and areas of need. The Intervention Teacher will also provide support to the classroom teachers in analyzing data and with effective instructional strategies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

66,560

Source(s)

Title I 2020-21 Allocation
1000-1999: Certificated Personnel Salaries
Certificated Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students needing additional support in K-5 Classrooms

Strategy/Activity

Instructional Assistants will be provided to assist general education classroom teachers. IAs will work with small groups of students, and students individually, to provide academic support.

10 IAs paid for by SMEF
2 TK paid for through General Fund
= 12 Instructional Aides total

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)
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners and at-risk students

Strategy/Activity

Teachers will be offered teacher hourly rate to provide before or after school intervention to at-risk students. Students will be identified through a variety of assessment data (CAASPP, Fountas and Pinnell, Fastbridge, District Interim Assessments, curriculum assessments etc.) as needing support in ELA or Math. Teachers will utilize research-based intervention curriculum such as LLI and SIPPS, AVT, or engaging instructional strategies/programs such as Readers' Theatre, to provide targeted support to meet students' needs. Some interventions include: English Language Development for Longterm ELs- 4th-5th, extended time before/after school with LLI; Academic Vocabulary for ELs (2nd-3rd), 20 students, 5 weeks, 30 minutes 3X a week and 1 hour prep; Math-4th-5th

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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2,000

District Funded
1000-1999: Certificated Personnel Salaries
Tutoring/Teacher Hourly

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students and targeted subgroups

Strategy/Activity

Certificated and Classified Staff will participate in regular Professional Development during early dismissal (early out) Wednesdays. PD will be based on data and student/teacher needs and the school site focus. The staff will come together as a Professional Learning Community (PLC) whole group, and in grade level PLCs, in order to collaborate, reflect, and learn about ways to deepen students' learning. PDs will build the capacity of teachers and deepen their expertise.

While PD occurs on early out Wednesdays, funds will cover 2 days of sub coverage for 19 general ed classroom teachers and well as the cost of the contractor.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2,000

Title I 2020-21 Allocation
5800: Professional/Consulting Services And
Operating Expenditures
Professional Development

7,754

Title I 2020-21 Allocation
1000-1999: Certificated Personnel Salaries
Teacher Substitutes

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

Teachers will be provided with sub coverage in order to conduct Fountas and Pinnell assessments two times a year. This data will help determine students' reading levels and will help guide instruction. Funds will cover 19 general ed classroom teachers K-5.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

8,950

District Funded
1000-1999: Certificated Personnel Salaries
Teacher Substitutes

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

The Instructional Coach will provide individualized, grade level, and schoolwide support in ELA and Math. She will help teachers to analyze data, and will provide strategies to tailor instruction to meet students' needs. She will do demonstration lessons of best practices, and will lead Professional Development. She will also coordinate Family Literacy Night, and other literacy related events. During Distance Learning she coordinate a Parent Academy, and will also lead trainings for Classified 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)

District Funded
1000-1999: Certificated Personnel Salaries
Instructional Coach

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

All classroom teachers K-5 will participate in three Data Meetings a year. During these meetings the grade level team will analyze recent grade level and class data to determine students' areas of need and to guide their instruction. The team will also collaborate regarding lesson planning and teaching the state standards. The Instructional Coach will facilitate these meetings, and will provide the data, supplemental resources, and other support information. The Intervention Teacher, Literacy Language Interventionist, sped team, and Administration will also be invited to attend these meetings to collaborate and provide support.

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)

12,427

District Funded
1000-1999: Certificated Personnel Salaries
Sub Coverage for Data Meetings

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students with emphasis on inquiry based learning for targeted subgroups

Strategy/Activity

In order to develop students' critical thinking skills, which will transfer across subjects, we will provide STEM science instruction to all students. Students will participate in inquiry based learning experiences, and our school site focus of discourse will be applied throughout the lessons. This will also target our area of need, math, by developing students problem solving skills. In-person students will receive 31 lessons TK/K- 45Minute lessons 1X a week, 1st-3rd- 70 Minutes 1X a week, and 4th-5th- 90 Minutes every other week.

STEM supplemental enrichment will be modified based on the format of school year.

Distance learning school closure- Grade level recorded lessons (6)- \$425 a week X31=\$13,175

Hybrid- Grade Level Zoom twice a week=6 lessons 2X (12) a week so both cohorts get it M/T and Th/F \$700 a week X31=\$21,700

In-Person \$794 a week x31= \$24,600

During Distance Learning and Hybrid a 60 minute live after school science club by grade level will be offered.

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)

13,175

Source(s)

Title I 2020-21 Allocation
5800: Professional/Consulting Services And
Operating Expenditures
STEM Science

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

In order to engage students in school and develop the whole child, all students will participate in music. Music also helps develop students' critical thinking skills and creativity, which transfers across all subjects. Music is also a way for students to express themselves non-verbally. Music in grades 4-5 is 2 times a week for 45 minute sessions, and 3rd grade is 1X a week for 45 minutes, and is funded by the District. Via the stretch grant music will be provided to grades TK-2. TK-2 will have 30 sessions of 30 minute classes.

The format of music will be modified based on the format of the school year.

3rd-5th music during Distance Learning will be shorter lessons, around 30 minutes via Zoom with google classrooms utilized.

TK-2 music:

Recorded 20 minute lessons during distance learning- \$50 a lesson

TK/K, 1st, 2nd
 3X50=\$150
 150X30=\$4,500
 Zoom for Hybrid- \$60 a lesson
 TK/K, 1st, 2nd M/Th and W/F=6X60= \$360
 X30sessions= \$10,800
 Live for In-Person- \$65 a lesson
 10 classesX65=\$650
 650X30=\$19,500

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4,500	Stretch Grant (Ed Foundation) 5800: Professional/Consulting Services And Operating Expenditures TK-2 Music
	District Funded 1000-1999: Certificated Personnel Salaries 3-5 Music

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students with emphasis on listening and speaking skills

Strategy/Activity

In order to develop students' oral language, and to engage students in school and learning, McKinley will provide Performing Arts theater instruction for all TK-5 students. The theater instruction will be tied to the curriculum and ELA and Social Students state standards and will support our school site focus of discourse. It will also target our area of need of listening and speaking skills.

Rotation one in the fall will be 3rd-5th (15 sessions) and rotation two in the spring will be TK-2 (15 sessions).

Classes are 50 minutes grades 1-5, and 40 minutes grades TK-K.

Theater supplemental enrichment will be modified based on the format of school year.

Distance Learning- Recorded lessons TK-1st, 2nd-3rd, 4th-5th (3 twenty min lessons a week for 28 sessions)

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)

13,000

Source(s)

Stretch Grant (Ed Foundation)
5800: Professional/Consulting Services And
Operating Expenditures
Theater

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

Deep Learning Global Citizenship Service Learning Projects.

In order to develop socially just students that are prepared to be global citizens, McKinley will implement Deep Learning.

Deep Learning is spearheaded by two renowned education researchers and authors, Michael Fullan and Joanne Quinn. A year ago McKinley was invited to be part of the first ever California Deep Learning Cohort; we are honored to be 1 of 40 schools in the entire state of California selected. 10 teachers joined a Deep Learning Cohort and received training and professional development; they then brought back knowledge and info to their grade level teams and school. Time and support to collaborate on Deep Learning project-based learning is provided to teachers during Wednesday banked time.

Deep Learning is a learning experience that helps students be good at academics and be good at life. We already do Deep Learning at McKinley with things like our shared reading, pillars of character, community meetings, blended learning, CGI, and academic discourse. However, global citizenship was an area we wanted to deepen. We want to teach students to think outside of themselves to make a difference in the community and the world. With grade level service learning projects, students are going to be given a real world global problem or issue, and will be asked to work together to help solve it. They're going to be practicing all their academic skills (reading, writing, doing math, science, and social studies) while also learning how to be global citizens and good people. They will learn how to contribute to the common good, address global challenges, and how to flourish in turbulent and complex times. We're helping them to become problem solvers we are going to need in the future.

Deep Learning experiences are engaging, relevant, authentic and build the 6 Global Competencies (6 Cs): creativity, communication, citizenship, critical thinking, character, and collaboration. McKinley will design grade level Deep Learning "service Learning projects" focused on the "global citizenship" aspect.

The result of these projects will be that students develop these 6 global competencies which will help them to be successful in life and successful in academics. With this Deep Learning project we go beyond just teaching academics to teaching the whole child. It's our school philosophy and all our teaching strategies in a project.

- Students will develop their listening and speaking skills (supports our school site focus of Academic Discourse).
- Students will develop their academic skills in multiple subject areas (ties into Math, Reading, Writing, Science, Social Studies, Social Justice standards etc.)(continuing to close the achievement gap!)
- Students will develop their social-emotional skills.
- Students will develop their global citizenship skills- compassion, identity, impact on others etc.
- Students will be engaged in school and learning.
- Through increased rigor, real-world connections, and cross-curriculum connections students will be challenged to use higher level thinking skills and 21st century skills.
- School-wide strategies (Thinking Maps, sentence frames, responsive classroom etc.) will be applied, so learning and understanding of concepts will be deepened.
- The Social Justice standards will tie into these projects.

The projects will have four aspects.

