School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

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

| MCKINLEY ELEMENTARY SCHOOL | 19-64980-6022594 | 3/29/22 |

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 certified staff elects a Site Leadership Team (SLT) each year that consists of the school administrators, the Instructional Coach, a special education teacher, Teaching and Learning Council leader, and one teacher representative for each grade level. The ensures 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 its implementation beginning in 2017, our action plan is to continue to deepen our understanding and expertise in our Academic Discourse strategies. The focus will be in three particular areas: ELA, Math, and Social Emotional Learning (SEL). In 2017 we began with the focus in ELA only, and over time expanded to include Math and SEL. Our goal at McKinley is to develop the Whole Child, and we believe that explicitly embedding social-emotional learning with academics builds a positive school community where students can access learning, and develops 21st century skills to prepare students for the future.

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 Instructional 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 Intervention 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. 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.

There are also additional strategies in place to support Social Emotional Learning. Our clear and consistent Positive Behavior Intervention Support (PBIS) plan will continue to be in place. The teachers and administration on the Olweus/Climate/Safety Committee meet regularly to work 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 partnership with Insight Psychotherapy Group to bring affordable on-campus counseling to our students. Our counselor from Family Services of Santa Monica as well as our University Counseling Intern(s) 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 diverse book themes and characters 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. Our Diversity Equity and Inclusion (DEI) Committee works on strategies tied to the social justice standards to promote DEI within instruction, culture, and school climate.

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)

Instructional 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. There are also numerous school site committees to promote co-leadership of staff.

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 weekly messaging, 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)

Fiscal support in the way of the Education Foundation Stretch Grant, State Lottery funds, Permit revenue, Gifts, and Equity Funds are used to develop and refine programs to meet the needs of all students.

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 English Learner Advisory Council (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 on 3/2/22. Of the 21 out of 22 credentialed full time teachers who participated in the voting for the proposed 22-23 SPSA expenditures, 20 voted in favor, 1 abstain, 0 opposed. This process was also done with ELAC on 3/11/22, and 100% of the members present at the meeting voted in favor.
The Title I Parent and Family Engagement Policy and Compact and Signature Page were also provided for parent and staff input. The draft documents were blasted to whole school community for several weeks to review and provide feedback. The draft documents were presented at two Title I Annual Meetings, presented at the 3/2/22 Faculty Meeting, and presented at the 3/11/22 ELAC meeting for input and feedback. The documents and input were then presented to SSC for approval. The approved documents were posted on the website for public access.
The parents and faculty members on School Site Council analyzed data and developed and approved the SPSA.

Resource Inequities

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.22%	0.2%	0.27%	1	1	1
African American	8.89%	8.4%	8.00%	40	35	30
Asian	10.44%	9.8%	10.93%	47	41	41
Filipino	0.22%	0.7%	0.80%	1	3	3
Hispanic/Latino	31.33%	33.3%	35.73%	141	139	134
Pacific Islander	0.67%	%	%	3		
White	42.89%	42.5%	39.20%	193	177	147
Multiple/No Response	5.11%	4.8%	4.80%	23	20	18
			Total Enrollment	450	417	375

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	94	68	75
Grade 1	73	71	53
Grade 2	62	70	62
Grade3	67	61	69
Grade 4	90	64	57
Grade 5	64	83	59
Total Enrollment	450	417	375

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.

3. McKinley has a relatively diverse student population which helps drive the school PRIDE philosophy.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	62	52		13.8%	12.5%	
Fluent English Proficient (FEP)	49	45		10.9%	10.8%	
Reclassified Fluent English Proficient (RFEP)	4	8		5.4%	12.9%	

Conclusions based on this data:

1. The number of ELs has slightly decreased over time.

2. According to this data, the reclassification percentage increased in 20-21.

3. In 21-22 the percentage of students reclassified declined.

School and Student Performance Data

Local Assessment Data
English Language Arts

Local Assessment Name	Students Enrolled	Students Tested	Percent of Students At/Above Grade Level	Percent of Students Not Tested
	21-22	21-22	21-22	21-22
Winter Diagnostic Data	362	290	47%	20%

Local Assessment Data
Mathematics

Local Assessment Name	Students Enrolled	Students Tested	Percent of Students At/Above Grade Level	Percent of Students Not Tested
	21-22	21-22	21-22	21-22
Winter Diagnostic Data	362	234	38%	35%

Conclusions based on this data:

1.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	92	56		88	0		88	0		95.7	0.0	
Grade 4	60	61		60	0		60	0		100	0.0	
Grade 5	85	82		80	0		80	0		94.1	0.0	
All Grades	237	199		228	0		228	0		96.2	0.0	

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2479.			44.32			25.00			18.18			12.50		
Grade 4	2523.			46.67			30.00			11.67			11.67		
Grade 5	2554.			35.00			41.25			17.50			6.25		
All Grades	N/A	N/A	N/A	41.67			32.02			16.23			10.09		

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	45.45			40.91			13.64		
Grade 4	51.67			43.33			5.00		
Grade 5	45.00			41.25			13.75		
All Grades	46.93			41.67			11.40		

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	34.09			50.00			15.91		
Grade 4	31.67			51.67			16.67		
Grade 5	26.25			65.00			8.75		
All Grades	30.70			55.70			13.60		

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	36.36			55.68			7.95		
Grade 4	35.00			56.67			8.33		
Grade 5	32.50			63.75			3.75		
All Grades	34.65			58.77			6.58		

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	43.18			43.18			13.64		
Grade 4	36.67			56.67			6.67		
Grade 5	43.75			50.00			6.25		
All Grades	41.67			49.12			9.21		

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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. This increased achievement indicates that instructional strategies and school site focus being implemented are effective.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	92	56		89	0		89	0		96.7	0.0	
Grade 4	60	61		60	0		60	0		100	0.0	
Grade 5	85	82		84	0		84	0		98.8	0.0	
All Grades	237	199		233	0		233	0		98.3	0.0	

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2474.			38.20			31.46			16.85			13.48		
Grade 4	2535.			46.67			26.67			18.33			8.33		
Grade 5	2531.			28.57			17.86			41.67			11.90		
All Grades	N/A	N/A	N/A	36.91			25.32			26.18			11.59		

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	48.31			38.20			13.48		
Grade 4	61.67			23.33			15.00		
Grade 5	32.14			41.67			26.19		
All Grades	45.92			35.62			18.45		

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	49.44			33.71			16.85		
Grade 4	48.33			36.67			15.00		
Grade 5	29.76			51.19			19.05		
All Grades	42.06			40.77			17.17		

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	50.56			34.83			14.61		
Grade 4	46.67			38.33			15.00		
Grade 5	23.81			55.95			20.24		
All Grades	39.91			43.35			16.74		

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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. Student achievement in Math decreases slightly as students go up in grade level from 3rd to 4th to 5th grade.

School and Student Performance Data

ELPAC Results

Grade Level	ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1419.5	*		1435.9	*		1380.9	*		13	10	
1	1551.6	*		1565.9	*		1537.1	*		15	6	
2	*	1462.7		*	1455.4		*	1469.8		10	13	
3	1513.3	1538.8		1519.6	1572.7		1506.5	1504.4		13	11	
4	*	*		*	*		*	*		6	6	
5	1543.1	*		1553.1	*		1532.5	*		17	8	
All Grades										74	54	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Overall Language Percentage of Students at Each Performance Level for All Students														
	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	23.08	*		38.46	*		23.08	*		15.38	*		13	*	
1	60.00	*		26.67	*		13.33	*		0.00	*		15	*	
2	*	23.08		*	61.54		*	0.00		*	15.38		*	13	
3	38.46	54.55		38.46	45.45		15.38	0.00		7.69	0.00		13	11	
4	*	*		*	*		*	*		*	*		*	*	
5	47.06	*		35.29	*		5.88	*		11.76	*		17	*	
All Grades	43.24	37.04		33.78	42.59		16.22	7.41		6.76	12.96		74	54	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	38.46	*		30.77	*		15.38	*		15.38	*		13	*	
1	80.00	*		13.33	*		0.00	*		6.67	*		15	*	
2	*	38.46		*	38.46		*	7.69		*	15.38		*	13	
3	69.23	100.00		23.08	0.00		0.00	0.00		7.69	0.00		13	11	
4	*	*		*	*		*	*		*	*		*	*	
5	76.47	*		11.76	*		0.00	*		11.76	*		17	*	
All Grades	64.86	59.26		21.62	24.07		5.41	3.70		8.11	12.96		74	54	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	7.69	*		30.77	*		46.15	*		15.38	*		13	*	
1	33.33	*		46.67	*		20.00	*		0.00	*		15	*	
2	*	23.08		*	46.15		*	15.38		*	15.38		*	13	
3	15.38	9.09		38.46	18.18		30.77	63.64		15.38	9.09		13	11	
4	*	*		*	*		*	*		*	*		*	*	
5	17.65	*		29.41	*		41.18	*		11.76	*		17	*	
All Grades	18.92	16.67		37.84	25.93		31.08	44.44		12.16	12.96		74	54	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Listening Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	15.38	*		69.23	*		15.38	*		13	*	
1	80.00	*		20.00	*		0.00	*		15	*	
2	*	23.08		*	61.54		*	15.38		*	13	
3	23.08	72.73		61.54	27.27		15.38	0.00		13	11	
4	*	*		*	*		*	*		*	*	
5	17.65	*		76.47	*		5.88	*		17	*	
All Grades	36.49	38.89		54.05	46.30		9.46	14.81		74	54	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Speaking Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	46.15	*		38.46	*		15.38	*		13	*	
1	86.67	*		6.67	*		6.67	*		15	*	
2	*	61.54		*	23.08		*	15.38		*	13	
3	84.62	100.00		7.69	0.00		7.69	0.00		13	11	
4	*	*		*	*		*	*		*	*	
5	88.24	*		0.00	*		11.76	*		17	*	
All Grades	77.03	70.37		14.86	18.52		8.11	11.11		74	54	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Grade Level | Reading Domain
Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | |
| | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	7.69	*		76.92	*		15.38	*		13	*	
1	73.33	*		20.00	*		6.67	*		15	*	
2	*	46.15		*	38.46		*	15.38		*	13	
3	7.69	18.18		76.92	63.64		15.38	18.18		13	11	
4	*	*		*	*		*	*		*	*	
5	29.41	*		58.82	*		11.76	*		17	*	
All Grades	29.73	27.78		56.76	57.41		13.51	14.81		74	54	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Grade Level | Writing Domain
Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | |
| | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	30.77	*		38.46	*		30.77	*		13	*	
1	33.33	*		66.67	*		0.00	*		15	*	
2	*	23.08		*	53.85		*	23.08		*	13	
3	23.08	9.09		61.54	81.82		15.38	9.09		13	11	
4	*	*		*	*		*	*		*	*	
5	35.29	*		52.94	*		11.76	*		17	*	
All Grades	28.38	14.81		59.46	59.26		12.16	25.93		74	54	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. 1st grade has the highest percentage of students at level 4 overall.

