School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

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

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

MCKINLEY ELEMENTARY SCHOOL	19-64980-6022594	3/14/23	6/29/23

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, and all parents, staff, and students 4th and 5th participate in the School Climate 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 TK/K take the Star Early Literacy assessment, and 1st-5th take the Star ELA and Star Math assessments, 3 times a year for progress monitoring. Grades K-5 are also assessed with Fountas and Pinnell, as well as Words Their Way, to determine students' reading levels and needs. Students 1st-5th also receive the SMMUSD Interim Assessments Blocks (IABs). 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. English Learners take the initial and summative annual ELPAC.

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

The certificated staff elects a Site Leadership Team (SLT) each year that consists of the school administrators, the 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 demographic groups

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 Literacy Language Interventionist provides 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, and Visual Arts, 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. 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 taught.

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 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 meetings are open to the public. 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.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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 3/8/23. This process was also done with ELAC on 3/10/23, and 100% of the members present at the meeting voted in favor of the SPSA as presented.
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 content of the documents were presented at two Title I Annual Meetings, presented at the 3/8/23 Faculty Meeting, and presented at the 3/10/23 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 Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	0.27%	0.25%	1	1	1
African American	8.4%	8.00%	7.69%	35	30	31
Asian	9.8%	10.93%	13.9%	41	41	56
Filipino	0.7%	0.80%	0.74%	3	3	3
Hispanic/Latino	33.3%	35.73%	33.5%	139	134	135
Pacific Islander	%	%	0%			0
White	42.5%	39.20%	38.96%	177	147	157
Multiple/No Response	4.8%	4.80%	4.47%	20	18	18
			Total Enrollment	417	375	403

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	68	75	77
Grade 1	71	53	63
Grade 2	70	62	54
Grade3	61	69	74
Grade 4	64	57	73
Grade 5	83	59	62
Total Enrollment	417	375	403

Conclusions based on this data:

1. There is declining enrollment over time.
2. White and Latino demographic groups 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		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	52	55	62	12.50%	14.7%	15.4%
Fluent English Proficient (FEP)	45	36	39	10.80%	9.6%	9.7%
Reclassified Fluent English Proficient (RFEP)	8			15.4%		

Conclusions based on this data:

1. The number of ELs has remained relatively consistent over time.
2. The reclassification percentage increased in 21-22
3. There are less initially fluent ELs, so less initial ELs enrolling.

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
	22-23	22-23	22-23	22-23
Spring 2023 Star ELA (District Benchmark)	411	203	73%	51%

Local Assessment Data
Mathematics

Local Assessment Name	Students Enrolled	Students Tested	Percent of Students At/Above Grade Level	Percent of Students Not Tested
	22-23	22-23	22-23	22-23
Spring 2023 Star Math (District Benchmark)	411	223	80%	46%

Conclusions based on this data:

1. Some students do not participate in the Star ELA because they participate in the Star Early Literacy (TK-1), so the number of participants changes over the course of the year. The Star EarlyLiteracy includes math.
2. There was significant growth in math over the year from fall, winter, to spring from 70%, to 76% to 80%. So the strategies implemented in math are proving effective. Typically math schoolwide scores are lower than ELA scores, so this shows the focus on math this year is benefiting student achievement.
3. There was significant growth in ELA over the year from fall, winter, to spring from 65%, to 69% to 73%.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	56	65		0	63		0	63		0.0	96.9	
Grade 4	61	58		0	56		0	56		0.0	96.6	
Grade 5	82	57		0	57		0	57		0.0	100.0	
All Grades	199	180		0	176		0	176		0.0	97.8	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2458.			39.68			28.57			9.52			22.22	
Grade 4		2537.			44.64			35.71			14.29			5.36	
Grade 5		2536.			26.32			43.86			12.28			17.54	
All Grades	N/A	N/A	N/A		36.93			35.80			11.93			15.34	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		31.75			57.14			11.11	
Grade 4		35.71			57.14			7.14	
Grade 5		36.84			49.12			14.04	
All Grades		34.66			54.55			10.80	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		28.57			47.62			23.81	
Grade 4		37.50			51.79			10.71	
Grade 5		19.30			63.16			17.54	
All Grades		28.41			53.98			17.61	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		23.81			71.43			4.76	
Grade 4		26.79			64.29			8.93	
Grade 5		21.05			71.93			7.02	
All Grades		23.86			69.32			6.82	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		33.33			57.14			9.52	
Grade 4		30.36			67.86			1.79	
Grade 5		24.56			63.16			12.28	
All Grades		29.55			62.50			7.95	

Conclusions based on this data:

1. The overall percentage of students meeting and exceeding the standards post-pandemic is comparable to pre-pandemic (by 1%) indicating minimal learning loss.
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)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	56	65		0	64		0	64		0.0	98.5	
Grade 4	61	58		0	57		0	57		0.0	98.3	
Grade 5	82	57		0	57		0	57		0.0	100.0	
All Grades	199	180		0	178		0	178		0.0	98.9	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2455.			31.25			25.00			26.56			17.19	
Grade 4		2518.			35.09			35.09			22.81			7.02	
Grade 5		2524.			29.82			22.81			22.81			24.56	
All Grades	N/A	N/A	N/A		32.02			27.53			24.16			16.29	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		31.25			50.00			18.75	
Grade 4		43.86			45.61			10.53	
Grade 5		29.82			49.12			21.05	
All Grades		34.83			48.31			16.85	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		35.94			45.31			18.75	
Grade 4		31.58			57.89			10.53	
Grade 5		21.05			61.40			17.54	
All Grades		29.78			54.49			15.73	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		34.38			56.25			9.38	
Grade 4		35.09			50.88			14.04	
Grade 5		22.81			56.14			21.05	
All Grades		30.90			54.49			14.61	