1. Our Pedagogical Practices: Inquiry, blended learning, hands-on experiences, scaffolding, cooperative learning, Thinking Maps, Academic Discourse and more.
2. Leveraging Digital: Students don't just use technology, they apply it as a means to learn becoming digital citizens and using social media in a positive way, making podcasts, virtual simulations, animation and more.
3. Learning Partnerships: Students will have a chance to learn about others' perspectives and collaborate with class buddies, local organizations, global organizations, and schools across the world.
4. Learning Environments: Learning will happen in a variety of environments such as in the classroom, with flexible seating, in other classrooms, in the garden, on a field trip, in another place digitally and more.

All four of these components will be used to help students solve a real world problem or issue in a topic like environment, animals, health, education, human welfare, and cultural and societal issues.

Deep Learning ties into the school site focus of academic discourse, and allows the schoolwide effective instructional strategies to be applied, and students to deepen their knowledge and skills in all subject areas via a project-based learning application.

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)
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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

In order to support the development of socially just students, McKinley will implement mindfulness, the social emotional learning curriculum Second Step, and Restorative Justice. One teacher will serve as the Social Emotional Teacher Leader to provide support and resources to staff. She will conduct demo lessons, and may lead professional development. One teacher will also serve as the Restorative Justice Teacher Leader to provide resources, support, demo lessons, and PD to RJ to staff. All staff have been trained in Restorative Justice and implement the philosophy and practices with Responsive Classroom techniques. The teacher leaders and other teachers and staff will be part of the Olweus/Safety/Climate Committee, and will attend SEL-related trainings to bring information back to staff. Many staff have also completed the voluntary Mindfulness Certification. Additional PDs for all staff related to the Social Justice Standards will also be held.

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)

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

In order to engage students in school and learning, McKinley will provide visual arts instruction for all preschool-5 students. Academic areas such as listening, speaking, and non-verbal expression will be integrated. Visual arts will be 15 Lessons, 50 minutes 1st-5th, 30 min mandated by 45 min Preschool-K, and Minimum Days built into year long schedule.

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)

District Funded
1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2019-20

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.

This will be the 4th year of implementation of this goal. CAASPP data and Dashboard Data has demonstrated the effectiveness of the strategies applied to achieve this goal. There were large gains in academic achievement for all students and targeted subgroups.

Prior year's CAASPP goals were met:

- Maintain 3rd grade cohort scores of 75% in ELA and Math- Goal Met (77% ELA and 75% Math)
- Increase schoolwide ELA (59%-16-17 to 68%-17-18 to 75%-18-19)- Goal Met (An Increase of 15% in two years)
- Increase schoolwide Math (55%-16-17 to 59%-17-18 to 62%18-19)- Goal Met (An Increase of 8% in two years)
- Increase target subgroups' scores in ELA by at least 8% (ELs-9% to 26% to 44%; Black-48% to 59% to 69%; Hispanic-41% to 56% to 64%; Socioeconomic Disadvantaged-39% to 56% to 62%)(prior 3 years scores were stagnant)- Goal Exceeded

An Increase of 35% for ELs in two years

An Increase of 21% for Black students in two years

An Increase of 23% for Hispanic and SED students in two years

- Increase schoolwide scores in claim areas of listening and speaking in ELA and communicating reasoning in math- Goal Met

A schoolwide increase in Listening of by 9% (moved students from 'below' up to 'near,' and 'near' up to 'at')

A schoolwide increase in Communicating Reasoning (1% increase in 'at', and moved 5% of students from 'below' up to 'near')

Dashboard Scores Increased and goals were met:

- McKinley is Blue in ELA- the highest possible color/score
- McKinley is Green in Math, and only 3 points away from being Blue
- There has been continuous and impressive growth in both ELA and Math over the past 3 years (from 2017 to 2019 ELA grew by 32.2 points and Math by 21.3 points).
- McKinley increased more points in ELA than any other school in the Santa Monica this year.
- Our English Learner (EL) progress is the highest of all non-immersion schools in the entire district, even with us having the second highest percentage of ELs.
- McKinley stands out compared to all other schools in the district for closing the achievement gap. Our target subgroups at our diverse school are doing superior to other schools, particularly in ELA where the majority of our subgroups are blue.

For the mid-year 2020 IAB Data growth was evident indicating that CAASPP scores would have increased and goals would have been met:

5th Grade:

In ELA (Reading Informational Texts):

From 18-19 to 19-20 the percent of students Above Standard increased by 12%, and there was a 6% decrease in the percentage of students Below Standard.

For the Cohort data, from 4th grade to 5th grade, the group of students were moved- 4% of students were moved from Near Standard to Above Standard.

In Math (Number and Operations- Fractions):

From 18-19 to 19-20 the students Above Standard increased by 18%, and there was a 18% decrease in the percentage of students Below Standard.

For the Cohort data (this one wasn't an exact comparison since 4th grade was Number and Operations- base ten), from 4th grade to 5th grade, the group of students were moved- Above Standard increased by 9%.

4th Grade:

In ELA (Reading Informational Texts):

From 18-19 to 19-20 the percent of students Above Standard increased by 7%.

For the Cohort data, from 3rd grade to 4th grade, the group of students were moved- Above Standard increased by 13%!, and there was a 11% decrease in student Below Standard

In Math (Operations and Algebraic Thinking):

From 18-19 to 19-20 the students Above Standard increased by 4%, and there was a 4% decrease in the percentage of students Below Standard.

For the Cohort data from 3rd grade to 4th grade (not all students were tested in this topic in 3rd so numbers might be a bit off, but when averaged with a different topic test-number and operations in base ten- scores were still similar to the scores in this topic, so the numbers are close to accurate), the percentage of students Above Standard increased by 35%!!!, and the percent of students who were Below Standard decreased by 27%

3rd Grade:

In ELA (Reading Informational Texts):

Strength- From 18-19 to 19-20 the percentage of students Below Standard decreased by 6%

Negative- (7% decreased from Above Standard to Near Standard)

In Math (Number and Operations- Fractions):

From 18-19 to 19-20 the students Above Standard increased by 26%, the percent of students Below Standard decreased by 15%

There was also growth in ELA Fastbridge despite the school closure towards the end of the year.

Year to Year Data: Kinder increased percentage of students meeting proficiency (40th% and above) by 1%; 1st by 11%; 2nd by 9%, 4th by 1%, 5th by 25%

Cohort Data: 1st grade: increased students meeting proficiency by 16%; 2nd grade: by 24%; 4th grade by 3%

Overall Summary:

- Big growth in subgroups indicates culturally responsive teaching strategies and student engagement strategies successful
- Big growth in ELA indicates academic discourse strategies in that subject are effective
- Continue emphasis on Math- still a schoolwide relative area of need
- Continue emphasis on Listening/Speaking and Communicating Reasoning for increased growth
- Target high-needs students/grades in Math- provide intervention support, grade level planning/data-analysis time, support for consistency with pacing plan and MyMath curriculum

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

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.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

English Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive standards-aligned core curriculum.

Goal 2

Goal 2: English Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive standards-aligned core curriculum (LCAP 1, 2, 4, 7, 8)

Identified Need

Due to the coronavirus, school was closed and testing was cancelled at the end of the 2019-20 school year. Therefore prior year 18-19 CAASPP data is referenced in the SPSA. Mid-year 19-20 data that was available, such as Fastbridge and Fountas and Pinnell, are referenced, but it's important to note that these are not reflective of a whole in-person school year and are not summative. While English Learners at McKinley have made substantial academic growth, ELs continue to be a target subgroup at McKinley as we strive to continue to increase their academic achievement even further. For example, CAASPP EL scores in ELA have increased 35% in just the past two years (9% 16-17 to 26% 17-18 to 44% 18-19 meeting or exceeding the standard).

Also on the Dashboard 75.5% of ELs are making progress and the performance level is very high according to the Dashboard 2019. This highly surpasses the state average goal. However, there was a decrease on the dashboard of ELs in math from Blue to yellow, so this will be an area of focus. ELs in ELA maintained in green.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification Percentage	Baseline- The previous school year's Spring reclassification percentage 2018 15% (46 students 8 reclassified).	Goal- The English learner reclassification percentage of at least 12%
CAASPP Scores percentage of ELs meeting or exceeding standard in ELA	CAASPP EL scores in ELA 9% 16-17 to 26% 17-18 to 44% 18-19 An Increase of 35% for ELs in two years.	Goal- Increase scores of meeting or exceeding standard in ELA by 10% (35 to 45%)
ELPAC Scores	Baseline- 75.5% of ELs are making progress and the performance level is very high according to the Dashboard 2019.	Goal- The percentage of English learners making progress towards proficiency in English

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		will exceed the state target of 59% as measured by ELPAC.
Dashboard EL Data	Baseline- EL ELA- Green (increase from prior year) EL Math- Yellow (a decline from prior year)	Goal- Increase to green in math for ELs. Maintain score of green in ELA (goal of increasing to blue) and maintaining or increasing in points.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners and Tier III Students

Strategy/Activity

The school will utilize a full-time Literacy and Language Interventionist (LLI) to provide English Language Development Instruction to Longterm English Language Learners (LTELs) in 4th and 5th grade by using the curriculum English 3D and other supplemental resources. The LLI will collaborate with general ed classroom teachers to provide support and information about best practices for English Language Learners.

Teachers will support ELLs in their classrooms throughout the day by providing designated ELD support throughout the day (i.e. meeting with them 1:1/small groups re: vocabulary, activating prior knowledge, providing sentence frames, providing story starters, student engagement/student talk, etc.). LLI teacher & instructional coach will collaborate with teachers targeting academic language instruction tailored to the individual needs of the ELLs in content/core instruction. Teachers will meet with LLI teacher as needed to consult with how to best support ELLs.