2. The percentage of ELs with an overall proficiency of 4 declined in 21-22.

3. The number of ELs at McKinley is decreasing over time.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
417	**29.0**	**12.5**	This is the percent of students whose well-being is the responsibility of a court.
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.	

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	52	12.5
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	121	29.0
Students with Disabilities	59	14.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	35	8.4
American Indian or Alaska Native	1	0.2
Asian	41	9.8
Filipino	3	0.7
Hispanic	139	33.3
Two or More Races	20	4.8
Native Hawaiian or Pacific Islander		
White	177	42.4

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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts	**Chronic Absenteeism**	**Suspension Rate**
Blue	Orange	Blue
Mathematics		
Green		

Conclusions based on this data:

1. There has been growth in the overall performance from 2016-17 until 2019.

2. ELA is an area of strength at the highest score of blue and Math is very close to being Blue.

3. Our work in RJ and Responsive Classroom has had an effect on our suspension rates and we have improved to the Blue level on the dashboard, which is the best level.

School and Student Performance Data

Academic Performance
## English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	1	3

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		
All Students	**English Learners**	**Foster Youth**
Blue	Green	No Performance Color
50.2 points above standard	5 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++20.5 points	Increased ++5.5 points	2
223	41	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Blue	No Performance Color
0 Students	16.5 points above standard	25.2 points below standard
	Increased Significantly ++18.3 points	Increased Significantly ++20.8 points
	93	23

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
19.5 points above standard	0 Students	64.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++23 points		Declined -5.3 points	2
26		20	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	Blue
22.8 points above standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	78.6 points above standard
Increased Significantly ++25.1 points	10		Increased Significantly ++16.6 points
80			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	59.8 points above standard	57.7 points above standard
Increased Significantly ++22.3 points	Declined Significantly -27.2 points	Increased Significantly ++23.9 points
28	13	163

Conclusions based on this data:

1. Categories with performance colors, which are All Students, ELs, Hispanic, and SED students all increased. This shows growth from 2016-17.

2. Instructional strategies being implemented have been effective.

3. McKinley will provide supports to reclassified english learners to ensure they continue to make progress.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	1	2	1

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

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color		No Performance Color	No Performance Color
7.6 points above standard		69.4 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++26 points		Declined -6.4 points	2
26		19	

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color		Blue
3.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy		66.5 points above standard
Increased ++14.2 points	10		Increased Significantly ++15.2 points
80			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	35.9 points above standard	38.1 points above standard
Maintained ++1.5 points	Declined Significantly -42.5 points	Increased Significantly ++21.2 points
28	13	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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

English Learner Progress
No Performance Color
75.5 making progress towards English language proficiency
Number of EL Students: 53
Performance Level: Very High
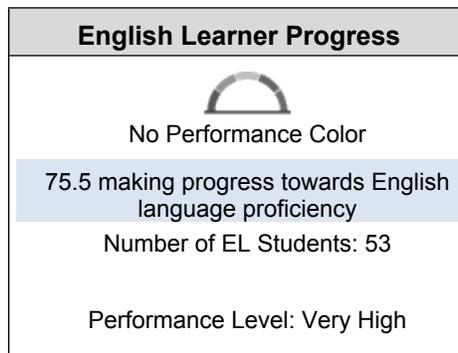
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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. In 2019 the majority of ELs at McKinley were making strong progress.

2. In 2019 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 Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
## Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	5	1	0	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
7.6	8.6	Less than 11 Students - Data Not Displayed for Privacy
Increased +2.5	Increased +8.6	4
486	81	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	Orange
Less than 11 Students - Data Not Displayed for Privacy	12.4	17.2
3	Increased Significantly +7.1	Increased +4.7
	186	58

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			

African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	Orange	No Performance Color
18.8	Less than 11 Students - Data Not Displayed for Privacy	6.8	Less than 11 Students - Data Not Displayed for Privacy
Increased +7.4	1	Increased +6.8	5
48		44	

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Yellow
8.8	3.4	Less than 11 Students - Data Not Displayed for Privacy	5
Increased Significantly +3.2	Declined -3.7	1	Increased +0.9
159	29		199

Conclusions based on this data:

1. Absenteeism based on 2019 data is a relative area of need. However data from Distance Learning showed high attendance.

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. In addition, 21-22 data will be impacted by COVID quarantine/isolation requirements mandated by the LACDPH TK-12 reopening protocols.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	4	3

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		
All Students	**English Learners**	**Foster Youth**
Blue	Blue	No Performance Color
0.8	0	Less than 11 Students - Data Not
Declined Significantly -1	Maintained 0	4
492	81	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Green
Less than 11 Students - Data Not	1.6	1.7
3	Declined Significantly -1.3	Declined -1.4
	188	58

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Green	No Performance Color	Blue	No Performance Color
2.1	Less than 11 Students - Data 1	0	Less than 11 Students - Data 6
Declined -1.7		Maintained 0	
48		44	

Hispanic	Two or More Races	Pacific Islander	White
Blue	No Performance Color	No Performance Color	Green
0	3.4	Less than 11 Students - Data 1	1
Declined Significantly -1.7	Maintained -0.1		Declined -0.5
161	29		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 2018 to 2019 from orange to blue.

2. The low number of suspensions indicates 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 are preventative and alternative strategies to suspension (Restorative Justice, Olweus, counseling, community building, responsive classroom, Second Step program) as part of the PBIS system are effective in reducing the number of suspensions.

School and Student Performance Data

Local Assessment Data

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. 2020-21 data that was available, such as Fastbridge and Fountas and Pinnell, are referenced, but it's important to note that these are not necessarily reflective of a whole in-person school year and are not summative. 21-22 Fastbridge and Fountas and Pinnell data available at the time of the SPSA adoption is shared.