Conclusions based on this data:

1. The overall percentage of students meeting and exceeding the standard in math is relatively comparable pre and post pandemic (2% change) indicating minimal learning loss.
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 5th grade.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	1446.9		*	1467.4		*	1398.6		10	14	
1	*	*		*	*		*	*		6	7	
2	1462.7	*		1455.4	*		1469.8	*		13	6	
3	1538.8	*		1572.7	*		1504.4	*		11	8	
4	*	1572.4		*	1606.3		*	1538.2		6	12	
5	*	*		*	*		*	*		8	5	
All Grades										54	52	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	28.57		*	28.57		*	28.57		*	14.29		*	14	
1	*	*		*	*		*	*		*	*		*	*	
2	23.08	*		61.54	*		0.00	*		15.38	*		13	*	
3	54.55	*		45.45	*		0.00	*		0.00	*		11	*	
4	*	83.33		*	8.33		*	0.00		*	8.33		*	12	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	37.04	40.38		42.59	40.38		7.41	13.46		12.96	5.77		54	52	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	42.86		*	28.57		*	14.29		*	14.29		*	14	
1	*	*		*	*		*	*		*	*		*	*	
2	38.46	*		38.46	*		7.69	*		15.38	*		13	*	
3	100.0	*		0.00	*		0.00	*		0.00	*		11	*	
4	*	91.67		*	0.00		*	0.00		*	8.33		*	12	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	59.26	61.54		24.07	25.00		3.70	7.69		12.96	5.77		54	52	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	7.14		*	21.43		*	50.00		*	21.43		*	14	
1	*	*		*	*		*	*		*	*		*	*	
2	23.08	*		46.15	*		15.38	*		15.38	*		13	*	
3	9.09	*		18.18	*		63.64	*		9.09	*		11	*	
4	*	8.33		*	58.33		*	33.33		*	0.00		*	12	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	16.67	13.46		25.93	34.62		44.44	38.46		12.96	13.46		54	52	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	64.29		*	14.29		*	21.43		*	14	
1	*	*		*	*		*	*		*	*	
2	23.08	*		61.54	*		15.38	*		13	*	
3	72.73	*		27.27	*		0.00	*		11	*	
4	*	91.67		*	0.00		*	8.33		*	12	
5	*	*		*	*		*	*		*	*	
All Grades	38.89	63.46		46.30	28.85		14.81	7.69		54	52	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	42.86		*	35.71		*	21.43		*	14	
1	*	*		*	*		*	*		*	*	
2	61.54	*		23.08	*		15.38	*		13	*	
3	100.00	*		0.00	*		0.00	*		11	*	
4	*	100.00		*	0.00		*	0.00		*	10	
5	*	*		*	*		*	*		*	*	
All Grades	70.37	64.00		18.52	30.00		11.11	6.00		54	50	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	7.14		*	78.57		*	14.29		*	14	
1	*	*		*	*		*	*		*	*	
2	46.15	*		38.46	*		15.38	*		13	*	
3	18.18	*		63.64	*		18.18	*		11	*	
4	*	25.00		*	58.33		*	16.67		*	12	
5	*	*		*	*		*	*		*	*	
All Grades	27.78	19.23		57.41	61.54		14.81	19.23		54	52	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	28.57		*	42.86		*	28.57		*	14	
1	*	*		*	*		*	*		*	*	
2	23.08	*		53.85	*		23.08	*		13	*	
3	9.09	*		81.82	*		9.09	*		11	*	
4	*	8.33		*	91.67		*	0.00		*	12	
5	*	*		*	*		*	*		*	*	
All Grades	14.81	23.08		59.26	63.46		25.93	13.46		54	52	

Conclusions based on this data:

1. K and 4th had the highest number of ELPAC participants indicated by measurable score data.
2. The number of new ELs in K has remained relatively consistent over time.
3. Students' overall scores in reading, writing, listening, and speaking are relatively consistent across grade levels.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
375	**28.5**	**14.7**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in MCKINLEY ELEMENTARY SCHOOL.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	55	14.7
Foster Youth		
Homeless	1	0.3
Socioeconomically Disadvantaged	107	28.5
Students with Disabilities	51	13.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	30	8.0
American Indian	1	0.3
Asian	41	10.9
Filipino	3	0.8
Hispanic	134	35.7
Two or More Races	18	4.8
Pacific Islander		
White	147	39.2

Conclusions based on this data:

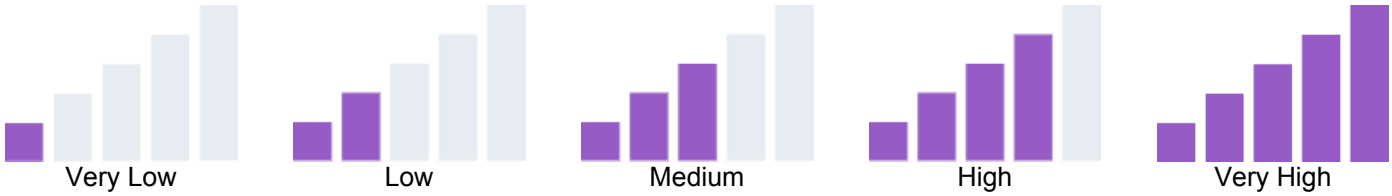
1. White and Hispanic subgroups are the largest demographic groups of students.
2. There is a statistically relevant number of SED, students with disabilities, and ELs, and as such are target groups. McKinley is at 34% SED students in 22-23.
3. There is a diverse population of students at McKinley.