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)

District Funded
1000-1999: Certificated Personnel Salaries
Literacy and Language Interventionist

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners and Tier III Students

Strategy/Activity

Teachers will be offered teacher hourly rate to provide before or after school intervention to English Learners and other Tier III students struggling academically. Students will be identified through a variety of assessment data (CAASPP, Fountas and Pinnell, Fastbridge, District Interim Assessments, curriculum assessments etc.) as needing support in ELA or Math. Teachers will utilize research-based intervention curriculum such as the Academic Vocabulary Toolkit, LLI, and SIPPS to provide targeted support to meet students' needs. The LLI will provide extended ELD instruction before and after school. Math intervention will also be offered. The District also offers a summer program in science for ELs as an extra learning opportunity to help close the gap.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,000

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Intervention

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners and targeted subgroups

Strategy/Activity

Certificated and Classified Staff will participate in regular Professional Development during early dismissal (early out) Wednesdays. PD will be based on data and student/teacher needs. The staff will come together as a Professional Learning Community (PLC) whole group, and in grade level PLCs, in order to collaborate, reflect, and learn about ways to develop students' literacy. PDs may include best practices and instructional strategies shown to develop the literacy and language of English Language Learners. For example, Academic Discourse topics such as differentiated sentence frames/stems have been shown to rapidly increase ELLs' language development. Responsive Classroom techniques have also been shown to be beneficial in helping teachers to create a classroom community where students' language, background, and diversity are recognized and valued, creating an environment conducive to learning and where students are 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)

District Funded
1000-1999: Certificated Personnel Salaries
Professional Development

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

The school will provide a Literacy Family Night to share with families literacy activities that can be done at home to develop language. Coordinated by the Instructional Coach, Intervention Teacher, LLI, and Administration, Literacy Night will be an interactive night where there are multiple centers for students and their families to rotate to. At these centers families will learn about, practice, and take with them things like flipbooks, word sorts, rhyming games and more. There will also be a reading area to encourage reading, in both the home language and English. The Literacy Support Team will be available to answer questions about literacy with parents. During Distance Learning this night occurs virtually, and over Zoom authors will present, and students will participate in breakout room activities.

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)

300

Source(s)

Parent-Teacher Association (PTA)
4000-4999: Books And Supplies
Literacy Night

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Spanish speaking students and all students

Strategy/Activity

The school will employ a full-time bilingual (English/Spanish) Community Liaison in order to increase communication between the school and home, and to increase parent engagement and involvement. The Liaison will serve as a translator at school functions, conferences, and in the front office and will be able to assist parents with any questions they may have. She will also host parent workshops and trainings so parents can support their child's educational success. The Liaison will also work in collaboration with the administration to coordinate and support parent groups such as the English Learner Advisory Council (ELAC).

The administration will collaborate with ELAC members and leaders to ensure that the voices of parents of ELLs are heard, and will provide relevant information and resources at ELAC meetings.

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)

District Funded
2000-2999: Classified Personnel Salaries
Parent Engagement- Community Liaison and
ELAC

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

Educational computer software such as Lexia and Freckle math will be purchased and utilized to support students' learning.
Time for Kids will also be purchased to provide additional engaging literature to develop reading comprehension skills and to be utilized for discourse opportunities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

17,125

Parent-Teacher Association (PTA)
4000-4999: Books And Supplies
Supplemental Resources

Annual Review

SPSA Year Reviewed: 2019-20

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.

This will be the 3rd year of implementation of this goal. Data has demonstrated the effectiveness of the strategies applied to achieve this goal. There were large gains in academic achievement for ELs and at-risk students. For example, CAASPP EL scores in ELA have increased 35% in just the past two years (9% 16-17 to 26% 17-18 to 44% 18-19 meeting or exceeding the standard).

Also on the Dashboard 75.5% of ELs are making progress and the performance level is very high according to the Dashboard 2019. This highly surpasses the state average goal.

However, there was a decrease on the dashboard of ELs in math from Blue to yellow, so this will be an area of focus. ELs in ELA maintained in green.

Our English Learner (EL) progress is the highest of all non-immersion schools in the entire district, even McKinley having the second highest percentage of ELs.

McKinley stands out compared to all other schools in the district for closing the achievement gap. Our target subgroups at our diverse school are doing superior to other schools, particularly in ELA where the majority of our subgroups are blue.

This data indicates:

- Big growth in subgroups indicates culturally responsive teaching strategies and student engagement strategies successful
- Big growth in ELA indicates academic discourse strategies in that subject are effective. Academic Discourse is a research-based strategy to close the achievement gap and has been shown to develop ELs academic language at a rapid rate.
- Continue emphasis on Listening/Speaking and Communicating Reasoning for increased growth

Academic Discourse strategies for ELs will continue to be emphasized:

Variety of Discourse Protocols

Differentiated Sentence Frames

Thinking Maps

Academic Vocabulary

Students using evidence to communicate understanding and share reasoning

Engagement

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

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.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students and families engage in safe, well-maintained schools that are culturally responsive and conducive to 21st century learning.

Goal 3

Goal 3: All students and families engage in safe, well-maintained schools that are culturally responsive and conducive to 21st century learning (LCAP Goals 1, 3, 5, 6)

Identified Need

Due to the coronavirus, school was closed and distance learning occurred at the end of the 2019-20 school year. Therefore some data like attendance data will not be summative for the entire school year. Also the Olweus 3rd-5th survey was not able to be given, so data below is from 18-19. Absenteeism. Schoolwide dashboard score declined from green with 5.2% of students chronically absent to orange 7.6% absent. Socioeconomically disadvantaged declined from yellow to red. All other subgroups are orange with the exception of white at yellow. McKinley is home to the Life Skills special education program with students with medical needs, which may skew the data. Suspension rates greatly improved this past school year. Currently on Dashboard is Blue at .8% up from orange with 1.8% of students suspended at least once. It is important to note that both year it is a small number of students (0-8) out of the school population. Generally, student engagement, as measured by a variety of formal and informal factors including attendance, suspension rates, academic scores, and informal observations, is of importance to McKinley and an identified area of focus. These strategies related to culturally responsive teaching and 21st century learning will be implemented.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Data from A2A	<p>Attendance Data for 19-20 Up Until Distance Learning Began on 2/27/20</p> <p>Excellent- 28.5%</p> <p>Satisfactory 42.8%</p> <p>Manageable- 22.7%</p> <p>Chronic- 5.6%</p> <p>Severe Chronic- .4%</p> <p>Baseline- 2018 end-of year summative:</p> <p>Excellent attendance 17-18 20.7%, 18-19 19.3%</p> <p>Satisfactory (1-4.99% absence) 17-18 53.8%, 18-19 53.3%</p>	<p>Goal-</p> <p>Maintain percentage of chronic and severely chronic to less than 6%</p> <p>Reduce the percentage of manageable from 22 to 20%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Managemeeable (5-9.9% absence) 17-18 20% , 18-19 20.9%</p> <p>Chronic (10-19.99% absence) 17-18 4.9% , 18-19 5.7%</p> <p>Severe Chronic (more than 20% absence) 17-18 .6%, 18-19 .8%</p>	
Dashboard Chronic Absenteeism Scores	<p>Schoolwide on the Dashboard chronic absenteeism is orange with 7.6% of students chronically absent. SED are red, and all other subgroups except white (yellow) are orange.</p>	<p>Goal- Reach Schoolwide scores green Increase subgroup scores to green.</p>
Student Engagement as measured by student academic achievement on Dashboard	<p>Baseline- Dashboard 2019 Scores Schoolwide ELA- Blue Subgroups ELA- ELs Green; Hispanic, SED and White-Blue (increased from prior year and met goal) Schoolwide Mathematics- Green Subgroups Math- EL- Yellow; SED and Hispanic- Green; White- Blue</p>	<p>Goal- Schoolwide Math increase to Blue Schoolwied ELA Maintain Blue Subgroups in ELA increase to Blue Subgroup EL increase to green in Math</p>
Olweus Survey Data	<p>Baseline- 2018-19 Data due to closure: Percentage of girls and boys bullied 2-3 time a month or more 18% (lower than national average) The highest type of bullying reported by boys is verbal at 27%) and exclusion with girls 14%) with the highest location for both boys and girls on the playground/athletic field (73% as the area. Currently 34% of students tell an adult at school about the bullying.</p>	<p>Goal- Reduce the percentage of boys and girls who report being bullied 2-3 times a month by 4% (currently 18% which is lower than the national average) Reduce the percentage of students reporting verbal bullying of boys by 5% (currently at 27%) and exclusion with girls by 5%(currently 14%) with a target on the playground/athletic field (73% as the area)</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>Increase the percentage of students who tell an adult at school by 5% (currently 34%)</p>
<p>Informal Assessment of Engagement through Learning Rounds, Observation, Academic Discourse, Student Work, Communication Rubrics etc.</p>	<p>Baseline Informal data collected by the teacher and SLT at the start of each school year.</p>	<p>Students are demonstrating the following engagement tied to the school site focus of Academic Discourse. These are evidence of student learning:</p> <p>Speaking Skills: Students are speaking to the teacher. Students are speaking to their peers. Student discourse is productive and connected to prompts/topic. Students are utilizing differentiated sentence frames to speak. Students are using precise academic vocabulary. Students are accessing resources in the room to help speak (word wall, visuals etc.)</p> <p>Listening Skills: Students are listening to the teacher (Demonstrated by 4 Ls- look, lean, lower voice, listen). Students are listening to peers (4 Ls). Students are asking clarifying questions about what they heard. Students are restating or reporting out what their group/partner said. Students are following the given talk protocol routine (taking turns listening and speaking, actively participating)</p> <p>Communicating Reasoning: Students convey understanding/thinking through sharing of ideas (could be</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>verbally, through writing, drawing models etc.). Students are constructing, applying, and justifying mathematical models. Students are using evidence to prove their point (referencing the text, prior knowledge, strategy etc.). Students critique the thinking of others or justify their thinking. Students are using Thinking Maps to organize abstract thoughts. Students are tapping into prior knowledge. Students are making connections across the curriculum. Students are engaged in the learning (appear interested in their learning, actively participating).</p>

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)

ELs, Homeless/Foster Youth, socioeconomically disadvantaged students and their families

Strategy/Activity

Parents will be offered a variety of workshops, trainings and events that allow them to be partners in their child's education and to engage parents in school. These events will provide information about how they can support their child's learning and help close the achievement gap. Some events include Distance Learning Parent Academy, Spanish Book Club, and Reflective Parenting Training.