According to the 2019 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. 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	2019 CAASPP Date: Schoolwide ELA- 59% 16-17, 68% 17-18, 74% 18-19 Schoolwide Math- 55% 16-17, 59% 17-18, 62% 18-19 Subgroups' scores in ELA (ELs-9% to 26% to 44%; Black-48% to 59% to 69%; Hispanic-41% to 56% to 64%; Socioeconomic	SMART Goals: By June 2022, the percentage of students meeting and exceeding standards on the CAASPP in ELA will increase from 74 to 78%. By June 2022, the percentage of students meeting and exceeding standards on the CAASPP in Math will increase from 62 to 66%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Disadvantaged-39% to 56% to 62%)(prior 3 years scores were stagnant) 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% 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% Baseline are the most recent 18-19 scores (above past 3 years of scores are listed) 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.	By June 2022, the percentage of students meeting and exceeding standards on the CAASPP in Math by each grade level 3rd-5th will be comparable or increase over time from 3rd to 5th (change dropping slope to a plateau, and eventually to an increasing slope). By June 2022, the percentage of students meeting and exceeding standards on the CAASPP in ELA for each target subgroup will increase by 5% (ELs to 49%, Black 74%, Hispanic 69%, SED 67%).
CAASPP ELA- percentage of students meeting and exceeding standard- Listening and Speaking Skills, and Communicating Reasoning in Math	Baseline are the most recent 18-19 scores CAASPP Target Claim area of Listening 17-18 Schoolwide- 25% above, 63% near, 12% below 18-19 Schoolwide- 34% above, 59% near, 7% below CAASPP Target Claim of Communicating Reasoning 17-18Schoolwide- 39% above, 39% near, 22% below 18-19 Schoolwide- 40% above, 43% near, 17% below	SMART Goal- By June 2022, the percentage of students meeting and exceeding standards on the CAASPP in the skill area of Listening and Speaking in ELA will increase from 34 to 39%. By June 2022, the percentage of students meeting and exceeding standards on the CAASPP in the skill area of Communicating Reasoning in Math will increase from 40% to 45%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fastbridge ELA	Longitudinal Fastbridge aReading Data from fall 2019 to fall 2021 (see powerpoint in appendix). Fall 2019 In-person, to Fall 2020 Distance Learning, to Fall 2021 In-person: Tier I (above the 30th Percentile Nationally)- 85%, 87%, 85% Median Fall Percentile- 63, 72, 70 In ELA benchmarks students are "college pathway" or "low risk" 79% in 2020 to 80% in 2021 • The data shows no evidence of an increased achievement gap due to Distance Learning. Percentage in Tier I and above the 30th percentile by demographics: o 2019-20 ELs- 45%; Black 88%; Hispanic- no data; White-85%; o 2020-21 ELs- 69%; Black 86%; Hispanic- no data; White-84% o 2021-22 ELs- 59%; Black 84%; Hispanic- no data; White-85% • -------------- 2021-22 aReading (see appendix) Fall (August) to Winter (January) Data is Consistent (55% to 53% in green, and 30% in blue) Overall, students are maintaining scores. 2021-22 winter data consistent with prior years; Tier I (83%, 80%, 83%). 2020-21 Distance Learning Year	SMART Goal- By June 2023, 70% of students will be at or above the 30th percentile nationally (Tier I Blue and Green) on the end-of-year ELA Fastbridge Assessment.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Winter 48% Green (current winter 53%) Winter 32% Blue (current winter 30%) 2019-2020 In-Person until March Winter 53% Green (current winter 53%) Winter 30% (current winter 30%) • ---- Last In-person Data from 2019-2020: Baseline- *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 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%	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	3rd 78% 4th 80% 5th 53% Whole School Average 63%	
Dashboard Data	Dahboard 2019 Scores Schoolwide ELA- Blue Subgroups ELA- Hispanic, SED and White-Blue; ELs- Green Schoolwide Mathematics- Green Subgroups Math- ELs- Yellow, SED, Hispanic-Green; White Blue	SMART Goals- By October 2022 (Date of release of 2021-22 Dashboard scores), McKinley will maintain the color of Blue for the schoolwide ELA ranking. By October 2022 (Date of release of 2021-22 Dashboard scores), McKinley will have the color of Blue for the schoolwide Math ranking, increasing from Green. By October 2022 (Date of release of 2021-22 Dashboard scores), McKinley will have the color of Blue for the schoolwide ELA ranking for the subgroup of English Learners. By October 2022 (Date of release of 2021-22 Dashboard scores), McKinley will have the color of Green for the schoolwide Math ranking for the subgroup of English Learners.
Fountas and Pinnell instructional level	Average Growth in F&P Levels between Fall 2021- Winter 2022 TBD (input year long data in June) Average Growth in F&P Levels Between Fall 2019 and Winter 2020 Prior to the school closure in March: K- N/A 1st- 3 2nd- 1.5	SMART Goal: By June 2023, the schoolwide average level of growth for the year on the end-of-year F&P assessment will be at least 1.5 levels.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	3rd- 1 4th- 1 5th- 1 Schoolwide- 1.5 Yearlong data from 2018-19 Fall to Spring: Kinder 1.7 Grade 1 4.5 Grade 2 3 Grade 3 1.5 Grade 4 1.7 Grade 5 N/A School Average 2.5 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.	
Fastbrige Math	Longitudinal Fastbridge aMath data Fall 2019 In-person, to Fall 2020 Distance Learning, to Fall 2021 In-person: Tier I (above the 30th Percentile Nationally)- 85%, 82%, 80% Median Fall Percentile- 72, 66, 68 In Math benchmarks students are "college pathway" or "low risk" 76% in 2020 to 75% in 2021 • The data shows no evidence of an increased achievement gap due to Distance Learning. Percentage in Tier I and above the 30th percentile by demographics: o 2019-20 ELs- 45%; Black 88%; Hispanic- no data; White-85%;	SMART Goal: By June 2023, 70% of students will be at or above the 30th percentile nationally (Tier I Blue and Green) on the end-of-year Math Fastbridge Assessment.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	o 2020-21 ELs- 69%; Black 86%; Hispanic- no data; White- 84% o 2021-22 ELs- 57%; Black 87%; Hispanic- no data; White- 78% Decline in white students Tier I; math intervention implemented after school • --------- 2021-22 Fall (August) to Winter (January) Data is Consistent (57% to 59% Green and 22% to 23% Blue) Overall, students are maintaining scores. Winter data relatively consistent with prior years Total Tier I percentage consistent (82%, 83%, 85%), but higher percentage in green rather than blue 2019-2020 In-Person until March Winter 55% Green (current winter 59%) Winter 30% Blue (current winter 23%) 2020-21 Distance Learning Year Winter 50% Green (current winter 59%) Winter 33% Blue (current winter 23%) • ----- 2019-20 Percentage of students at or above the 40th percentile nationally - aMath prior to the school closure on the mid-year Fastbridge. K- N/A 1- 63% 2- 83% 3- 67% 4- 78%	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	5- 75% Schoolwide- 73%	
IAB Fall and Winter	Winter IABs In IAB scoring there is no "At Standard" so "Near Standard" could mean at, slightly above, or slightly below. 2021-22 fall and winter IABs scale scores are comparable to 2019-20 pre pandemic scores. 3rd Grade 2021-22 ELA (reading informational Text) Scale Score- 2443 Percent Above- 35 Percent Near- 38 Percent Below- 27 2021-22 Math (Number and Operations- Fraction) Scale Score- 2453 Percent Above- 39 Percent Near- 41 Percent Below- 20 2019-20 ELA (reading informational Text) Scale Score- 2449 Percent Above- 34 Percent Near-54 Percent Below- 12 2019-20 Math (Number and Operations- Fraction) Scale Score- 2443 Percent Above- 34 Percent Near- 43 Percent Below- 23 4th Grade 2021-22 ELA (reading informational Text) Scale Score- 2523 Percent Above- 50 Percent Near- 38 Percent Below-12	SMART Goal By June 2023, scale scores in ELA and Math by grade level will be at least 2500 on the winter Interim Assessments. By June 2023, scale scores in ELA and Math by grade level will be at least 2500 on the fall Interim Assessments. By June 2023, the percentage of students above and near will total 80% in ELA and Math by grade level on the fall and winter Interim Assessments.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2021-22 Math (Operations and Algebraic Thinking) Scale Score- 2514 Percent Above- 29 Percent Near- 57 Percent Below- 14 2019-20 ELA (reading informational Text) Scale Score- 2531 Percent Above- 55 Percent Near- 37 Percent Below- 8 2019-20 Math (Operations and Algebraic Thinking) Scale Score-2534 Percent Above- 44 Percent Near- 47 Percent Below- 9 5th Grade 2021-22 ELA (reading informational Text) Scale Score- 2529 Percent Above- 41 Percent Near- 42 Percent Below- 17 2021-22 Math (Number and Operations- Fraction) Scale Score-2522 Percent Above- 12 Percent Near- 64 Percent Below- 24 2019-20 ELA (reading informational Text) Scale Score-2568 Percent Above- 52 Percent Near-43 Percent Below- 5 2019-20 Math (Number and Operations- Fraction) Scale Score- 2570 Percent Above- 41 Percent Near- 48 Percent Below- 11 Fall IABS 3rd Grade 2021-22 ELA (read literary tests)	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Scale Score- 2410 Percent Above- 25 Percent Near- 41 Percent Below- 34 2021-22 Math (multiplication and division) Scale Score- 2410 Percent Above- 22 Percent Near- 41 Percent Below- 37 4th Grade 2021-22 ELA (read literary tests) Scale Score-2513 Percent Above- 39 Percent Near- 48 Percent Below- 13 2021-22 Math (number and operations base ten) Scale Score- 2509 Percent Above- 31 Percent Near- 50 Percent Below- 19 5th Grade 2021-22 ELA (read literary tests) Scale Score- 2521 Percent Above- 27 Percent Near- 57 Percent Below- 16 2021-22 Math (number and operations base ten) Scale Score- 2499 Percent Above- 14 Percent Near- 56 Percent Below- 30	

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)	Source(s)
66,145	Title I 2022-23 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

Part-time 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.

9 IAs paid for by District
2 TK paid for through General Fund-District
= 11 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)
138,623	2000-2999: Classified Personnel Salaries

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 Toolkit (AVT) for ELs (3rd-5th), and potentially math intervention before or after school. The district also offers free tutoring with an Academic Support Program for Tier III low-income students. Eligible students also are invited to participate in Intensive Intervention Summer 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)
	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 18 general ed classroom teachers as well as the cost of the contractor. The topic of the PD will connect to the school site focus, SPSA goals, and school philosophy.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,350	Title I 2022-23 Allocation 5800: Professional/Consulting Services And Operating Expenditures Professional Development
8,188	Title I 2022-23 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

The Instructional Coach will provide individualized, grade level, and schoolwide support in ELA and Math. The coach will help teachers to analyze data, and will provide strategies to tailor instruction to meet students' needs. The coach will do demonstration lessons of best practices, and will lead Professional Development. The person will also coordinate Family Literacy Night, and other literacy related events. The coach will also help facilitate parent trainings as part of our school's 7 session Parent Academy. The coach will also lead monthly trainings for Classified Staff in topics related to our school site focus. Funded through the district's LCAP funds.

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 6
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. Funded with district's SLT funds.

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)
11,587	District LCAP Funds 1000-1999: Certificated Personnel Salaries Sub Coverage for Data Meetings

Strategy/Activity 7
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

McKinley will provide STEM instruction for TK-5 students. STEM will tap into all subject areas including reading, writing, science, and math. It will develop students' critical thinking skills which will transfer across subjects, engage students in school, and develop listening, speaking, and communicating reasoning skills. 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. Students will receive 30 lessons TK/K- 45Minute lessons 1X a week, 1st-5th 60 minutes 1X a week.
A new science curriculum is being adopted for the 22-23 school year. The STEM teacher will model these lessons so general education teachers can take over instruction in 23-23 school year. The new STEM Lab will be utilized to enhance this instruction as well as for project-based learning.

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)
17,775	Stretch Grant (Ed Foundation) 5800: Professional/Consulting Services And Operating Expenditures STEM Science
9,225	Parent-Teacher Association (PTA) 4000-4999: Books And Supplies STEM Supplies

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

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 (1X a week at the start of the year due to stable groupings during COVID), 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.

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)
20,000	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 9
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. It is also a way for English Learners to express themselves non-verbally.
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.

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)
28,996	Title I 2022-23 Allocation 5800: Professional/Consulting Services And Operating Expenditures Theater

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

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. Several years 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)

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

In order to support the development of socially just students, McKinley will implement mindfulness, the social emotional learning curriculum Second Step, and Restorative Justice. 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. McKinley also has a Diversity Equity Inclusion Committee to determine how to integrate social justice standards and support DEI themes in instruction, culture, and climate at the school so that all students can have opportunity and access.

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 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 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, 45 min Preschool-K.
The district funded 15 sessions via SMEF funds to occur in the Spring.

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: 2021-22

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

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

This will be the 6th 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.

Previous 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%
Similarly 21-22 fall and winter IAB scale scores are comparable to pre-pandemic 19-20 scale scores in both ELA and Math. This indicates that distance learning instruction did not result in learning loss.

Fastbridge data over time from pre-pandemic, to distance learning, to this school year 21-22 shows relatively comparable and consistent scores. There is no evidence of learning loss or an increased achievement gap. This demonstrates that effective instructional strategies continued during Distance Learning, and that students are making continuous progress.

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. 2020-21 data that was available, such as Fastbridge and Fountas and Pinnell, are referenced, but it's important to note that these are not necessarily 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 2019 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.
21-22 data indicates that no students are reclassifying this school year. This is a substantial decline from prior school years, and indicates that Distance Learning was not as effective for ELs. Also the criteria for reclassification changed this year, which may be impacting the lower percentage eligible for reclassification.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification Percentage	The CDE requires 4 criteria for reclassification: ELPAC Assessment scores (4 overall performance) Basic skills Assessments-FastBridge (2 consecutive aReading 75th percentile) Teacher input Parent input During spring 2020, schools closed and ELPAC Summative and FastBridge assessments were canceled. Not having this	SMART Goal- By June 2023, for the 2022-23 school year, 10% of ELs will be reclassified as RFEPs.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	data narrowed the opportunities students had for reclassification in the 2020-21 school year since reclassification is based on the most recent ELPAC scores (taken yearly) and two most recent and consecutive Fastbridge scores at 75%ile or higher. Baseline- 2021-22 0 reclassification out of 56 2020-21- 5 redesigned out of 56 ELs= 9% Reclassification Rate 2019-20- 8 redesignated out 53 ELs= 15% Reclassification Rate 2018-19- 4 redesignated out of 44 ELs= 9% Reclassification Rate	
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.	SMART Goal- By June 2022, the percentage of EL students meeting and exceeding standards on the CAASPP in ELA will increase by 10% (35 to 45%).
Dashboard EL Data	Baseline Dashboard 2019- EL ELA- Green (increase from prior year) EL Math- Yellow (a decline from prior year)	SMART Goal- By October 2022 (Date of release of 2021-22 Dashboard scores), McKinley will have the color of Blue for the ELA ranking for the subgroup of English Learners. By October 2022 (Date of release of 2021-22 Dashboard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		scores), McKinley will have the color of Green for the Math ranking for the subgroup of English.
Fastbridge ELA and Math	Percentage of ELs that were Tier I (above the 30th percentile) in aReading in the Fall 2019- 45% 2020- 69% 2021- 59% Percentage of Els that were Tier I in aMath in the Fall 2019- 47% 2020- 69% 2021- 57%	SMART Goal- By June 2023, 70% of EL students will be at or above the 30th percentile nationally (Tier I Blue and Green) on the end-of-year ELA Fastbridge Assessment. By June 2023, 70% of EL students will be at or above the 30th percentile nationally (Tier I Blue and Green) on the end-of-year ELA Fastbridge Assessment.