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: High	Chronic Absenteeism: Very High	Suspension Rate: Low
Mathematics: High		
English Learner Progress: Very High		

Conclusions based on this data:

1. ELA and Math academic progress is high, and above the state average.
2. EL Learner Progress is very high, and far above the state average.
3. Our work in RJ and Responsive Classroom has had a positive effect on our suspension rates which is low.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
0	0	2	1	1

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students

High
41.2 points above standard
173 Students

English Learners

Medium
1.9 points above standard
30 Students

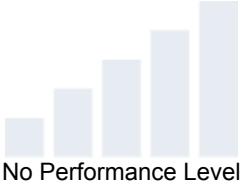
Foster Youth

Homeless

Socioeconomically Disadvantaged

High
11.7 points above standard
68 Students

Students with Disabilities



No Performance Level
53.2 points below standard
25 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 40.6 points below standard 14 Students	No Performance Level 1 Student	No Performance Level 69.6 points above standard 16 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Medium 6.9 points above standard 66 Students	No Performance Level 8 Students		Very High 72.9 points above standard 69 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
25.1 points below standard 23 Students	7 Students	47.5 points above standard 126 Students

Conclusions based on this data:

1. A particular area of strength was that SED students excelled in ELA with a score of High.
2. Instructional strategies being implemented have been effective.
3. There continues to be a relative achievement gap, so instructional strategies to close the achievement gap for Hispanic and EL students will continue.

School and Student Performance Data

Academic Performance
Mathematics

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

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

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	0	3	0	1

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
High	Medium	
17.5 points above standard	24.6 points below standard	
173 Students	30 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Medium	No Performance Level
	9.9 points below standard	58.4 points below standard
	68 Students	25 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 33.9 points below standard 14 Students	No Performance Level 1 Student	No Performance Level 73.9 points above standard 16 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Medium 22.7 points below standard 66 Students	No Performance Level 8 Students		Very High 41.4 points above standard 69 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
40.9 points below standard 23 Students	7 Students	24.7 points above standard 126 Students

Conclusions based on this data:

1. Overall students are making progress with a score of High, higher than the state average.
2. Math is a relative area of growth compared to ELA.
3. There is a relative achievement gap for Hispanic, Els, and SED students so strategies will be implemented to close the gap. The number of African American students does not have a score because of the small number of students.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Very High

66.7 making progress towards English language proficiency

Number of EL Students: 33 Students

Performance Level: 5

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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
9.1%	24.2%	30.3%	36.4%

Conclusions based on this data:

1. ELs made impressive progress with Very High growth, above the state average.
2. The majority of students, about 90% maintained or progressed ELPI levels.
3. While ELs are making significant progress in language proficiency, there continues to be an academic gap when compared to white peers in ELA and Math.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

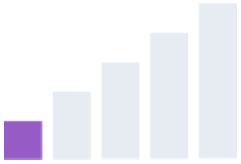
This section provides number of student groups in each level.

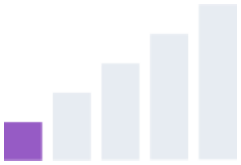
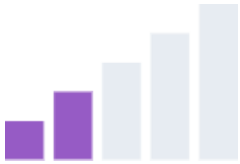
2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
5	2	0	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	Very High	No Performance Level
24.5% Chronically Absent	33.3% Chronically Absent	Less than 11 Students
387 Students	60 Students	2 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very High	Very High
Less than 11 Students	39.6% Chronically Absent	33.3% Chronically Absent
1 Student	134 Students	57 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
			
Very High	No Performance Level	High	No Performance Level
25% Chronically Absent	Less than 11 Students	11.9% Chronically Absent	Less than 11 Students
32 Students	1 Student	42 Students	3 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Very High	No Performance Level		High
38.4% Chronically Absent	5.3% Chronically Absent		18.4% Chronically Absent
138 Students	19 Students		152 Students

Conclusions based on this data:

1. Absenteeism based on 2022 data is an area of need, however this data is consistent nationwide which was around 24%, due to the quarantine requirements during 21-22.
2. Hispanic and SED students have the highest attendance needs.
3. Given that McKinley is home to a Life Skills special education program with medically fragile students this may have a disproportionate impact on this data.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	1	4	1	1

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Medium	No Performance Level
1% suspended at least one day	1.7% suspended at least one day	Less than 11 Students
394 Students	60 Students	2 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Medium	Medium
Less than 11 Students	1.5% suspended at least one day	1.8% suspended at least one day
1 Student	135 Students	57 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
High	No Performance Level	Very Low	No Performance Level
3.1% suspended at least one day	Less than 11 Students	0% suspended at least one day	Less than 11 Students
32 Students	1 Student	44 Students	3 Students

Hispanic	Two or More Races	Pacific Islander	White
Medium	No Performance Level		Low
1.4% suspended at least one day	0% suspended at least one day		0.6% suspended at least one day
138 Students	20 Students		156 Students

Conclusions based on this data:

1. Suspension ranking overall is low at 1% of students.
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.

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

Typically on the Dashboard, schools receive one of five color-coded performance levels on each of the state indicators. The colors from highest to lowest are: Blue, Green, Yellow, Orange, and Red. The color-coded performance levels are calculated considering both that year's scores, and growth from the previous year's data. Since there was no state test in 2019-2020 and 2020-2021 due to COVID, for the 2022 Dashboard only, scores are based solely on 2021-22 school year data. Instead of color-coded performance levels, there are "status levels" that range from Very High, High, Medium, Low, and Very Low.

On the 2022 Dashboard, in ELA McKinley received a status of High, with above 41.2 points above the standard, and in Math a status of High with 17.5 points above the standard. For demographic groups in ELA, EL and Hispanic students scored Medium, SED High, and White students Very High. In Math EL and Hispanic and SED students scored Medium, and White students Very High.