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)

1,480

Title I 2020-21 Allocation
5000-5999: Services And Other Operating Expenditures
Required Parent Involvement Title I Allocation

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

Campus Supervisors will be employed in order to provide supervision during lunchtime and lunch recess in order to facilitate the safety of students. In connection with the Olweus Anti-Bullying program these aides will be stationed in areas where a high number of bullying incidents are reported (based on the Olweus Survey data). The aides will be trained in how to identify bullying, and how to intervene if they suspect or see bullying. They will also support the Positive Behavior Support Plan by positively reinforcing students with MAC slips who are upholding the behavior expectations. They will also help promote a positive school climate by building relationships with students, modeling and helping students with appropriate social interactions, using Restorative Justice techniques, and helping students to develop conflict resolution skills. They will also promote on-campus safety by monitoring gates before and after school. During Distance Learning Campus Supervisors are assisting in remote classrooms, providing this same supervision and support in Zoom breakout rooms and Zoom who group settings.

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)

24,253

Site Formula Funds
2000-2999: Classified Personnel Salaries
School funds 7.56 hours a day

27,448

District Funded
2000-2999: Classified Personnel Salaries
District funds 10 hours a day

8,226

Parent-Teacher Association (PTA)
2000-2999: Classified Personnel Salaries
Before and after school supervision (before and after the bell) 5 aides before school for 20 minutes, 3 aides after school for 15 minutes)

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

In addition to the core curriculum, students will have the opportunity to engage in schools via a wide variety of supplemental enrichment classes during the school day such as music, PE, science, visual arts, theater, library, computer lab, and the school garden.
During Distance Learning PE, Science, Theater, and Art will be provided during asynchronous time.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified
Enrichment

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Student Subgroups

Strategy/Activity

All students will participate in a schoolwide shared reading experience that focuses on character building. Each month, students will read the same book focused on that month's pillar of character. Books are representative of the diversity at McKinley. After reading the book the students will engage in discourse with their upper/lower reading buddies or during Community Meetings. Then the school will come together at the schoolwide outdoor assembly where a grade level will perform that month's pillar of character. During Distance Learning weekly announcements and monthly assemblies will be recorded videos so students can still come together virtually to build community and engage students in 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)

None Specified
Literature tied to pillars of character and school diversity

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

All classes TK-5 will implement a social skills curriculum called Second Step. This research based program explicitly teaches social skills and develops positive behavior and relationships. This will tie into Restorative Justice, Responsive Classroom techniques, and Olweus Morning/Community Meetings that are already part of the PBIS plan. During Distance Learning morning community meetings will be held each morning from 8:30-9:00am on Zoom.

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)

None Specified
Social Emotional Skills

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

Parents will receive regular communication about school events and activities, important announcements, and instruction via: emails, Blackboard Connect eblasts and phone messages, the Monthly School Newsletter, School Handbook, Volunteer Handbook, the weekly mini-messenger, Wednesday Folders, the school and PTA websites, twitter, at parent group meetings, during parent/teacher conferences, Back to School Night, Open House, SST/IEP Meetings, and bulletin board postings. A School/Home Communication Menu is available on the website, posted, and in the Handbook.

Parent groups are facilitated and promoted on campus including School Site Council, Parent Teacher Association, English Learner Advisory Council, African American Support Group, School Beautification Committee, Room Parents, and the Special Ed Resource Group. Event Committees also meet regularly.

The Administration will collaborate with the PTA Executive Board to coordinate and facilitate schoolwide events and activities that are opportunities for engagement of both students and parents. McKinley has over 50 family events hosted by the school and PTA. Some events include the Jog-a-thon, International Day, School Beautification Days, and Harvest Festival. During Distance Learning in-person events that cannot occur will be modified to be virtual or postponed. For example the Back to School Picnic became a virtual Movie Night with and activity pack and Zoom chat.

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)

[Empty box for Amount(s)]

Source(s)

None Specified
Parent Engagement

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

4th and 5th graders

Strategy/Activity

Students will be offered a variety of extracurricular activity opportunities in order to engage them in school.

For example, 4th and 5th graders may be selected for the Green Team, which helps with recycling and composting during lunchtime, may present at schoolwide assemblies about the environment and sustainability, and may help out at campus beautification events.

4th and 5th graders may also run for Student Council. These students will be role model students in behavior, academics, and attendance, and may present at schoolwide assemblies. They will meet regularly with teacher leaders to discuss topics and interests of the student body, and to learn and participate in the parliamentary process. They will also coordinate and lead school spirit days.

4th and 5th graders may participate in Film Club to view thought-provoking films on meaningful topics (ties in the Social Justice standards) and then discuss.

4th and 5th graders may participate in STEM Club to enjoy engaging hands-on inquiry STEM learning experiences.

4th and 5th graders may participate in a student newspaper, The McKinley Times, fully designing, writing, and editing the paper which will be shared monthly with the community.

As much as possible during Distance Learning these will occur virtually.

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)

[Empty box for Amount(s)]

Source(s)

None Specified
Additional engagement opportunities

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Monthly Trainings for Instructional Aides, Paraeducators, and Campus Supervisors will be provided by specialists and administration. This will allow classified staff to support the school site focus and apply effective strategies to close the gap. Trainings will be tied to that month's cycle of inquiry that teachers are participating in, so that classified staff are gaining knowledge in the topic as well.

Topics may include academic discourse, mindfulness, restorative justice, CGI, conferring, Distance Learning, and other topics tied to the School Site Focus and school goals.

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)

None Specified
Training of classified staff

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

The McKinley Positive Behavior Support Plan consists of the PRIDE Philosophy, Pillars of Character, Five for Success (school rules), and the Olweus Anti-Bullying program. Responsive Classroom, Restorative Justice, mindfulness, and community meetings are all part of the PBIS plan as well. The Positive Behavior Support Plan will be reinforced and communicated in a variety of ways. It is reviewed during weekly morning announcements, and at monthly schoolwide assemblies when each each grade level presents about one of the pillars of character. Students who are modeling the behavior are awarded MAC slips and entered into a raffle, and one student from each grade gets their name pulled each week, and the raffle winners get their picture put up in the main office and get a prize. At the beginning of each year students attend a rules assembly to review this information. It is also posted throughout the school in all classrooms and in public areas. Parents are informed about the behavior plan and expectations in the monthly newsletter, at Back to School Night, on the school and PTA websites, and in the School Handbook.

During Distance Learning this was reviewed in addition to Digital Citizenship rules and behavior; lessons from the Common Sense curriculum were provided at grade level virtual assemblies and the presentations shared with the community so the information can be reinforced at home.

Information about Distance Learning and student Zoom Behavior Expectations was shared at Back to School Parent Info Sessions, and a Distance Learning Parent Handbook, as well as at weekly Parent Academy trainings/workshops.

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)

[Empty box for Amount(s)]

None Specified
Positive Behavior Support

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

The School Climate/Safety/Olweus Committee consists of teachers and classified staff. This committee will meet regularly to discuss topics related to the Positive Behavior Support Plan and school climate.

Students and staff are taught and know the definition of bullying, and the four anti-bullying rules. Staff are trained on how to intervene when they suspect or see bullying. Teachers will also implement Community Meetings (called Morning Meetings in Olweus), in order to build relationships, help students develop their conflict resolution skills, and to promote students' social-emotional development. Similarly, teachers will use Responsive Classroom techniques such as morning meetings to build a safe classroom community, and to engage students by connecting to their different experiences, backgrounds, languages, and cultures. Staff are also trained in Restorative Justice to build relationships and community. Information about bullying prevention strategies at McKinley is provided on the website and in the Handbook and at parent meetings and trainings.

An Olweus survey will be given to all 3rd-5th graders in the Spring to determine areas of need, and the Olweus Committee will meet to analyze the data and determine supports.

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)

[Empty box for Amount(s)]

None Specified
Olweus Bullying Prevention and Community Building

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

Students in Need

Strategy/Activity

McKinley will continue their partnership with Insight Psychotherapy Group, and continue support with Counselor from Family Services of Santa Monica. These counselors and therapists will provide social-emotional support to students in need. The staff will also be utilized to provide staff and parent training, parent consultation, teacher consultation, 1:1 student counseling sessions, and small group counseling sessions/social skills group. Individual and small group counseling support is either free, covered by insurance, or offered on a sliding scale, depending on students' needs and insurance.