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

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

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 in all grades will support ELLs in their classrooms throughout the day by providing designated ELD instruction each school 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.) as well as integrated ELD and EL instructional strategies embedded in core content. The 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.
Academic Vocabulary Toolkit (AVT) will be offered to ELs in 3rd-5th grades after school to develop vocabulary.
The LLI will provide extended ELD instruction before and after school.
The District offers an Academic Support Program (ASP) which is after school tutoring from a company, for students who are low-income and Tier III.
The District also offers an Intensive Intervention Summer School program for students needing more 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)
	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)
9,754	District LCAP Funds 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. Diverse authors will also be invited to share about their literature and to inspire authors and reading. Staff will be available to answer questions about literacy with parents.

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 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 will be purchased and utilized to support students' learning.
All students K-5 have one-to-one Chromebooks at school, and TK has a class set of iPads.
Approximately 150 Chromebooks are available for checkout for families in need to use at home.
Computer software, including the Lexia and Freckle, are available in the district's "Clever" computer system and accessible at home and at 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)
19,860	Parent-Teacher Association (PTA) 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

This will be the 6th 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.

In addition, the 21-22 reclassification rates have declined from 5 redesigned to RFEP to 0. This indicates that ELs may have been more impacted by Distance Learning. A focus on ELD instruction and explicit teaching of vocabulary will occur in 22-23. The school site focus of academic discourse will also support EL vocabulary developing and listening and speaking skills. Intervention for ELs will occur with AVT and ELD after school.

Overall the data indicates:
- 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 in emphasized:
Variety of Discourse Protocols
Differentiated Sentence Frames
Thinking Maps
Academic Vocabulary
Students using evidence to communicate understanding and share reasoning
Culturally and linguistically responsive teaching
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

Schoolwide 2019 dashboard score in attendance 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 students who have a score of yellow. McKinley is home to the Life Skills special education program with students with medical needs, which may skew the data. Also there is not Dashboard data regarding attendance from the Distance Learning year 2020-21, however site based attendance accounting from A2A indicated that attendance during DL was high and superior to in-person learning- 85% of students were excellent or Satisfactory attendance, an increase of 14%. Also during DL students in the Excellent category increased from 28.5% to 45.8% compared to the prior year in-person. This indicates that engagement and attendance strategies used during DL were effective and can be continued with in-person learning. This school year 21-22 attendance data may be skewed due to LACDPH quarantine and isolation requirements due to COVID.

Suspension rates have improved over time. On the 2019 Dashboard suspension is Blue at .8% up from orange with 1.8% of students suspended at least once. It is important to note that both years 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. Strategies related to culturally responsive teaching, diversity, equity, and inclusion, and 21st century learning will be implemented. Student attendance, engagement, and low suspension rates are a continued priority for McKinley and as such are an area of need.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Data from A2A	Attendance Data for 2020-21 during Distance learning Excellent- 45.8% Satisfactory- 39.2% Manageable- 9.9% Chronic- 4.2% Severe Chronic- 1.0%	SMART Goals- By August 2022, (for 2021-22 school year) the percentage of chronic and severely chronic absent students will be less than 6% in A2A.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Attendance Data for 19-20 Up Until Distance Learning Began on 2/27/20 Excellent- 28.5% Satisfactory 42.8% Manageable- 22.7% Chronic- 5.6% Severe Chronic- .4% Baseline- 2018 end-of year summative: Excellent attendance 17-18 20.7%, 18-19 19.3% Satisfactory (1-4.99% absence) 17-18 53.8%, 18-19 53.3% Managemeable (5-9.9% absence) 17-18 20% , 18-19 20.9% Chronic (10-19.99% absence) 17-18 4.9% , 18-19 5.7% Severe Chronic (more than 20% absence) 17-18 .6%, 18-19 .8%	By August 2022, (for 2021-22 school year) the percentage of chronic and severely chronic absent students will be 80% excellent or satisfactory in A2A, maintaining the scores during Distance learning.
Dashboard Chronic Absenteeism Scores	Schoolwide on the 2019 Dashboard chronic absenteeism is orange with 7.6% of students chronically absent. SED are red, and all other subgroups except white (yellow) are orange.	SMART Goals- By October 2022 (Date of release of 2021-22 Dashboard scores from the state), McKinley will have the color of Green for the schoolwide ranking for Attendance. By October 2022 (Date of release of 2021-22 Dashboard scores from the state), McKinley will have the color of Green for the ranking for Attendance for each subgroup including ELs.
Student Engagement as measured by student academic achievement on Dashboard	Baseline- Dahboard 2019 Scores Schoolwide ELA- Blue Subgroups ELA- ELs Green; Hispanic, SED and White-Blue (increased from prior year and met goal)	SMART Goals- By October 2022 (Date of release of 2021-22 Dashboard scores from the state), McKinley will maintain the color

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Schoolwide Mathematics- Green Subgroups Math- EL- Yellow; SED and Hispanic- Green; White- Blue	of Blue for the schoolwide ELA ranking. By October 2022 (Date of release of 2021-22 Dashboard scores from the state), McKinley will have the color of Blue for the schoolwide Math ranking, increasing from Green. By October 2022 (Date of release of 2021-22 Dashboard scores from the state), McKinley will have the color of Blue for the ELA rankings for subgroups. By October 2022 (Date of release of 2021-22 Dashboard scores from the state), McKinley will have the color of Green for the Math rankings for subgroups.
Olweus Survey Data	Baseline- 2021-22 Data- Coming Soon 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.	SMART Goals- By June 2023, on the Olweus 3rd-5th survey, the percentage of boys and girls who report being bullied 2-3 times a month will decrease by 4% (currently 18% which is lower than the national average). By June 2023, on the Olweus 3rd-5th survey, the percentage of students reporting verbal bullying of boys will be decreased by 5% (currently at 27%). By June 2023, on the Olweus 3rd-5th survey, the percentage of students reporting exclusion with girls will be decreased by 5%(currently 14%).

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		By June 2023, on the Olweus 3rd-5th survey, the percentage of students who tell an adult at school by will increase by 5% (currently 34%)
Informal Assessment of Engagement through Learning Rounds, Observation, Academic Discourse, Student Work, Communication Rubrics etc.	Baseline Informal data collected by the teacher and SLT at the start of each school year.

2021-22 Learning Walk Data Academic Discourse and student engagement was observed in 100% of classrooms observed. A Learning Walk Checklist was used to identify student behaviors for listening, speaking, communicating reasoning, and engagement. | SMART Goal:

By June 2023, the Site Leadership Team (SLT) will observe students during Learning Walks to collect informal observation data about student engagement using a Rubric of Academic Discourse skills to identify evidence of student learning, with Academic Discourse occurring in 90% of classrooms observed.

Students are demonstrating the following engagement tied to the school site focus of Academic Discourse. These are evidence of student learning:
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.)

Listening Skills:
Students are listening to the teacher (Demonstrated by 4 |

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		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) Communicating Reasoning: Students convey understanding/thinking through sharing of ideas (could be 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).

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 the multi session Parent Academy 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)
1,474	Title I 2022-23 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.
Campus Monitors- Lunch Recess (TK-5)
6 monitors
11:35-1:45 (130 minutes)
(3 IAs have increased time- Two 3.5 hour K IAs by 15 minutes, 1 IA by 55 minutes)
Campus Supervisors- Before/After School
6 monitors
8:15-8:30
2:45-3:15 and 1:45-2:00 (W)

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)
33,838	Site Formula Funds 2000-2999: Classified Personnel Salaries Campus Monitors
38,453	District Funded 2000-2999: Classified Personnel Salaries Campus Monitors

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 school 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.

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 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. Books will be tied to social justice standards and will represent historically excluded groups so that students can use books as a mirror (see themselves), a window (see the experience of others), and sliding glass door (open their world to empathize with the experience of others). 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.

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 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.

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 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, School Handbook, Volunteer Handbook, the weekly mini-messenger, 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.

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 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. Teachers volunteer their time during lunch recess or after school to coordinate these supplemental engagement opportunities.

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 Rainbow Club, which is an elementary school version of GSA. This club supports LGBT students and allies, and provides a safe and supportive space to promote inclusion.

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.

4th and 5th graders may participate in Dance Team, to learn movement and routines. They will have the opportunity to perform at school functions.

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 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)

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. McKinley is also a Common Sense Certified School and teachers are trained to provide instruction in Digital Citizenship rules and behavior.

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 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)

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, as well as counseling from a University intern(s). 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)

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

BIPOC, Latinx, LGBTQI and historically marginalized groups

Strategy/Activity

McKinley staff have many committees on campus in order to be co-leaders for student engagement and organizational growth and improvement. Committees inlaced Site Leadership Team, Faculty Advisory Council, Site Governance members, Deep Learning Cohort, Olweus/Safety/Climate Committee, Student Success Team, Social Committee, Grade Level Chairs and more.
The Diversity Equity and Inclusion (DEI) Committee is a team of certificated and classified staff that works on DEI themes and topics, tied to the social justice standards and school PRIDE philosophy "d" for diversity. They look to identify and facilitate the implementation of strategies that support historically marginalized groups. Strategies can apply to instruction, culture, and climate. All committees meet regularly, typically monthly.

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)

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. IEPs will also continue to occur before and after school, and scheduling is variable per IEP.

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: 2021-22

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

ANALYSIS

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

This will be the 6th year of implementation of this goal. 2019 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. However, site based attendance accounting from A2A indicated that attendance during DL was high and superior to in-person learning- 85% of students had excellent or Satisfactory attendance,

an increase of 14% compared to the prior year in-person. Also during DL students in the Excellent category increased from 28.5% to 45.8% compared to the prior year in-person. This indicates that engagement and attendance strategies used during DL were effective and can be continued with in-person learning.

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	$407,268.00

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 ($)
	$138,623.00
District Funded	$38,453.00
District LCAP Funds	$21,341.00
Parent-Teacher Association (PTA)	$29,085.00
Site Formula Funds	$33,838.00
Stretch Grant (Ed Foundation)	$37,775.00
Title I 2022-23 Allocation	$108,153.00

Subtotal of state or local funds included for this school: $407,268.00

Total of federal, state, and/or local funds for this school: $407,268.00

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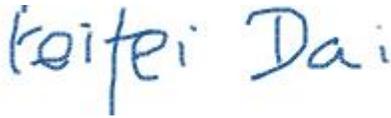
The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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 3/29/22.