On the state test CAASPP, the percentage of students meeting and exceeding the standards in ELA 16-17 was 59%, 17-18 69%, 18-19 74%, and 21-22 73%. In Math 16-17 was 53%, 17-18 61%, 18-19 63%, 21-22 60%. So Academic Discourse has shown to be effective over time, with a growth of 14% in ELA and 7% in Math. Math is a relative area of growth. Also closing the achievement gap for our diverse demographic groups continues to be a goal and an area of growth.

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. The 2022 CAASPP did not provide claim data. 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	CAASPP Data Over Time: Schoolwide ELA- 59% 16-17, 68% 17-18, 74% 18-19 21-22 73% Schoolwide Math- 55% 16-17, 59% 17-18, 62% 18-19, 60% 21-22 Subgroups' scores in ELA (ELs-9% to 26% to 44% to 46%; Black-48% to 59% to 69% to 36%; Hispanic-41% to 56% to 64% to 56%; Socioeconomic Disadvantaged-39% to 56% to 62% to 59%) Asian students were 93% and White students 90% in 2022 (prior 3 years scores before 2016 were stagnant) CAASPP participation was 99.4% for 3rd-5th and 100% for CAA. Grade Level Scores in ELA: Schoolwide- 73% 3rd- 69% 4th- 81% 5th- 70% Grade Level Scores in Math Schoolwide- 60% 3rd- 56% 4th- 70% 5th- 53% 3rd Grade- Maintained ELA- 69% pre-pandemic to 69% post pandemic 4th Grade- Increased in ELA- 65%, 65%, 76%, to 81% 4th Grade- 72% of Socioeconomically Disadvantaged Students met/exceeded the standard in ELA	SMART Goals: By June 2024, the percentage of students meeting and exceeding standards on the CAASPP in ELA will increase from 73 to 78%. By June 2024, the percentage of students meeting and exceeding standards on the CAASPP in Math will increase from 60 to 66%. By June 2024, 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 2024, the percentage of students meeting and exceeding standards on the CAASPP in ELA for each target subgroup will increase by 5% (ELs to 51%, Black 41%, Hispanic 61%, SED 64%).

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	5th Grade- Made growth in Math from pre-pandemic 46% to 53% 5th Grade- Made big growth on the Science Test- 37% pre-pandemic to 53% post-pandemic (16% increase) 3rd- The number of “did not meet” in ELA doubled 12% to 22% 5th- The percentage of “did not meet” in ELA tripled 6% to 18%, and doubled in Math 12% to 24% Cohort Scores (due to break in testing due to the pandemic, the cohort scores are for 2019) 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.	
Star ELA and Math	2022-23 Star scores	SMART Goal-

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Fall beginning of year 2022 scores: 66% in ELA Star Reading Proficiency Rate (district benchmark) 62.7% Star Reading proficiency rate (state benchmark) 71.1% Proficiency Rate in Math (district benchmark) 47.2% Proficiency Rate in Math (state benchmark) 55.8% Early Literacy proficiency rate (district benchmark) Winter 2022-23 Star scores> 69.9% in ELA Star Reading Proficiency Rate (district benchmark) 63.7% Star Reading proficiency rate (state benchmark) 72.3% Growth Percentile in Star Reading 76.9% Proficiency Rate in Math (district benchmark) 51.7% Proficiency Rate in Math (state benchmark) 70.7% Growth Percentile in Math 66.4% Early Literacy proficiency rate (district benchmark) 52.8% Early Literacy student growth percentile Fall to Winter: 4% increase in ELA district benchmark 1% increase in ELA state benchmark 6% increase in Math district benchmark 5% increase in Math state benchmark 10% increase in Early Literacy district benchmark	By June 2024, the reading proficiency rate on the ELA star assessment will be 75% (district benchmark). By June 2024, the math proficiency rate on Math star assessment will be 80% (district benchmark).

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dashboard Data	Dashboard 2022 Statuses: In ELA McKinley received a status of High, with above 41.2 points above the standard, and in Math a status of High with 17.5 points above the standard. For demographic groups in ELA, EL and Hispanic students scored Medium, SED High, and White students Very High. In Math EL and Hispanic and SED students scored Medium, and White students Very High. 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 2023 (Date of release of 2022-23 Dashboard scores), McKinley will maintain the color of Blue for the schoolwide ELA ranking. By October 2023 (Date of release of 2022-23Dashboard scores), McKinley will have the color of Blue for the schoolwide Math ranking, increasing from Green. By October 2023 (Date of release of 2022-23 Dashboard scores), McKinley will have the color of Blue for the schoolwide ELA ranking for the subgroup of English Learners. By October 2023 (Date of release of 2022-23 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 2022-Winter 2023 1st Grade: 2.5 2nd Grade: 1.69 3rd Grade: 1.38 4th Grade: 1.42 5th Grade: 1.26 school average growth is 1.64	SMART Goal: By June 2024, the schoolwide average level of growth for the year on the end-of-year F&P assessment will be at least 1.5 levels.
IAB Fall and Winter	2022 Fall IABs:	SMART Goal