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)

None Specified
Counseling/Therapy Support

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

Students in Special Education

Strategy/Activity

Sub coverage will be provided so that IEPs can occur during the school day. This offers additional scheduling opportunities for parents, to help ensure parents can attend IEP meetings and be part of their child's education plan. It also allows teachers to utilize after school and before school for preparation, planning, and collaboration for effective and engaging instruction. During Distance Learning, IEPs will occur after synchronous learning time.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Sub Coverage for Teachers to Attend During-School IEP Meetings

Annual Review

SPSA Year Reviewed: 2019-20

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.

This will be the 4th year of implementation of this goal. CAASPP data has demonstrated the effectiveness of the strategies applied to achieve this goal. There were large gains in academic achievement for all students and targeted subgroups. The big growth in subgroups indicates culturally responsive teaching strategies and student engagement strategies successful

- Increase schoolwide ELA (59%-16-17 to 68%-17-18 to 75%-18-19); an Increase of 15% in two years.
- Increase schoolwide Math (55%-16-17 to 59%-17-18 to 62%18-19); an Increase of 8% in two years.
- Increase target subgroups' scores in ELA (ELs-9% to 26% to 44%; Black-48% to 59% to 69%; Hispanic-41% to 56% to 64%; Socioeconomic Disadvantaged-39% to 56% to 62%)(prior 3 years scores were stagnant)

An Increase of 35% for ELs in two years.

An Increase of 21% for Black students in two years.

An Increase of 23% for Hispanic and SED students in two years.

- An increase schoolwide scores in claim areas of listening and speaking in ELA and communicating reasoning in math

A schoolwide increase in Listening of by 9% (moved students from 'below' up to 'near,' and 'near' up to 'at')

A schoolwide increase in Communicating Reasoning (1% increase in 'at', and moved 5% of students from 'below' up to 'near')

Dashboard Data shows that absenteeism did increase by about 2% from the prior school year on the Dashboard, however A2A shows that the percentage of students chronically absent in 19-20 improved from the prior year from 6.3% to 5.6% while other data remained relatively consistent. Overall this is a relative area of need.

Generally, student engagement, as measured by a variety of informal factors such as observation, is high and students are actively learning and participating in academic discourse.

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

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.

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	\$211,198.00

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 (\$)
------------------	-----------------

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

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 (\$)
District Funded	\$52,825.00
Parent-Teacher Association (PTA)	\$25,651.00
Site Formula Funds	\$24,253.00
Stretch Grant (Ed Foundation)	\$17,500.00
Title I 2020-21 Allocation	\$90,969.00

Subtotal of state or local funds included for this school: \$211,198.00

Total of federal, state, and/or local funds for this school: \$211,198.00

School Site Council Membership

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

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

Name of Members	Role
Ashley Benjamin, Ed.D.	Principal
Rosio Medina	Classroom Teacher
LaShawn Moore, Ed.D.	Classroom Teacher
Melissa Russell	Other School Staff
Wednesday Kirven	Classroom Teacher
Esmie Bryson	Parent or Community Member
Melissa Goodman	Parent or Community Member
Leslie Loughlin	Parent or Community Member
Nicole Cogen	Parent or Community Member
Brittany Vinton	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5-21-20.

Attested:



Principal, Ashley Benjamin, Ed.D. on 5-21-20



SSC Chairperson, Esmie Bryson on 9-30-20

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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.

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

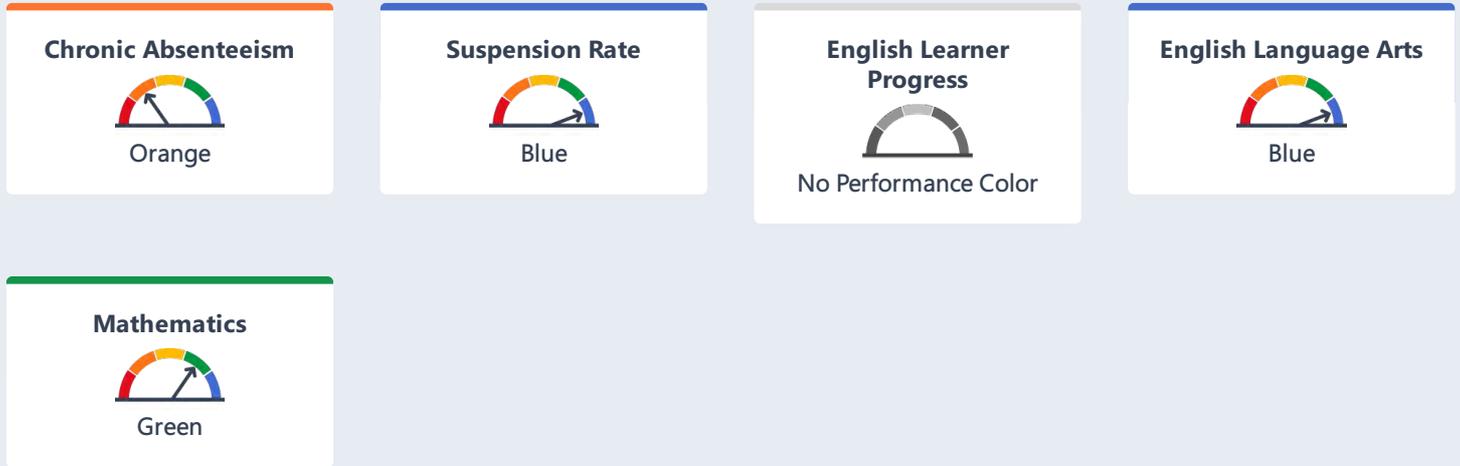
McKinley Growth Over Time- ELA:	2017- 18pt above	2018- 29.7 pt above	2019- 50.2 pt above						
McKinley Growth Over Time- Math:	2017- 10.8 pt above	2018- 17.2 pt above	2019- 32.1 pt above						
Summary of Highlights of District Wide Comparison:	Blue, the highest score/color in ELA!	Only 3 points away from being Blue in Math!	Continuous growth each year in both ELA and Math (from 2017 to 2019 ELA grew by 32.2 points and Math by 21.3 points).	Increased more points in ELA than any other school in the Santa Monica this year.	Our English Learner (EL) progress is the highest of all non-immersion schools in the entire district, even with us having the second highest percentage of ELs.	Our target subgroups at our diverse school are doing superior to other schools- particularly in ELA reaching blue			

School	Total School Enrollment	Total School Socioeconomic Disadvantaged	Total School English Learners	Total School English Learner Progress	ELA Performance Color	ELA Subgroups Color (some subgroups no performance score because not large enough)	% of Students Schoolwide in the Subgroups Scored	Mathematics Performance Color	Math Subgroups Color
McKinley	475	33.7%- Title I	15.6% (53) (Second Highest Percentage of ELs of all non-Immersion Schools)	75.5% making progress towards English Language Proficiency; Performance Level =Very High	50.2 points above standard (increased 20.5 points)	White	41%	32.1 points above standard (increased by 14.9 points)	White
						Socioeconomically Disadvantaged	33%		Socioeconomically Disadvantaged
						Hispanic	33%		Hispanic
						English Learners	16%		English Learners
Will Rogers	510	39.8%- Title I	9.4% (34)	67.6% making progress towards English Language Proficiency; Performance Level=Low	37.7 points above standard (declined 14.9 points)	White	33%	25.5 points above standard (maintained -0.1 points)	White
						Socioeconomically Disadvantaged	40%		Socioeconomically Disadvantaged
						Hispanic	45%		Hispanic
						English Learners	9%		English Learners
						Students with Disabilities	13%		Students with Disabilities
Grant	573	28.80%	9.6% (36)	36.1% making progress towards English Language Proficiency; Performance Level=Low	58.6 points above standard (declined 10.3 points)	White	47%	40.1 points above standard (declined by 10.9 points)	White
						Socioeconomically Disadvantaged	29%		Socioeconomically Disadvantaged
						Hispanic	30%		Hispanic
						Students with Disabilities	14%		English Learners
Edison	439	42.1%- Title I	32.6% (101)- Dual Immersion	63.5% making progress towards English Language Proficiency; Performance Level =High	53.3 points above standard (maintained 2.9)	White	31%	19.9 points above standard (declined 15.3)	White
						Socioeconomically Disadvantaged	42%		Socioeconomically Disadvantaged
						Hispanic	61%		Hispanic
						English Learners	33%		English Learners
						Students with Disabilities	10%		Students with Disabilities
Muir	276	48.6% Title I	17.4% (38)	63.2% making progress towards English Language Proficiency; Performance Level = High	8.8 points above standard (increased 15.3)	White	41%	16.7 points below standard (increased 20.9)	White
						Socioeconomically Disadvantaged	49%		Socioeconomically Disadvantaged
						Hispanic	35%		Hispanic
Franklin	744	5.2%	4.6% (27)	59.3% making progress towards English Language Proficiency; Performance Level = High	110.5 points above standard (increased 14)	White	68%	87 points above standard (increased 10.4)	White
						Socioeconomically Disadvantaged	5%		Socioeconomically Disadvantaged
						Hispanic	9%		Hispanic
						Asian	12%		Asian
						Students with Disabilities	14%		Students with Disabilities
				73.9% making progress		White	72%		White
						Socioeconomically Disadvantaged	12%		Socioeconomically Disadvantaged
						Hispanic	11%		Hispanic

Roosevelt	763	12.3%	8.9% (46)	towards English Language Proficiency; Performance Level = Very High	78.3 points above standard (increased 6.9)	English Learners	9%	57.7 points above standard (increased 6.9)	English Learners
						Asian	10%		Asian
						Students with Disabilities	11%		Students with Disabilities
SMASH	225	12.4%	2.2% (11)	No Data- not a subgroup	47.8 points above standard (increased 9.5)	White		36.6 points above standard (increased 21.1 points)	White
						No other subgroups Scored	(20% Hispanic)		No other subgroups
							(23% disabilities)		

McKinley Elementary

Explore the performance of McKinley Elementary under California's Accountability System.