Attested:

Ashley Benjamin signature	Principal, Ashley Benjamin, Ed.D. on 3/29/22
E Bryson signature	SSC Chairperson, Esmie Bryson on 3/29/22

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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 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/guidanceuseseinvestment.pdf);

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

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

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

Targeted Support and Improvement

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019

McKinley Elementary

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

Chronic Absenteeism
Orange

Suspension Rate
Blue

English Learner Progress
No Performance Color

English Language Arts
Blue

Mathematics
Green
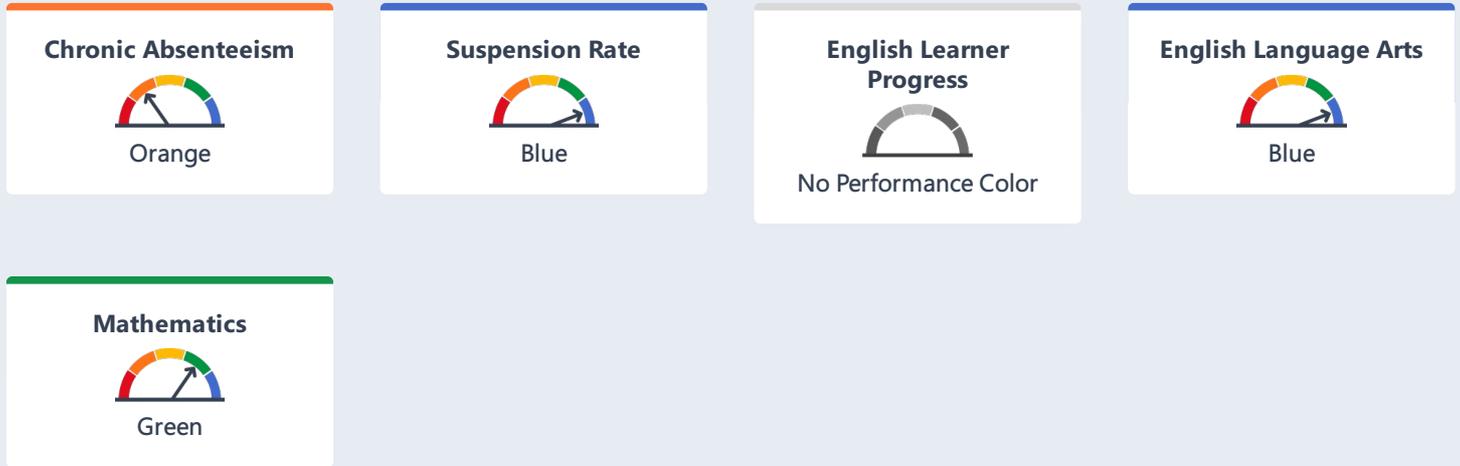
School Details

NAME
McKinley Elementary

ADDRESS
2401 Santa Monica Boulevard
Santa Monica, CA 90404-2044

WEBSITE
N/A

GRADES SERVED
P-5

Student Population

Explore information about this school's student population.

Enrollment
475

Socioeconomically Disadvantaged
33.7%

English Learners
15.6%

Foster Youth
0.6%

Academic Performance

View Student Assessment Results and other aspects of school performance.

English Language Arts

Blue

50.2 points above standard

Increased 20.5 Points ▲

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
1 Green	3 Blue	

Mathematics

Green

32.1 points above standard

Increased 14.9 Points ▲

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	0 Orange	1 Yellow
2 Green	1 Blue	

English Learner Progress

75.5% making progress towards English language proficiency

Number of EL Students: 53

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

Academic Engagement

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

Chronic Absenteeism

Orange

7.6% chronically absent

Increased 2.5% ▲

EQUITY REPORT
Number of Student Groups in Each Color

1 Red	5 Orange	1 Yellow
0 Green	0 Blue	

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	0	0
Red	Orange	Yellow

4	3
Green	Blue

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 6/11/2021. 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.

Attendance Categories Year Over Year for McKinley Elementary
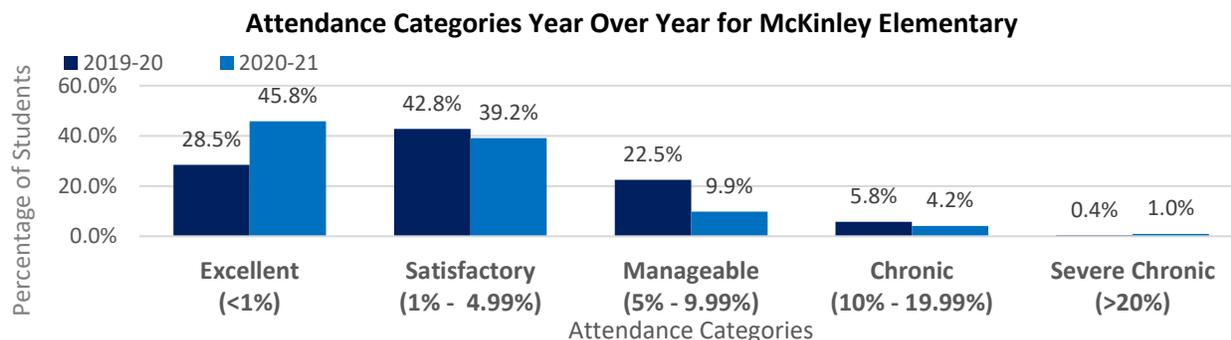
Manageable Students (5%-9.99% of the year missed)

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, when possible, 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

	Excellent (<1%)		Satisfactory (1% - 4.99%)		Manageable (5% - 9.99%)		Chronic (10% - 19.99%)		Severe (>20%)	
Grade	#	%	#	%	#	%	#	%	#	%
PK	1	16.7%	2	33.3%	2	33.3%	1	16.7%	0	0.0%
TK	8	44.4%	7	38.9%	1	5.6%	2	11.1%	0	0.0%
KG	27	58.7%	11	23.9%	4	8.7%	2	4.3%	2	4.3%
1	26	40.0%	31	47.7%	6	9.2%	1	1.5%	1	1.5%
2	32	45.7%	32	45.7%	2	2.9%	4	5.7%	0	0.0%
3	28	49.1%	24	42.1%	3	5.3%	2	3.5%	0	0.0%
4	24	38.7%	21	33.9%	13	21.0%	4	6.5%	0	0.0%
5	40	48.8%	31	37.8%	9	11.0%	1	1.2%	1	1.2%
Total:	186	45.8%	159	39.2%	40	9.9%	17	4.2%	4	1.0%

Schoolwide Fastbridge Scores

Longitudinal Fall Fastbridge Data from 2019 to 2021

McKinley Elementary

10/27/21

Fastbridge Assessments

- Fastbridge is a common districtwide assessment.

- It is given 3 times a year.

- The purpose of Fastbridge is to monitor students' progress.

- Teachers use the data to identify students' strengths and areas of growth. They then design their lessons and interventions to meet the students' needs.

- Teachers continuously analyze a variety of data such as CAASPP, F&P, Interim Assessments, Tests, student work and more. Teachers use the data to monitor students' progress, and to guide instruction.

Fall 2019 In-person, to Fall 2020 Distance Learning, to Fall 2021 In-person:
- Tier I (above the 30th Percentile Nationally)- 85%, 87%, 85%
- Median Fall Percentile- 63, 72, 70

Data comparable to pre-pandemic; no evidence of learning loss
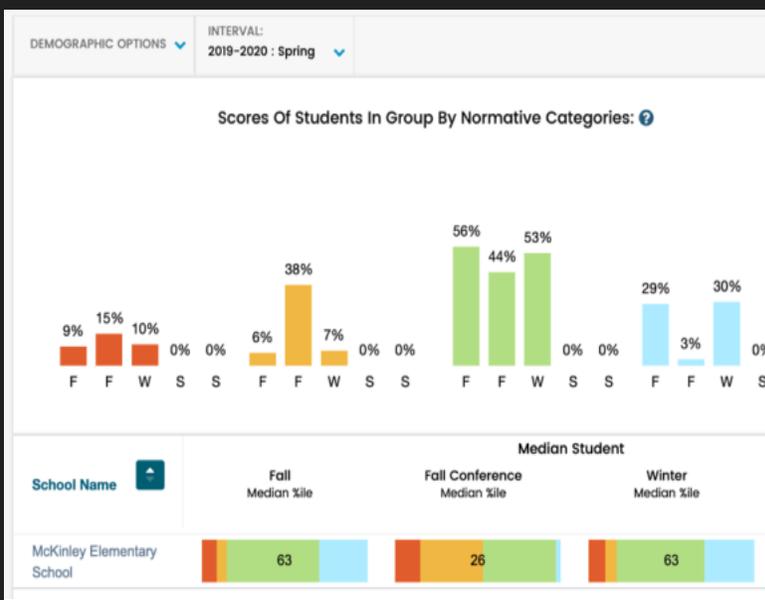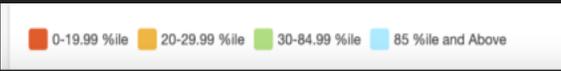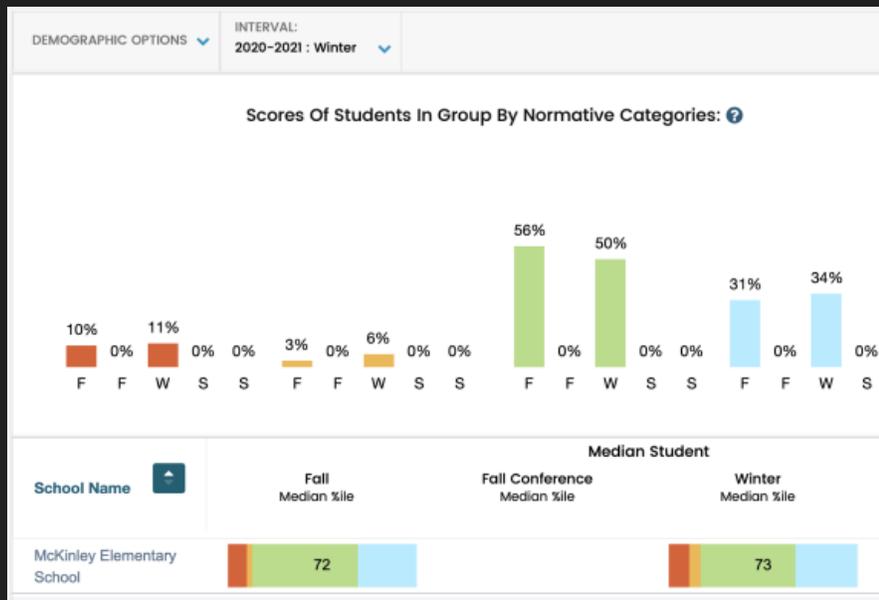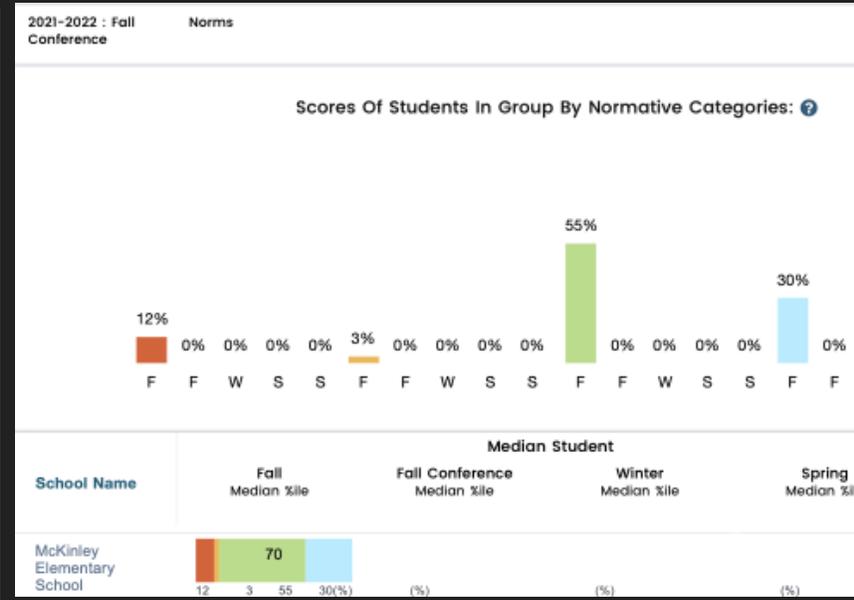
2019   **2020 DL**   **2021 Fall**