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Schoolwide Fall November IABs 3rd-5th- percentage at or near the standard 77% in ELA 72% in Math; (76% 1st-5th) Topics: 1st- Addition and Subtraction 2nd- Numbers and Operations 3rd- Read Literary Text, and Multiplication and Division 4th- Read Literary Text, and Number and Operations in Base Ten 5th- Read Literary Text, and Number and Operations in Base Ten Percentage Who have Mastered the Standards Grade Level Math 1st Grade 78% 2nd Grade 84% Grade Level IAB Data- Percentage at or near the standard 3rd Grade- 66% Math, 63% ELA 4th Grade 78% Math, 79% ELA 5th Grade 71% Math, 88% ELA 2023 Winter IABs Schoolwide Winter November IABs 3rd-5th- percentage at or near the standard 87% in ELA 72% in Math 10% schoolwide increase in ELA from fall to winter No change in math from fall to winter Topics:	By February 2024, the schoolwide percentage of students at and near the standard on the Winter IAB will total 90% in ELA. By February 2024, the schoolwide percentage of students at and near the standard on the Winter IAB will total 75% in Math.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	3rd- Read Informational Text, and Number and Operations-Fractions 4th- Read Informational Text, and Number and Operations and Algebraic Thinking 5th- Read Informational Text, and Number and Operations-Fractions Grade Level IAB Data- Percentage at or near the standard 3rd Grade- 84% Math, 79% ELA 4th Grade 73% Math, 88% ELA 5th Grade 59% Math, 93%ELA There is an increase in 3rd grade and 4th scores from fall to winter. 5th grade there is a 12% decline in Math, but a 5% increase in ELA from fall to winter. 1st and 2nd grade did a Math Assessment. The 22-23 data is: 1st fall- 77% meets and exceeds 1st Winter- 69% meets and exceeds Change of a decline of 8% 2nd fall- 74% meets and exceeds 2nd winter- 72% meets and exceeds Change of a decline of 2%	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students and at-promise students

Strategy/Activity

McKinley teachers will implement the Fountas and Pinnell reading assessment to all students in September, January, and May. This assessment helps to identify students' independent and instructional reading levels, and helps identify student strengths and areas of need in reading comprehension. This data in helpful information for teachers to guide instruction, and for parents to provide just-right reading materials to their children. The data also helps with progress monitoring student growth in reading over time. Substitute coverage will be provided to teachers upon request, so that they may conduct the testing one-on-one; teachers may also choose to do the assessments over time during regular instructional time.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
9,450	District LCAP Funds 1000-1999: Certificated Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Literacy and Math small-group pull-out Intervention for at-risk/at-promise Tier III students

Strategy/Activity

As part of our Response to Intervention (RTI) McKinley provides pull-out support to at-risk students in ELA from our Literacy and Language Interventionist. 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. Research based curriculum such as LLI and SIPPS will be used. At-risk students will be identified via assessment data such as Star, Fountas and Pinnell, and CAASPP, and have continuous progress monitoring to determine their eligibility for support and areas of need. The Literacy and Language Interventionist 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)
	District LCAP Funds 1000-1999: Certificated Personnel Salaries Certificated Salaries

Strategy/Activity 3

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. IAs are funded through SMEF.
6 (3 hours)
3 (3.5 hours for K)
1 (6 hours for TK)
= 10 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)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners and at-risk/at-promise students

Strategy/Activity

Teachers will be provided teacher hourly rate to provide after school intervention to at-risk students and English Learners. Some interventions include: English Language Development for Longterm ELs- 4th-5th, extended time before/after school with LLI; and Academic Vocabulary Toolkit (AVT) for ELs (2nd-3rd). 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 5

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

This year McKinley will become an AVID Elementary School. AVID is a renowned worldwide program that seeks to develop a strong college-going culture where students think about their college and career plans. The elementary program seeks to close opportunity/achievement gaps before they begin. Teachers provide the academic foundation students need to be on a path for college and career success. Students are taught academic habits they will need to be successful in middle school, high school, and college, in an age-appropriate and challenging way. Children learn about organization, study skills, communication, and self-advocacy. AVID Elementary students take structured notes and answer and ask high-level questions that go beyond routine answers. This will be a strategy to help address the achievement gap for Black, Hispanic, and low-income students at McKinley. Administration, the School Psych, and 4th and 5th grade teachers will be trained in AVID. The school will be registered as an AVID School with membership, receive curriculum materials for students, and access to ongoing professional development. In 23-24 will be the cost of the annual membership.

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)
3,375	District LCAP Funds 5800: Professional/Consulting Services And Operating Expenditures Professional Development

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

The part-time 50% 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 based on data and students' identified areas of need. The person will also help coordinate Family Literacy Night, and other literacy related events. 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 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

All classroom teachers K-5 will participate in two half day 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 Literacy Language Interventionist, sped team, and Administration will also be invited to attend these meetings to collaborate and provide support. Funded with 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)
5,670	District LCAP Funds 1000-1999: Certificated Personnel Salaries Sub Coverage for Data Meetings

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students with emphasis on inquiry based learning for targeted subgroups

Strategy/Activity

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 during the school year.
A new science curriculum was adopted for the 22-23 school year, called Amplify Science. The STEM teacher will model the instruction and co-teach with the teachers to build their capacity and encourage continuation and expansion of STEM instruction throughout teachers' instructional program. The STEM teacher will support with material organization and the curriculum pacing. 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)
17,000	Stretch Grant (Ed Foundation) 5800: Professional/Consulting Services And Operating Expenditures STEM Science
10,000	Parent-Teacher Association (PTA) 4000-4999: Books And Supplies STEM Supplies

Strategy/Activity 9

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

All students

Strategy/Activity

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

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 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 engage students in school and learning, McKinley will provide visual arts instruction for all TK-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 TK-K.
The district funded 15 sessions via SMEF 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

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

This will be the 7th year of implementation of this goal.