School Details

NAME McKinley Elementary	ADDRESS 2401 Santa Monica Boulevard Santa Monica, CA 90404-2044	WEBSITE N/A	GRADES SERVED P-5
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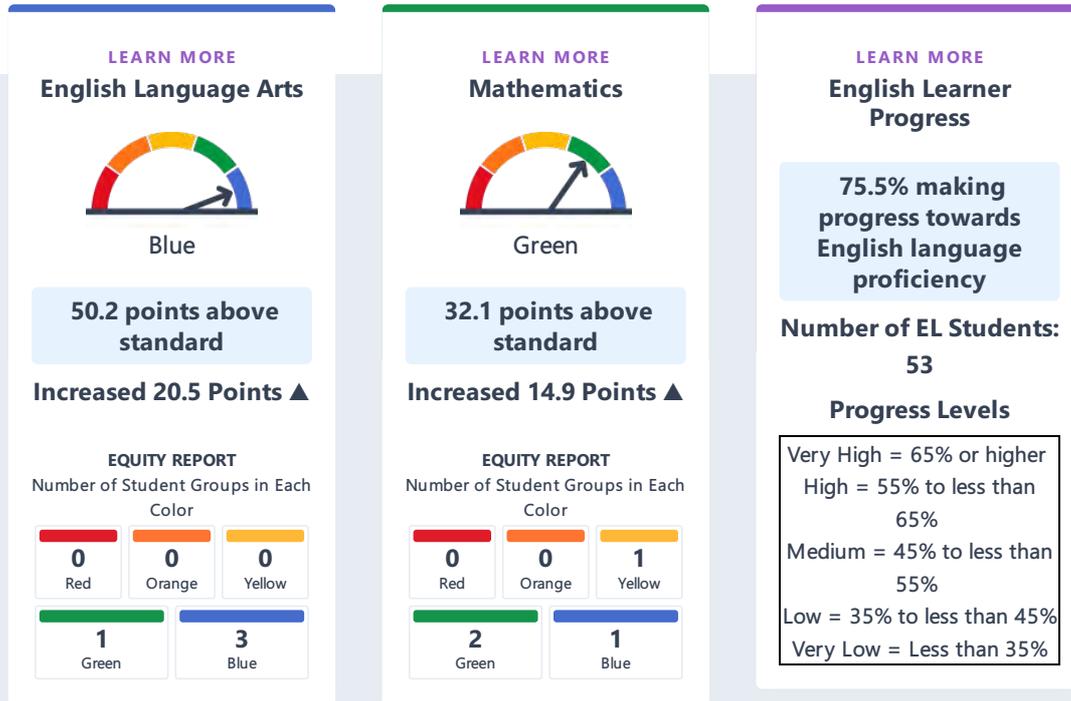
Student Population

Explore information about this school's student population.



Academic Performance

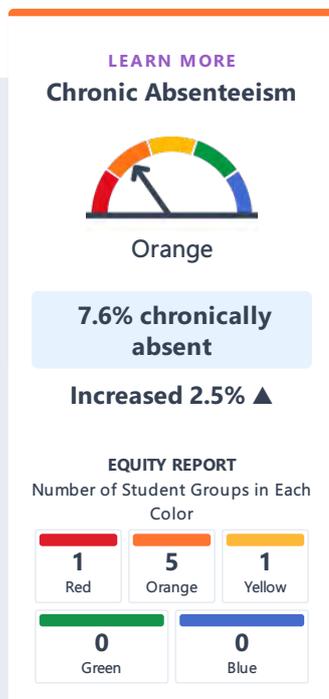
View Student Assessment Results and other aspects of school performance.



MCKINLEY ELEMENTARY

Academic Engagement

See information that shows how well schools are engaging students in their learning.



Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate



Blue

0.8% suspended at least once

Declined 1% ▼

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
4 Green	3 Blue	

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore 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.

All Students



Blue

50.2 points above standard

Increased 20.5 Points ▲

Number of Students: 223

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups



Red

No Students



Orange

No Students



Yellow

No Students



Green

English Learners



Blue

Hispanic
Socioeconomically Disadvantaged

White



No Performance Color

African American

Asian

Filipino

Foster Youth

Two or More Races

Students with Disabilities

African American



No Performance Color

19.5 points above standard

Increased 23 Points ▲

Number of Students: 26

Asian



No Performance Color

64.6 points above standard

Declined 5.3 Points ▼

Number of Students: 20

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Students with Disabilities



No Performance Color

25.2 points below standard

Increased 29.8 Points ▲

Number of Students: 23

English Learners



Green

5 points above standard

Increased 5.5 Points ▲

Number of Students: 41

Hispanic



Blue

22.8 points above standard

Increased 25.1 Points ▲

Number of Students: 80

Socioeconomically Disadvantaged



Blue

16.5 points above standard

Increased 18.3 Points ▲

Number of Students: 93

White



Blue

78.6 points above standard

Increased 16.6 Points ▲

Number of Students: 84

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

2017

2018

2019

All Students 18 points above standard

29.7 points above standard

50.2 points above standard

English Language Arts Data Comparisons: English Learners

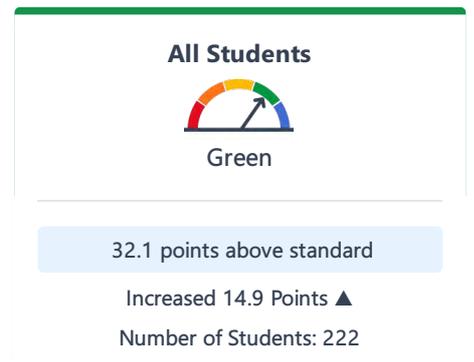
Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.



Mathematics

All Students

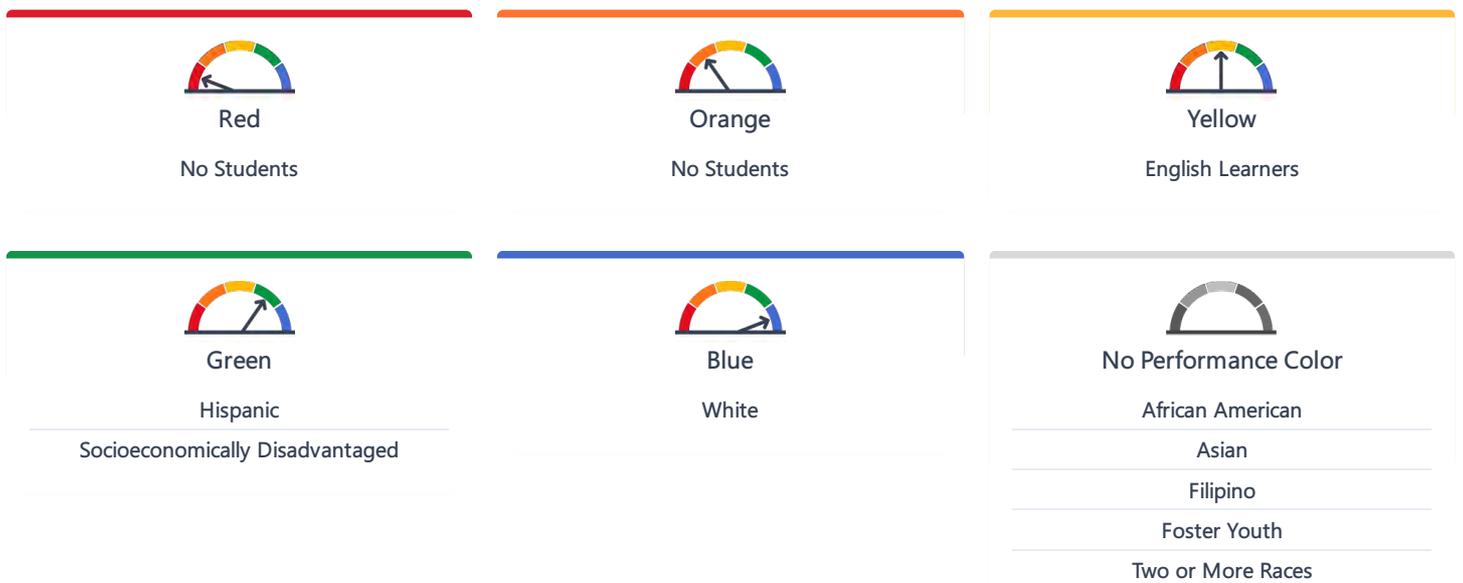
Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



Student Group Details

All Student Groups by Performance Level

4 Total Student Groups



**African American**

No Performance Color

7.6 points above standard

Increased 26 Points ▲

Number of Students: 26

Asian

No Performance Color

69.4 points above standard

Declined 6.4 Points ▼

Number of Students: 19

Filipino

No Performance Color

Less than 11 students - data not
displayed for privacy

Number of Students: 2

Foster Youth

No Performance Color

Less than 11 students - data not
displayed for privacy

Number of Students: 2

Two or More Races

No Performance Color

Less than 11 students - data not
displayed for privacy

Number of Students: 10

Students with Disabilities

No Performance Color

40.5 points below standard

Increased 33.1 Points ▲

Number of Students: 22

English Learners

Yellow

11.8 points below standard

Declined 13.5 Points ▼

Number of Students: 41

Hispanic

Green

3.6 points below standard

Increased 14.2 Points ▲

Number of Students: 80

**Socioeconomically
Disadvantaged**

Green

9 points below standard

Increased 7 Points ▲

Number of Students: 93

White

Blue

66.5 points above standard

Increased 15.2 Points ▲

Number of Students: 84

Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

All Students

10.8 points above standard

17.2 points above standard

32.1 points above standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

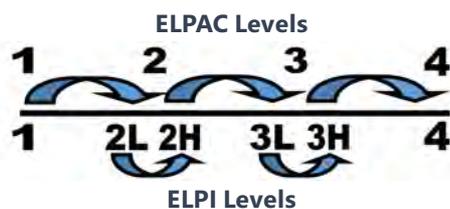


English Learner Progress Indicator

All English Learner Students

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

Assessments: ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.



Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

[LEARN MORE](#)

English Learner Progress

75.5% making progress towards English language proficiency

Number of EL Students: 53

Performance Level

Very High

Student English Language Acquisition Results

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.

ELs Who Decreased at Least One ELPI Level	5.6%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	18.8%
ELs who Maintained ELPI Level 4	20.7%

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore 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.

All Students



Orange

7.6% chronically absent

Increased 2.5% ▲

Number of Students: 486

Student Group Details

All Student Groups by Performance Level

7 Total Student Groups



Red

Socioeconomically Disadvantaged



Orange

Asian

African American

Students with Disabilities

English Learners

Hispanic



Yellow

White



Green

No Students



Blue

No Students



No Performance Color

American Indian

Filipino

Foster Youth

Homeless

Pacific Islander

Two or More Races

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races



No Performance Color

3.4% chronically absent

Declined 3.7% ▼

Number of Students: 29

Socioeconomically Disadvantaged



Red

12.4% chronically absent

Increased 7.1% ▲

Number of Students: 186

Asian



Orange

6.8% chronically absent

Increased 6.8% ▲

Number of Students: 44

African American



Orange

18.8% chronically absent

Increased 7.4% ▲

Number of Students: 48

Students with Disabilities



Orange

17.2% chronically absent

Increased 4.7% ▲

Number of Students: 58

English Learners



Orange

8.6% chronically absent

Increased 8.6% ▲

Number of Students: 81

Hispanic



Orange

8.8% chronically absent

Increased 3.2% ▲

Number of Students: 159

White



Yellow

5% chronically absent

Increased 0.9% ▲

Number of Students: 199

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore 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.

All Students



Blue

0.8% suspended at least once

Declined 1% ▼

Number of Students: 492

Student Group Details

All Student Groups by Performance Level

7 Total Student Groups



Red

No Students



Orange

No Students



Yellow

No Students



Green

African American

Socioeconomically Disadvantaged

Students with Disabilities

White



Blue

Asian

English Learners

Hispanic



No Performance Color

American Indian

Filipino

Foster Youth

Homeless

Two or More Races

Pacific Islander

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Two or More Races



No Performance Color

3.4% suspended at least once

Maintained -0.1%

Number of Students: 29

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

African American



Green

2.1% suspended at least once

Declined 1.7% ▼

Number of Students: 48

Socioeconomically Disadvantaged



Green

1.6% suspended at least once

Declined 1.3% ▼

Number of Students: 188

Students with Disabilities



Green

1.7% suspended at least once

Declined 1.4% ▼

Number of Students: 58

White



Green

1% suspended at least once

Declined 0.5% ▼

Number of Students: 202

Asian



Blue

0% suspended at least once

Maintained 0%

Number of Students: 44

English Learners



Blue

0% suspended at least once

Maintained 0%

Number of Students: 81

Hispanic



Blue

0% suspended at least once

Declined 1.7% ▼

Number of Students: 161

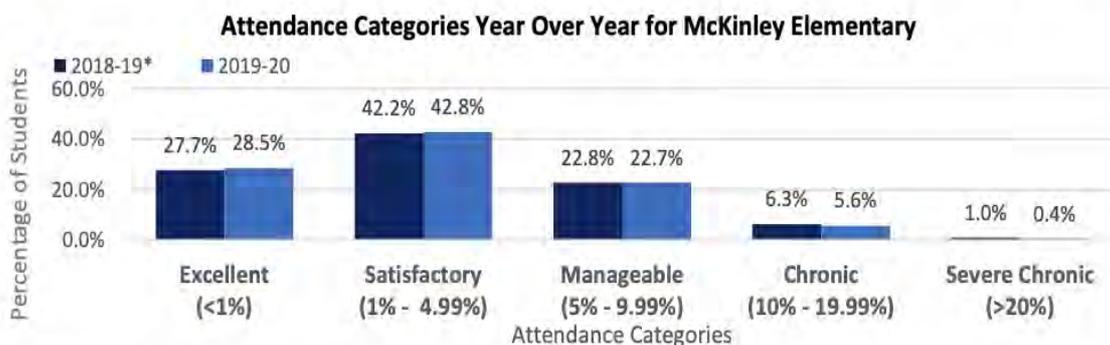
Suspension Rate By Year

Percentage of students who were suspended.

	2017	2018	2019
Suspension Rate	N/A	1.8%	0.8%

A2A Actionable Data: McKinley Elementary at Santa Monica-Malibu Unified School District

This report breaks down your student absences into five categories based on percentage of the year missed as of 2/27/2020. It also compares your site's performance against last year. Below you will find recommendations based on attendance category. To find out which students are in each category, please log in to A2A And view your Attendance Summary Report. If you need assistance, please contact our Help Desk at (877) 954-HELP.



*Previous Point-in-Time data with attendance through 02/27/2019

Manageable Students (5%-9.99% of the year missed)

Intervening with this group can have the largest impact for your school. Based on your data, we recommend:

- Creating personal connections with students and families
- Conferences that can identify attendance barriers and connect families with resources

Chronically Absent Students (10%-19.99% of the year missed)

These students are at risk of dropping out. Based on your data, we recommend:

- Home visits to address conference no-shows
- In-school suspensions instead of at-home suspensions

Severely Chronic Students (20% or more of the year missed)

The likelihood of dropping out of school skyrockets to 75% when attendance drops below 80%. We recommend:

- Attendance contract with parents and students being held accountable
- Get in front of the family and identify what is preventing the student from coming to school
- Involve local law enforcement for excessive unexcused absences

Grade	Excellent (<1%)		Satisfactory (1% - 4.99%)		Manageable (5% - 9.99%)		Chronic (10% - 19.99%)		Severe (>20%)	
	#	%	#	%	#	%	#	%	#	%
PK	32	84.2%	2	5.3%	1	2.6%	2	5.3%	1	2.6%
TK	3	16.7%	7	38.9%	7	38.9%	1	5.6%	0	0.0%
KG	12	16.9%	32	45.1%	21	29.6%	5	7.0%	1	1.4%
1	16	21.9%	35	47.9%	17	23.3%	5	6.8%	0	0.0%
2	19	30.2%	31	49.2%	12	19.0%	1	1.6%	0	0.0%
3	18	27.3%	29	43.9%	17	25.8%	2	3.0%	0	0.0%
4	24	26.7%	46	51.1%	15	16.7%	5	5.6%	0	0.0%
5	14	21.5%	25	38.5%	20	30.8%	6	9.2%	0	0.0%
Total:	138	28.5%	207	42.8%	110	22.7%	27	5.6%	2	0.4%

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2019-2020 Data Summary

McKinley Elementary

**All data is a measurement of growth between Fall 2019 and Winter 2020*

Percentage of students at or above the 40th percentile nationally - aReading/earlyReading		
Grade	2018-2019	2019-2020
K	48%	49%
1	53%	64%
2	68%	77%
3	78%	69%
4	80%	81%
5	53%	78%
Whole School	63%	70%

Year to Year Data: Kinder increased percentage of students meeting proficiency (40th% and above) by 1%; 1st by 11%; 2nd by 9%, 4th by 1%, 5th by 25%