Fastbridge ELA- aReading

Fall 2019 In-person, to Fall 2020 Distance Learning, to Fall 2021 In-person:
- Tier I (above the 30th Percentile Nationally)- 85%, 82%, 80%
- Median Fall Percentile- 72, 66, 68

Data comparable to pre-pandemic; no evidence of learning loss
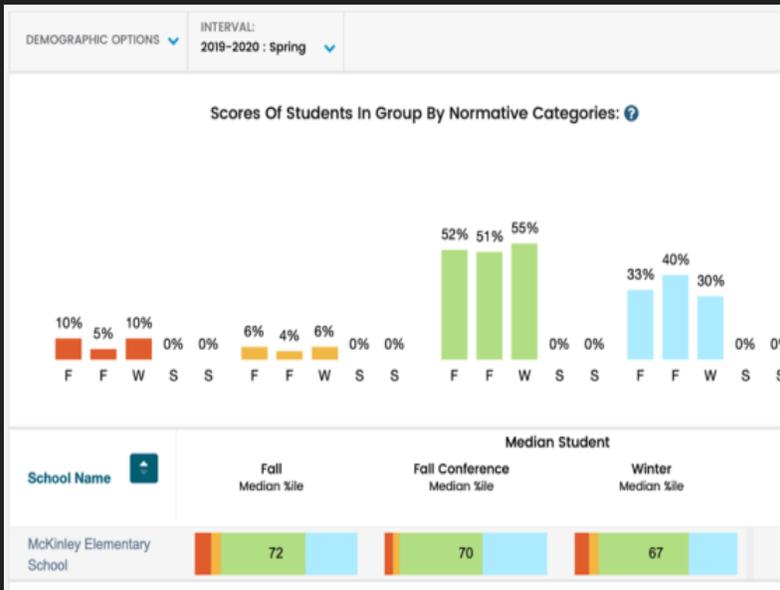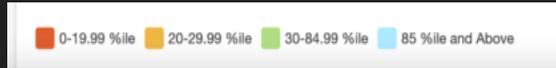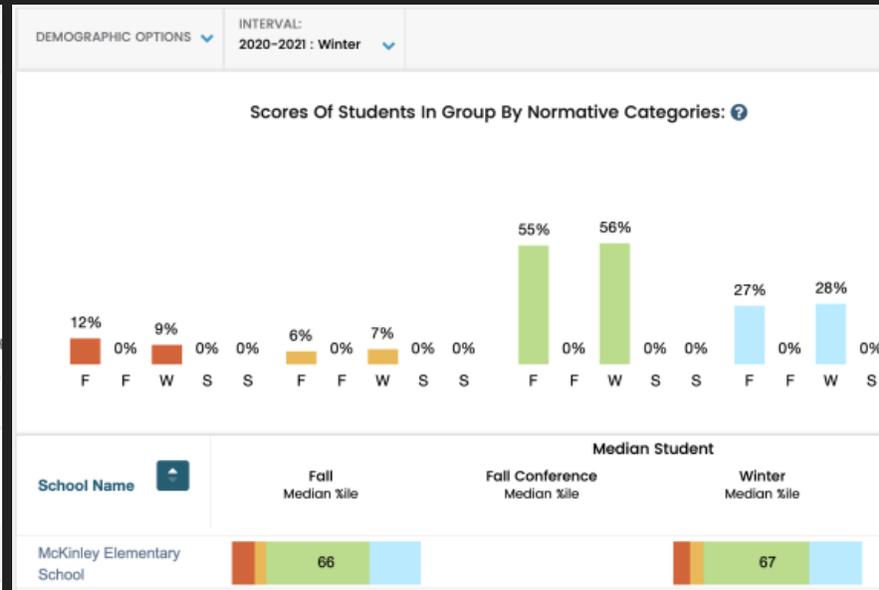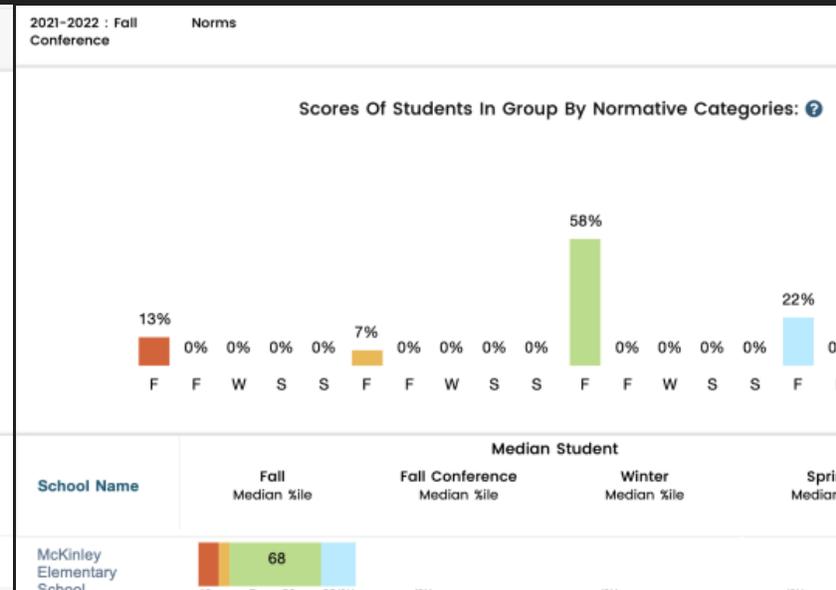
2019　　**2020 DL**　　**2021 Fall**

Fastbridge Math- aMath

- At this time, no evidence of an increased achievement gap due to Distance Learning
- English Learners decline since DL, but increase compared to 2019 in-person

Demographic Group Data

Percentage in Tier I above 30th Percentile

English Learner- 45%

Black- 88%

Hispanic- No Data

White- 85%

2019

English Learner- 69%

Black- 86%

Hispanic- No Data

White- 84%

2020 DL

English Learner- 59%

Black- 84%

Hispanic- No Data

White- 85%

Fall 2021

Fastbridge ELA- aReading

- At this time, no evidence of an increased achievement gap due to Distance Learning
- English Learners decline since DL, but increase compared to 2019 in-person
- Decline in White subgroup- Math being addressed with Tier II Intervention

Demographic Group Data

Percentage in Tier I above 30th Percentile

English Learner- 47%

Black- 83%

Hispanic- No Data

White- 85%

2019

English Learner- 69%

Black- 80%

Hispanic- No Data

White- 86%

2020 DL

English Learner- 57%

Black- 87%

Hispanic- No Data

White- 78%

Fall 2021

Fastbridge Math- aMath

- In ELA benchmarks students are "college pathway" or "low risk" 79% to 80%
- No evidence of learning loss
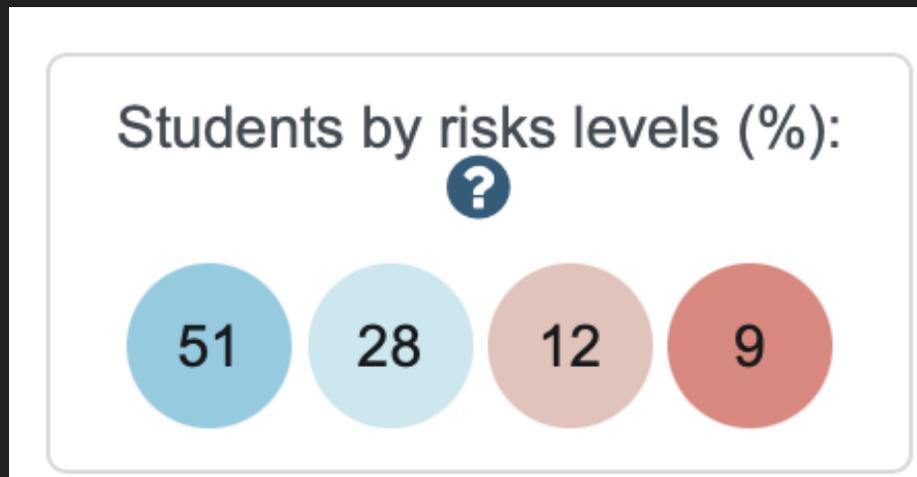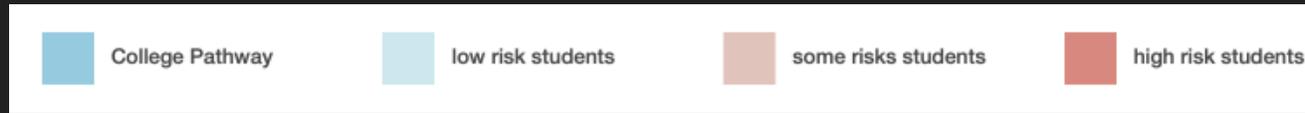
Fall 2020

Fall 2021

Fastbridge aReading- Impact Report

- In Math benchmarks students are "college pathway" or "low risk" 76% to 75%
- No evidence of learning loss

| College Pathway | low risk students | some risks students | high risk students |

Students by risks levels (%):

Fall 2020
48 28 18 6

Fall 2021
50 25 16 9

Fastbridge aMath- Impact Report

Summary

❧ No evidence of learning loss

❧ No evidence of an increased achievement gap

❧ Data consistent with pre-pandemic data

❧ The percentage of students who need support is what we would expect at this time of year

❧ This data is empowering, as we know that students can and will learn and grow this school year.