2022 CAASP data has demonstrated the effectiveness of the strategies applied to achieve this goal.
Schoolwide scores in ELA have grown over time (14% growth), and were maintained despite challenges with Distance Learning and the pandemic- 59% 16-17, 68% 17-18, 74% 18-19 21-22 73%
While Math is still a relative area of growth compared to ELA, there has been growth over time (7% growth), and scores were maintained despite challenges with Distance Learning and the pandemic- 55% 16-17, 59% 17-18, 62% 18-19, 60% 21-22

Subgroups' scores in ELA (ELs-9% to 26% to 44% to 46%; Black-48% to 59% to 69% to 36%; Hispanic-41% to 56% to 64% to 56%; Socioeconomic Disadvantaged-39% to 56% to 62% to 59%) Asian students were 93% and White students 90% in 2022 (prior 3 years scores before 2016 were stagnant)

There have been longitudinal gains in academic achievement for all students and targeted subgroups. The growth in subgroups indicates culturally responsive teaching strategies and student engagement strategies successful
In ELA ELs have grown each year since 2016-17 from 9% to 26% to 44% to 46% and Socioeconomic Disadvantaged-39% to 56% to 62% to 59%. The close maintaining of student achievement for SED students was a strength, as this group's scores declined significantly statewide while McKinley's students did not decline significantly post pandemic.

While demographic groups have made growth since 2016, some were more impacted by the pandemic. Black students who had been making growth dropped from 48% to 59% to 69% to 36% and Hispanic from 41% to 56% to 64% to 56%. Asian students were 93% and White students 90% in 2022. So an achievement gap, despite growth, persists and McKinley is committed to closing the gap.

While claims data is no longer provided on the CAASPP, the 2019 data showed an increase schoolwide scores in claim areas of listening and speaking in ELA and communicating reasoning in math meeting our goals with:
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')

Schoolwide IAB scores indicate strong student progress over the school year with
10% schoolwide increase in ELA from fall to winter
No change in math from fall to winter

Schoolwide Star scores indicate strong student progress over the year as well with predominately increases
4% increase in ELA district benchmark
1% decline in ELA state benchmark
6% increase in Math district benchmark
5% increase in Math state benchmark
10% increase in Early Literacy district benchmark

When Dashboard had color rankings in 2019, 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

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 the 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. This data matched the fall Star assessment data, indicating minimal to no learning loss during the pandemic.

Overall Summary:

- Growth in demographic groups indicates culturally responsive teaching strategies and student engagement strategies successful, but closing the achievement gap still an area of focus and a priority
- Ongoing growth, and maintaining of scores after distance learning, in ELA indicates academic discourse strategies in that subject are effective
- Continue emphasis on Math- still a schoolwide relative area of need compared to ELA
- 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

Typically on the Dashboard, schools receive one of five color-coded performance levels on each of the state indicators. The colors from highest to lowest are: Blue, Green, Yellow, Orange, and Red. The color-coded performance levels are calculated considering both that year's scores, and growth from the previous year's data. Since there was no state test in 2019-2020 and 2020-2021 due to COVID, for the 2022 Dashboard only, scores are based solely on 2021-22 school year data. Instead of color-coded performance levels, there are "status levels" that range from Very High, High, Medium, Low, and Very Low.

On the Dashboard EL Progress was Very High, with 66.7% making progress towards EL proficiency. 91% of ELSs maintained or progressed at least 1 EL Progress Indicator (ELPI) on the ELPAC. EL Progress on the Dashboard is based on the 2020–21 and 2021–22 English Language Proficiency Assessments for California (ELPAC) Summative Assessment Results.

On the Dashboard ELs in ELA achievement were a Medium with 1.9 points above standard, and in Math a Medium with 24.6 points below standard. So Math is a relative area of growth.

CAASPP EL scores in ELA have increased 36% in just the past two years (9% 16-17 to 26% 17-18 to 45% 18-19 to 46% in 21-22 meeting or exceeding the standard).

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.

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- Star Reading (2 consecutive 75th percentile) Teacher input	SMART Goal- By June 2024, for the 2022-23 school year, 15% of ELs will be reclassified as RFEPs.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Parent input In 22-23 11 ELs have reclassified as of January 2023, which surpasses our typical average. During spring 2020, schools closed and ELPAC Summative and FastBridge assessments were canceled. Not having this 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- 2022-23 11 reclassification out of 56- 20% Reclassification 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 to 45% in 21-22	SMART Goal- By June 2024, the percentage of EL students meeting and exceeding standards on the

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		CAASPP in ELA will increase by 5%.
Dashboard EL Data	Dashboard Status 2022 EL Progress- Very High ELA achievement- Medium with 1.9 points above standard Math- a Medium with 24.6 points below standard Dashboard Status 2019 EL ELA- Green (increase from prior year) EL Math- Yellow (a decline from prior year)	SMART Goal- By October 2023 (Date of release of 2022-23 Dashboard scores), McKinley will have the color Blue for the EL Progress ranking on Dashboard. By October 2023 (Date of release of 2022-23 Dashboard scores), McKinley will have the color of Blue for the ELA ranking for the subgroup of English Learners. By October 2023 (Date of release of 2022-23 Dashboard scores), McKinley will have the color of Green for the Math ranking for the subgroup of English Learners.
Star ELA and Star Math	Currently EL data for star reading, math, and early literacy is unavailable. SMMUSD Ed Services is working to adjust the system so this data is available. Once data is available baseline data will be entered.	SMART Goal- By June 2024, the EL Proficiency Rate (district benchmark) on the Star ELA assessment will be 60%. By June 2024, the EL Proficiency Rate (district benchmark) on the Star Math assessment will be 60%. By June 2024, the EL Proficiency Rate (district benchmark) on the Star Early Literacy assessment will be 60%.