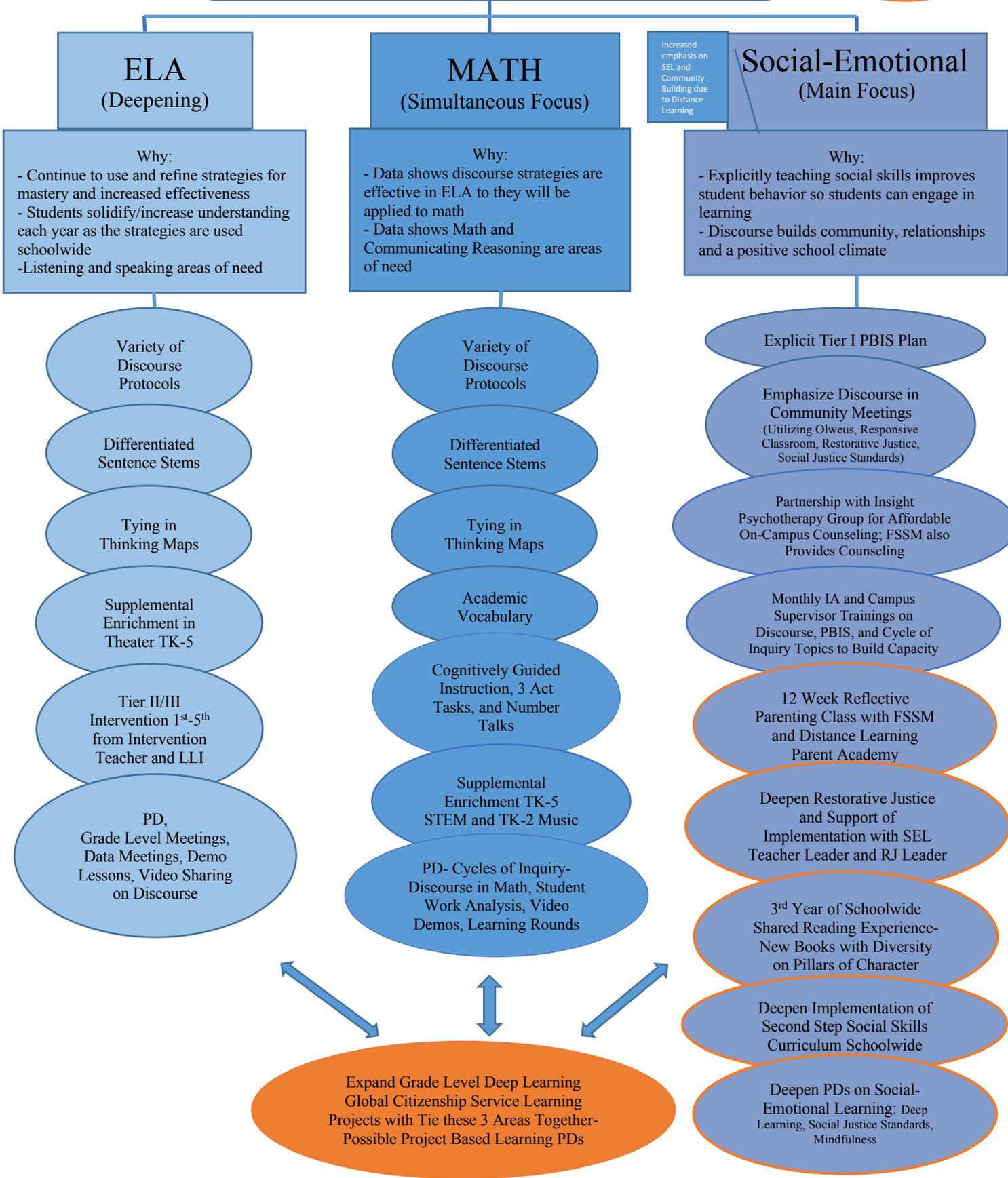
Cohort Data: 1st grade: increased students meeting proficiency by 16%; 2nd grade: by 24%; 4th grade by 3%

Percentage of students at or above the 40th percentile nationally - aMath	
Grade	2019-2020
K	N/A
1	63%
2	83%
3	67%
4	78%
5	75%
Whole School (not including K)	73%

Average Growth in F&P Levels Between Fall 2019 and Winter 2020		
Grade	2018-2019	2019-2020
K	1.7	N/A
1	4.5	3
2	3	1.5
3	1.5	1
4	1.7	1
5	N/A	1
Whole School	2.5	1.5

McKinley SLT Site Plan Year 4- School Site Focus: Academic Discourse

Circles in Orange are new for 20-21



Preliminary 2018-19 State Test Scores are in! Congratulations McKinley on an amazing 2 years of growth! We are so proud of our students, staff, and families for this impressive achievement.

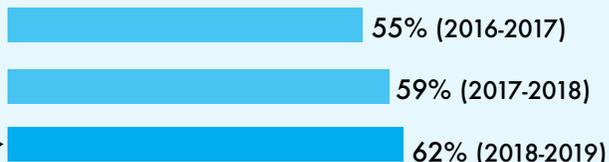
SCHOOLWIDE SCORES

*Percentage of students who met and exceeded the standard.

ELA an increase of 15% in two years



MATH an increase of 7% in two years

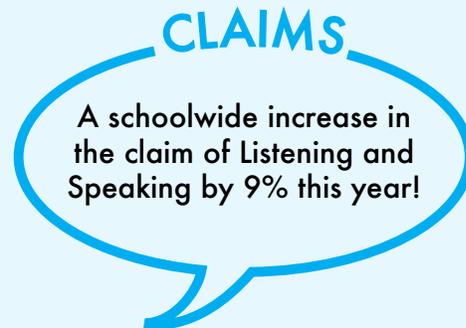


This is preliminary data; final data will be posted in September at CASchoolDashboard.org. There may be a 2% residual error in either direction.

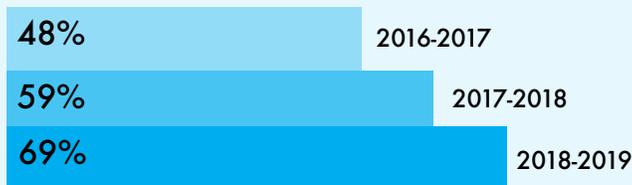
IMPRESSIVE GROWTH WITH TARGET SUBGROUPS IN ELA

McKinley leading the way in closing the achievement gap!

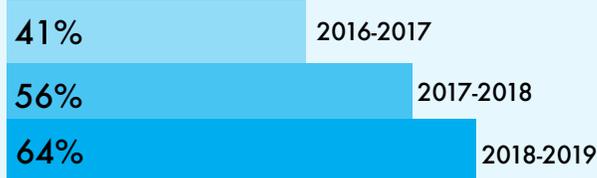
An increase of 35% for ELs in two years!



An increase of 21% for Black students in two years!



An increase of 23% for Hispanic students in two years!



An increase of 23% for Socioeconomic Disadvantaged students in two years!



GRADE LEVEL HIGHLIGHTS

3rd grade met the district average of 70% in math

3rd grade increased the percentage of students who exceeded standard by 10% in ELA

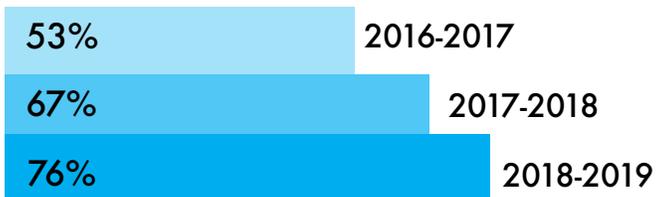
4th Grade 12% increase in ELA and 19% increase in Math this year



4th grade surpassed the district average in ELA and Math

In ELA from 3rd to 4th grade, 4th grade not only maintained the cohort's overall scores but also moved over 12% of 4th graders up from met to exceeded the standard

5th grade made continual growth each year in ELA- 23% over two years



5th decreased the percentage of students not meeting standards in Math by half, moving those students up to Nearly Met

In ELA, the 5th grade cohort grew each year from 3rd to 5th, making a big jump this past year by 11%

MCKINLEY MILESTONES

Our big growth in subgroups indicates our culturally responsive teaching and student engagement strategies are successful

Our big growth in ELA indicates that our Academic Discourse strategies are effective

We will continue to focus on our areas of need: math, listening and speaking skills, and communicating reasoning

Exciting innovations for 19-20 are coming soon including "Deep Learning," schoolwide social-emotional skills curriculum, expanded intervention, and more.

More info to come!

Summary of McKinley Spring IAB Growth:

5th Grade:

In ELA (Reading Informational Texts):

From 18-19 to 19-20 the percent of students Above Standard increased by 12%, and there was a 6% decrease in the percentage of students Below Standard.

For the Cohort data, from 4th grade to 5th grade, the group of students were moved- 4% of students were moved from Near Standard to Above Standard.

In Math (Number and Operations- Fractions):

From 18-19 to 19-20 the students Above Standard increased by 18%, and there was a 18% decrease in the percentage of students Below Standard.

For the Cohort data (*this one wasn't an exact comparison since 4th grade was Number and Operations- base ten*), from 4th grade to 5th grade, the group of students were moved- Above Standard increased by 9%.

4th Grade:

In ELA (Reading Informational Texts):

From 18-19 to 19-20 the percent of students Above Standard increased by 7%.

For the Cohort data, from 3rd grade to 4th grade, the group of students were moved- Above Standard increased by 13%!, and there was a 11% decrease in student Below Standard

In Math (Operations and Algebraic Thinking):

From 18-19 to 19-20 the students Above Standard increased by 4%, and there was a 4% decrease in the percentage of students Below Standard.

For the Cohort data from 3rd grade to 4th grade (*not all students were tested in this topic in 3rd so numbers might be a bit off, but when averaged with a different topic test-number and operations in base ten- scores were still similar to the scores in this topic, so the numbers are close to accurate*), the percentage of students Above Standard increased by 35%!!!, and the percent of students who were Below Standard decreased by 27%

3rd Grade

In ELA (Reading Informational Texts):

Strength- From 18-19 to 19-20 the percentage of students Below Standard decreased by 6%
Negative- (7% decreased from Above Standard to Near Standard)

In Math (Number and Operations- Fractions):

From 18-19 to 19-20 the students Above Standard increased by 26%, the percent of students Below Standard decreased by 15%