❧ The data is concrete numerical evidence of the hard work and impressive teaching done during Distance Learning

Next Steps: Site Plan

Re-emerging in the pandemic-
- Refocusing on School Site Focus of Academic Discourse and high yield instructional strategies (such as Thinking Maps etc.)
- Increased emphasis on Social Emotional Learning as students recover from collective trauma (Second Step Curriculum, classroom community, Responsive Classroom, DEI Committee etc.)

McKinley SLT Site Plan Year 5- School Site Focus:
Academic Discourse

Circles in Orange are new for 21-22

ELA (Deepening)	MATH (Simultaneous Focus)	Social-Emotional (Main Focus)
Why: - Continue to use and refine strategies for mastery and increased effectiveness - Students solidify/increase understanding each year as the strategies are used schoolwide -Listening and speaking areas of need	**Why:** - Data shows discourse strategies are effective in ELA to they will be applied to math - Data shows Math and Communicating Reasoning are areas of need	**Why:** - Explicitly teaching social skills improves student behavior so students can engage in learning - Discourse builds community, relationships and a positive school climate

Visual Chart of Site Plan emailed to all parents

Next Steps: Strategies

- Teacher Data Meetings to determine student strengths/needs to tailor instruction and supports

- Site Leadership Team (SLT) Meetings with InnovateEd (did a Learning Walk for school site focus)

- Supplemental ELD for ELs after school with Literacy Language Interventionist (LLI)

- Tier III Literacy small group pull-out intervention in 1st-5th with LLI and Intervention Teacher

- Tier III Math small group pull-out intervention in 3rd-5th with Intervention Teacher

- District funded tutoring with outside companies (Academic Support Program) for Tier III/II in reading, writing, or math

- New- Tier II Math small group intervention in 1st-5th grades with teachers (builds community/relationships, teachers know strategies and needs, 7 weeks, pre/post assessment)

- Purchase of additional materials with Title I carryover funds (assessments and intervention programs, Leveled Readers for students to read at their level, book club books, and high engagement literature)

Next Steps: Strategies

- New Diversity Equity and Inclusion (DEI) Committee of staff formed
  - DEI Committee selected books for DEI Classroom Libraries of books that represent historically marginalized groups so that students can use books as a mirror (see themselves), a window (see the experience of others), and sliding glass door (open their world to empathize with the experience of others).
- Individual counseling and friendship/social-skills groups with Psych intern (new counselor starting soon)
- Training for Classified staff (Paras, IAs, Campus Monitors) to support discourse and SEL; new SEL TOSA providing coaching
- Continued Professional Development for teachers- Cycles of Inquiry that occur during Banked Time; District trainings in SEL and Social Justice, CGI, NGSS, New History Text Book Adoption
- Supplemental enrichment opportunities to tap into students' talents and strengths and engage students
  - Funded by McKinley- STEM, Theater, Visual Arts (expanded 10 sessions), Music (TK-2)(district funds 3-5)
  - Library, PE, garden
  - 4/5 clubs coordinated by teachers like student council, newspaper, Film Club, Green Team, Dance Team (new)
- Family engagement opportunities
  - Events such as Talent Show, Harvest Festival, Literacy Night,
  - McKinley offered 7 week Parent Academy of workshops; Committees such as SSC, ELAC, AASG, Sped Resource Group, PTA, Room parents, and more

McKinley SLT Site Plan Year 6- School Site Focus:
Academic Discourse

Circles in Orange are new for 22-23

ELA

Why:
- Continue to use and refine strategies for mastery and increased effectiveness
- Students solidify/increase understanding each year as the strategies are used schoolwide
- Listening and speaking areas of need

- Variety of Discourse Protocols
- Differentiated Sentence Stems
- Tying in Thinking Maps
- Supplemental Enrichment in Theater TK-5 and Music TK-2
- Tier II/III Intervention 1st-5th from Intervention Teacher and LLI
- Differentiate for ELs with ELD, Explicit Teaching of Vocab, and Intervention Services
- PD, Grade Level Meetings, Data Meetings, Demo Lessons, Video Sharing on Discourse

MATH

Why:
- Data shows discourse strategies are effective in ELA to they will be applied to math
- Data shows Math and Communicating Reasoning are areas of need

- Variety of Discourse Protocols
- Differentiated Sentence Stems
- Tying in Thinking Maps
- Academic Vocabulary
- Cognitively Guided Instruction, 3 Act Tasks, and Number Talks
- Co-teaching with STEM Teacher during Supplemental STEM Class to Learn New Science Curriculum for Eventual Takeover of STEM Instruction Utilizing the New STEM Lab
- PD- Cycles of Inquiry- Discourse in Math, Student Work Analysis, Video Demos, Learning Walks

Social-Emotional

Why:
- Explicitly teaching social skills improves student behavior so students can engage in learning
- Discourse builds community, relationships and a positive school climate
- Teaching the Whole Child benefits the students socially, academically, and in the future

- Explicit Tier I PBIS Plan
- Emphasize Discourse in Community Meetings (Utilizing Olweus, Responsive Classroom, Restorative Justice, Social Justice Standards)
- Partnership with Insight Psychotherapy Group for Affordable On-Campus Counseling; FSSM also Provides Counseling
- Monthly IA and Campus Supervisor Trainings on Discourse, PBIS, and Cycle of Inquiry Topics to Build Capacity
- 12 Week Reflective Parenting Class with FSSM and School Site 8 Week Parent Academy
- Continue Schoolwide Shared Reading Experience- New Books with Diversity on Pillars of Character
- Continue Implementation of Second Step Social Skills Curriculum Schoolwide
- Diversity Equity Inclusion (DEI) Committee of staff supports DEI in instructional practice and climate/culture
- PDs on Social-Emotional Learning: Deep Learning, Social Justice Standards, Responsive Classroom, Mindfulness, Restorative Justice

Expand Grade Level Deep Learning Global Citizenship Service Learning Projects which Tie these 3 Areas Together

2022-23 McKinley Information to Guide the SPSA

<u>Priorities</u>

- Benefits the school as a whole (all students)
- Builds capacity
- Is sustainable
- Expenditures based on data indicating what our students need (CAASPP, Fastbridge, F and P, Olweus Survey, Attendance etc.)
- Majority of teachers in support (democratic decision making)
- Ties into our goals, SLT focus, and mission
- Title I expenditures must go towards closing the achievement gap for targeted subgroups (EL, low-income, homeless/foster youth)

<u>SMMUSD and McKinley Goals</u>

Extraordinary achievement for all students while simultaneously closing the achievement gap
1. All graduates are socially just and ready for college and career (LCAP 1, 2, 4, 7, 8).
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).
3. All students and families engage in schools in safe, well-maintained schools that are culturally responsive and conducive to 21st century learning (LCAP 1, 3, 5, 6).

<u>School Site Focus</u>

Academic Discourse

- CAASPP data showed that listening and speaking, and math communicating reasoning, were areas of need for our students.
- Discourse will strengthen these skills while also developing students' higher-order thinking, critical thinking, and problem solving skills all of which will transfer across subject areas.
- Discourse benefits English Learners by rapidly developing academic language.
- Discourse is an effective strategy for closing the achievement gap, and ties into our district and school site goals of preparing students for college and career, helping ELs become proficient in English, and engaging students in schools.
- At McKinley we use a variety of protocols to provide students with opportunities to talk to each other in pairs and groups to explain their thinking. You will also see students using sentence frames and Thinking Maps to guide their thinking and apply academic vocabulary.

<u>McKinley Philosophy</u>

The PRIDE philosophy guides all aspects of life at McKinley. McKinley students, staff, and parents work together as a community in service of this core belief.

We are: **Peaceful**, **Respectful**, **Intelligent**, **Diverse**, and **Enthusiastic**

2022-23 Summary of Budget and List of Expenditures for SPSA

Totals

Funding Area	Allocation	Budgeted	Left-Over Cushion
Title I	$108, 601	$108,153	+$448
Formula $93.30 X CBEDS (375 enrollment)	$34,988	$33,838	+$1,150
Stretch Grant $133.58 X 375	$50,092	$37,775	+$12,317

Title I Expenditures

Expenditure	Cost	Budget Line	Details/Info
Intervention Teacher (1 Part-time 40%) 4 days a week, 3 hours a day	$66,145 (includes benefits)	Title I	• 2nd-5th Tier III Small Group Pull-Out Literacy • LLI also provides this intervention • Data shows effectiveness of support • Teacher is credentialed Reading Specialist, National Board Certified, 27 years of experience
Independent Contractor: Theater TK-5 P.S. Arts. • 50 minutes grades 1-5 • 40 minutes grades TK-K • 15 sessions for 19 classes	$28,996	Title I	• Ties into students' areas of need based on data- listening and speaking skills (closing achievement gap) • Benefits Whole Child and skills transfer across curriculum • Lessons tied into ELA
Professional Development Independent Contractor (TBD) **Substitute Coverage:** 2 days (18 teachers= 18 X 183 a day and $800 benefits)	$3,350 $8,188	Title I Title I	• Builds capacity of teachers • Provides opportunities for data analysis, collaboration, and professional growth • PD shown to be impactful on student achievement
Required Parent Involvement Title I Allocation	$1,474	Title I	• Parent Workshops and Trainings

Formula

Expenditure	Cost	Budget Line	Details/Info
Campus Monitor Supervision **Campus Monitors- Lunch Recess (TK-5)** 6 monitors 11:35-1:45 (130 minutes) (3 IAs have increased time- Two 3.5 hour K IAs by 15 minutes, 1 IA by 55 minutes) **Campus Supervisors- Before/After School** 6 monitors 8:15-8:30 2:45-3:15 and 1:45-2:00 (W)	$38,453 $17,534 $16,304 (total $33,838)	District Formula Formula	• During morning recess IAs, Paras, Teachers, do supervision ○ Each CM is 2.86 hours a Day ○ District pays for 10 hrs day ○ McKinley pays for additional 8.79 hrs day • Previously PTA paid for $9,225 since they can pay for staff before/after the bell

Stretch (SMEF)

Expenditure	Cost	Budget Line	Details/Info
Independent Contractor: STEM TK-5 PS Science • 30 lessons • TK/K- 45 Minute, 1X a week • 1st-5th 60 Minutes, 1X a week	$17,775 $9,225 supplies $27,000 total	Stretch PTA	• PTA supports funding by covering a portion of the cost
Independent Contractor: Music TK-2 Music Rhapsody • 30 minute classes for 30 sessions	$20,000	Stretch	• 3rd-5th music funded by District • PTA coordinates Winter Sing-a-Long