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 provided teacher hourly rate to provide after school intervention to English Learners and other Tier III students struggling academically.
Academic Vocabulary Toolkit (AVT) will be offered to ELs in 2nd and 3rd grades after school to develop vocabulary.
The LLI will provide extended supplemental designated ELD instruction after school to Longterm English Learners (LTELs) in 4th and 5th grades.
The District offers an Academic Support Program (ASP) which is after school tutoring from a company on zoom one-on-one, for students who are low-income and Tier III.

The District also offers an Intensive Intervention Summer School program for students needing more support, as well as an EL Science summer program for ELs.

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. A portion of LCAP funds will be utilized for PD (contractor costs, teacher hourly, and/or sub coverage) based on areas of need identified in data.

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

Amount(s)	Source(s)
1,505	District LCAP Funds 5800: Professional/Consulting Services And Operating Expenditures PD contractor costs, teacher hourly, and/or sub coverage

Strategy/Activity 4

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

English Learners and at-promise students

Strategy/Activity

The school will provide a Family Literacy Night to share with families literacy activities that can be done at home to develop language. Coordinated by the Instructional Coach, LLI, Administration, and teachers and parent volunteers, 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 families, at-promise, low-income, 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. He 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 ELs 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)

English Learners, at-promise, and 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 and K has a set of 10 iPads per class. 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.
Dreambox is a district funded computer program that supports students in learning math.
All three computer programs are adaptive, at students' level, to support their learning and growth.

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)
19,055	Parent-Teacher Association (PTA) 4000-4999: Books And Supplies Supplemental Resources

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

This will be the 7th 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 were maintained after Distance Learning, and increased 36% over time (9% 16-17 to 26% 17-18 to 44% 18-19 to 45% in 21-22 meeting or exceeding the standard).

Also on the 2022 Dashboard 66.7% are making progress compared to the the 75.5% of ELs are making progress on the Dashboard 2019. Both statuses were "Very High" progress, so while the percentage was different, the highest level of achievement was achieved. The percentages highly surpass the state average goal.

However, on the 2019 Dashboard there was a decrease for ELs in math from Blue to yellow, so this will be an area of focus. ELs in ELA maintained in green. On the 2022 Dashboard ELs in ELA and Math were Medium. So closing the achievement gap for ELs continues to be an area of growth.

The reclassification of 11 ELs in 2022-23 was a large gain compared to the 21-22 reclassification of 0 students. This indicates that ELs may have been more impacted by Distance Learning but made rapid growth upon return to in-person learning. A focus on ELD instruction and explicit teaching of vocabulary is occurring 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

Typically on the Dashboard, schools receive one of five color-coded performance levels on each of the state indicators. The colors from highest to lowest are: Blue, Green, Yellow, Orange, and Red. The color-coded performance levels are calculated considering both that year's scores, and growth from the previous year's data. Since there was no state test in 2019-2020 and 2020-2021 due to COVID, for the 2022 Dashboard only, scores are based solely on 2021-22 school year data. Instead of color-coded performance levels, there are "status levels" that range from Very High, High, Medium, Low, and Very Low.

Unlike the academic statuses, the goal for suspensions is to be "Low" or "Very Low." McKinley performed better than the CA state, with a percentage of 1% and a score of Low. Suspension rates have improved over time. On the 2019 Dashboard suspension was Blue at .8% up from the prior year's 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.

Attendance was an area of growth with a score of Very High- 24.5% students Chronically Absent (students missing 10% or more of the school year). Overall an attendance status of "High" or "Very High" was expected given the pandemic and COVID quarantine requirements last school year. In the State of California the chronic absenteeism rate was 30%, mirroring trends in other states.

Prior to to the pandemic, the 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 was 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 where 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.

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 2021-22 Pandemic School Year with Quarantines- Excellent- 5.3% Satisfactory- 32.9% Manageable- 37.9% Chronic- 19.7% Severe Chronic- 4.2% Significant increase in chronic attendance since returning from the pandemic and due to quarantines. Attendance Data for 2020-21 during Distance learning Excellent- 45.8% Satisfactory- 39.2% Manageable- 9.9% Chronic- 4.2% Severe Chronic- 1.0% 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%	SMART Goals- By June 2024, (for 2023-24 school year) the percentage of chronic and severely chronic absent students will be less than 15%. By June 2024, (for 2023-24 school year) the percentage of students with excellent or satisfactory attendance in A2A will be 75%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dashboard Chronic Absenteeism Scores	2022 Dashboard Attendance was an area of growth with a score of Very High- 24.5% students Chronically Absent (students missing 10% or more of the school year). 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 2023 (Date of release of 2022-23 Dashboard scores from the state), McKinley will have the color of Green for the schoolwide ranking for Attendance. By October 2023 (Date of release of 2022-23 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- On the 2022 Dashboard, in ELA McKinley received a status of High, with above 41.2 points above the standard, and in Math a status of High with 17.5 points above the standard. For demographic groups in ELA, EL and Hispanic students scored Medium, SED High, and White students Very High. In Math EL and Hispanic and SED students scored Medium, and White students Very High. Dahboard 2019 Scores Schoolwide ELA- Blue Subgroups ELA- ELs Green; Hispanic, SED and White-Blue (increased from prior year and met goal) Schoolwide Mathematics- Green Subgroups Math- EL- Yellow; SED and Hispanic- Green; White- Blue	SMART Goals- By October 2023 (Date of release of 2022-23 Dashboard scores from the state), McKinley will have the color of Blue for the schoolwide ELA ranking. By October 2023 (Date of release of 2022-23 Dashboard scores from the state), McKinley will have the color of Blue for the schoolwide Math ranking. By October 2023 (Date of release of 2022-23 Dashboard scores from the state), McKinley will have the color of Blue for the ELA rankings for subgroups. By October 2023 (Date of release of 2022-23 Dashboard scores from the state), McKinley will have the color of Green for the Math rankings for subgroups.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Olweus Survey Data	Baseline- 2022-23 Data TBD 2018-19 Data (last available data): 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. 34% of students tell an adult at school about the bullying.	SMART Goals- By June 2024, on the Olweus 3rd-5th survey, the percentage of boys and girls who report being bullied 2-3 times a month will be lower than the national average. By June 2024, on the Olweus 3rd-5th survey, the percentage of students who tell an adult at school by will increase be at least 50%.
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 and 2022-23 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. Rubric will include observable student behaviors such as: Students are demonstrating the following engagement tied to the school site focus of Academic Discourse. These are evidence of student learning: Speaking Skills:	SMART Goal: By June 2024, 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.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	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 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.	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	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 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Campus Monitors 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 Campus Monitors 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 19 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)
33,925	Site Formula Funds 2000-2999: Classified Personnel Salaries Campus Monitors
38,453	District Funded 2000-2999: Classified Personnel Salaries Campus Monitors
5,000	Parent-Teacher Association (PTA) 1000-1999: Certificated Personnel Salaries Campus Monitors Before and After the Bell