District Funded

Independent Contractor: Visual Arts TK-5 PS Arts	---	District via SMEF	• 15 Lessons • 50 minutes 1st-5th • 30 min mandated but 45 min Preschool-K • Minimum Days built into year long schedule
Instructional Assistants 6 (3 hours) 3 (3.5 hours for K) 2 (3 hours for TK) = 11 total (13 paraeducators= 6 are in general ed classrooms, 2 preschool, 5 are Life Skills; also some private agency Paras)	$138,623	District	• Used to be funded by SMEF- but now District funds • TK and K have an assistant assigned to their class • 1st-5th have an assistant assigned to their grade level to share (15 hours a week to be divided as needed) • 6th Aide assigned to the most high-needs location (like larger class size)
Professional Development and Sub Coverage	$2,000 $7,754	District with SLT LCAP Funds	• The classroom teacher does the F&P to utilize info to guide instruction • Coach and LLI provide support with analysis, and follow-up assessments as needed
Data Meetings **Substitute Coverage** 17 classroom teachers K-5 general ed at $183 a day= $3,111 For 3 days a year- $9,333 + $2,254 benefits= $11,587	$11,587	District with SLT LCAP Funds	• Using data to guide instruction • Time for grade level collaboration and Literacy Coach support
IEPs During the School Day **Substitute Coverage** Half-day 1 time a month 3 back-to-back IEPs in a school day	---	District-Special Ed	• Allows for teachers to use before/after school time for prep, planning, collaboration • Allows timelines to be met • 13% of students in sped
Intervention for At-Risk Students Teacher Hourly Rate plus benefits Before or After School	---	District	• 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
Literacy and Language Interventionist	---	District	• Tier II/III Intervention • ELD for 4th/5th LTELs
Instructional Coach	---	District	• Facilitate PD • Demo lessons • Lead data analysis
Bilingual Community Liaison	---	District	• Translates at events/meetings • Coordinates ELAC • Provides parent trainings • Supports office, parents, staff

PTA Funded
(Tentative- PTA develops and votes on their budget)

PS Science- Science Supplies • See Above	$9,225
Technology Software • 9960 Freckle ELA and Math K-5 • 9900 Lexia schoolwide • District Pays for DreamBox	$19,860
Classroom Grants	$8,050 ($350 Each)
Copier Maintenance	$3,500
School Supplies	$10,000
Field Trips	$3,050
Assemblies	$2,000
School Events	

$98,914 Total Expenses ($55,685 committed)

Schoolwide Fastbridge aReading- ELA

2021-22
Fall (August) to Winter (January) Data is Consistent (55% to 53% in green, and 30% in blue)
Overall, students are maintaining scores.
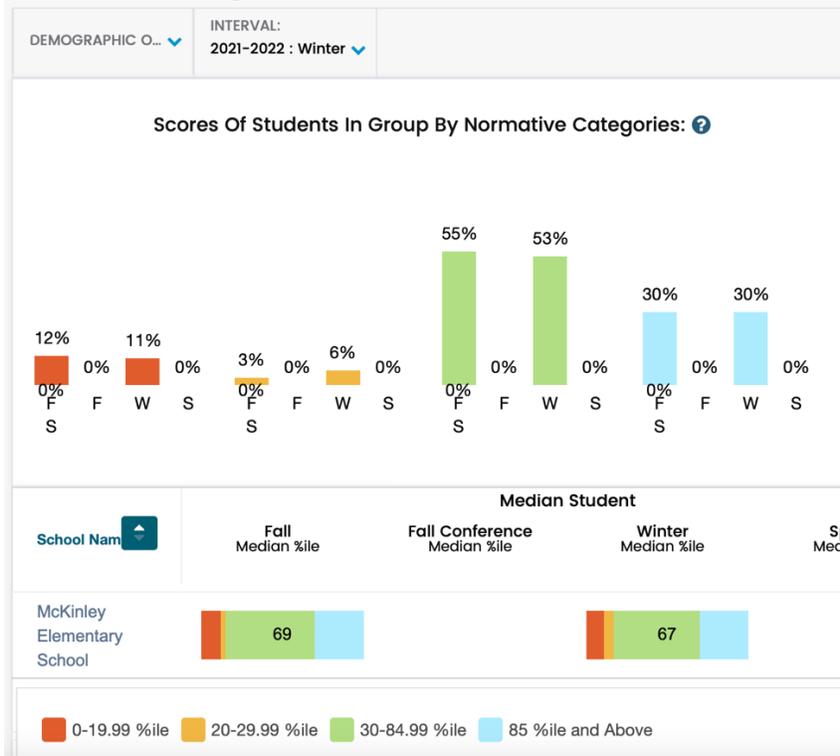
Current winter data consistent with prior years; Tier I (83%, 80%, 83%).
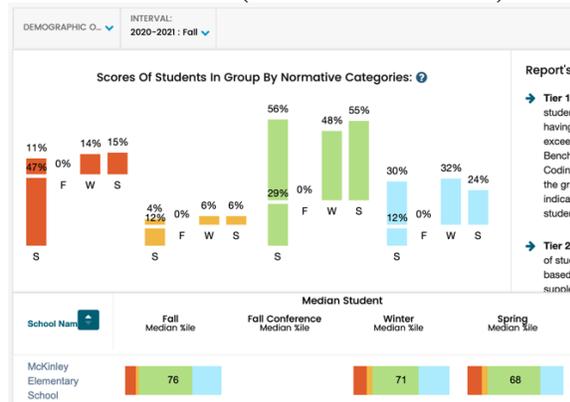
| **2020-21 Distance Learning Year**	**2019-2020 In-Person until March**
Winter 48% Green (current winter 53%)	Winter 53% Green (current winter 53%)
Winter 32% Blue (current winter 30%)	Winter 30% (current winter 30%)
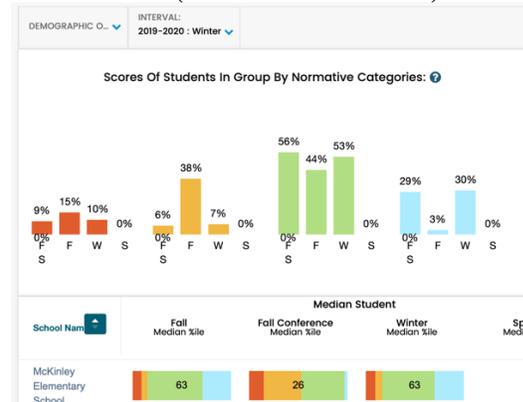
Schoolwide Fastbridge aMath- Math

<u>**2021-22**</u>
Fall (August) to Winter (January) Data is Consistent (57% to 59% Green and 22% to 23% Blue)
Overall, students are maintaining scores.
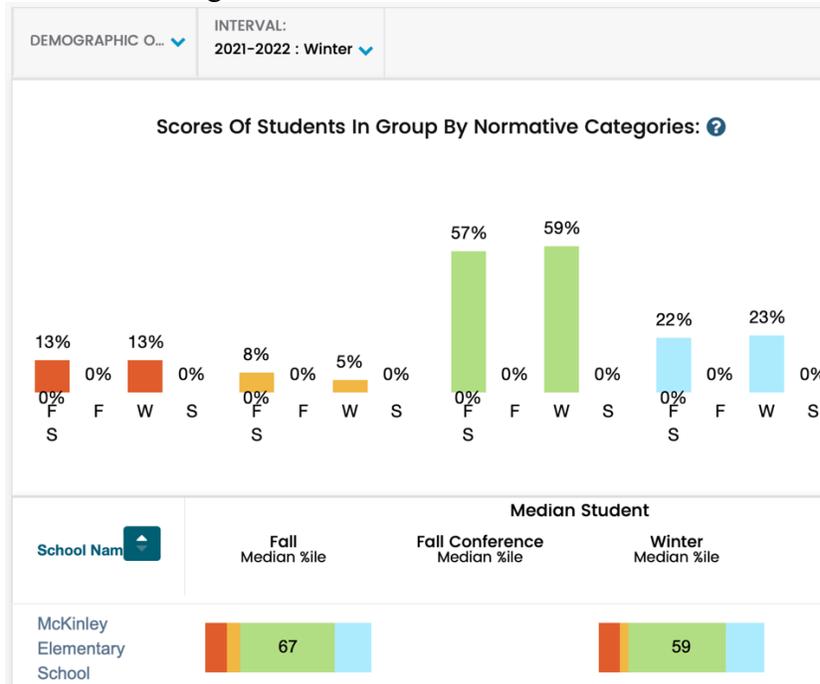
Current winter data relatively consistent with prior years
Total Tier I percentage consistent (82%, 83%, 85%), but higher percentage in green rather than blue
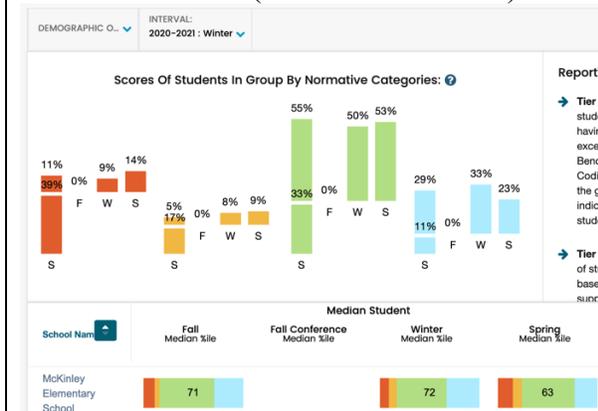
<u>**2020-21 Distance Learning Year**</u>	<u>**2019-2020 In-Person until March**</u>
Winter 50% Green (current winter 59%)	Winter 55% Green (current winter 59%)
Winter 33% Blue (current winter 23%)	Winter 30% Blue (current winter 23%)
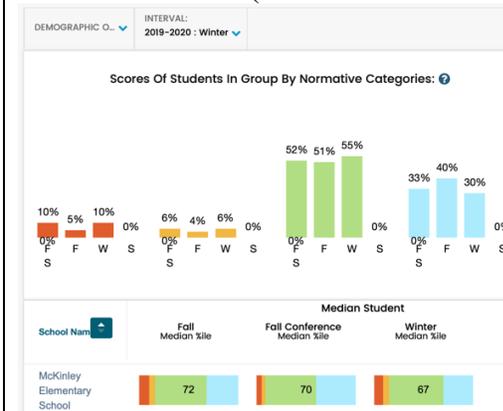
<u>**Comparing ELA and Math**</u>
The total Tier I percentage in ELA and Math are comparable (83% and 82%)
The percentage in Green is higher in Math compared to ELA (59%-Math to 53%-ELA Green, and 23%-Math to 30%-ELA Blue);