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 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, STEM, visual arts, 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 9

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 10

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 11

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 Lion's Roar principal newsletter, 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, Multicultural Celebration Day, School Beautification Days, and Harvest Festival.

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.

School communications about data, and student achievement for subgroups and strategies to close the achievement gap, will be created to communicate important information about children's learning and academic progress to promote parents as partners with the the 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)

Strategy/Activity 12

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

Teachers coordinate 4th and 5th grade student clubs during lunch recess or after school to engage students in school through high-interest supplemental experiences.

For example, 4th and 5th graders may be on 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 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.

4th and 5th graders may participate in Dungeons and Dragons, to learn strategy, sportsmanship, and creativity.

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

Amount(s) Source(s)

Strategy/Activity 13

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

All students

Strategy/Activity

Certificated 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 teachers 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.
The PDs will build teachers' capacity, and deepen their knowledge of effective instructional practices to close the achievement gap and meet all students' diverse needs.

Monthly Trainings for Instructional Aides, Paraeducators, and Campus Monitors 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.

Paraeducators also participate in monthly trainings on early out Wednesdays with the SMMUSD Behaviorist and school administration, and participate in ongoing PDs and coaching from special ed teachers and specialists.

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 14

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.

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. Many staff have also completed the voluntary Mindfulness Certification.

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 15

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 16

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

Students with Mental Health Social-emotional Learning and Wellbeing Needs

Strategy/Activity

McKinley will continue their partnership with Counselor from Family Services of Santa Monica, as well as counseling from a University intern(s). These counselors 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 17

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 has many staff committees in order to offer staff opportunities to be co-leaders and promote student engagement and organizational growth and improvement. Committees include 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 work on DEI themes and topics, tied to the social justice standards and school PRIDE philosophy "d" for diversity. The Committee identifies and facilitates the implementation of strategies that support historically marginalized groups. Strategies can apply to instruction, culture, and climate. All committees meet regularly throughout the school year.

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 18

Students to be Served by this Strategy/Activity

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

At-promise, ELs, low-income, BIPOC, homeless/foster youth, sped, historically marginalized groups

Strategy/Activity

Teacher hourly will be provided to teachers and staff in order to promote student/family engagement, opportunity, and access for At-promise, ELs, low-income, BIPOC, homeless/foster youth, sped, and historically marginalized groups. The teacher hourly includes the following strategies:

For example, staff will coordinate events like Family Literacy Night to share with families literacy activities that can be done at home to develop language. 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. Another event is Multicultural Celebration Day, which encourages families to share about their personal cultures and areas of interest to promote a safe and positive campus climate and build a school home partnership.

Staff will support students with access and opportunities to participate in family engagement opportunities such as Talent Show, and encourage and provide meaningful opportunities to connect with school and feel safe through clubs such as the Rainbow Club.

Staff will support students with special education needs, so that they can attend field trips. For example Paraeducators will be funded so that they can attend the 5th grade overnight science field trip with students with special needs, so that the students can attend and participate in the learning opportunity.

Staff will also promote family engagement through events like Multicultural Celebration Day. At this event families are invited to share about their own culture, so that the diversity of McKinley is celebrated, and students get to learn about cultures through authentic meaningful experiences.

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

Amount(s)	Source(s)
1,000	Stretch Grant (Ed Foundation) 1000-1999: Certificated Personnel Salaries Student/Family Engagement, Opportunity, and Access

Strategy/Activity 19

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: 2022-23

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

ANALYSIS

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

This will be the 7th year of implementation of this goal.

2022 CAASP data has demonstrated the effectiveness of the strategies applied to achieve this goal.
Schoolwide scores in ELA have grown over time (14% growth), and were maintained despite challenges with Distance Learning and the pandemic- 59% 16-17, 68% 17-18, 74% 18-19 21-22 73%
While Math is still a relative area of growth compared to ELA, there has been growth over time (7% growth), and scores were maintained despite challenges with Distance Learning and the pandemic- 55% 16-17, 59% 17-18, 62% 18-19, 60% 21-22

Subgroups' scores in ELA (ELs-9% to 26% to 44% to 46%; Black-48% to 59% to 69% to 36%; Hispanic-41% to 56% to 64% to 56%; Socioeconomic Disadvantaged-39% to 56% to 62% to 59%) Asian students were 93% and White students 90% in 2022 (prior 3 years scores before 2016 were stagnant)

There have been longitudinal gains in academic achievement for all students and targeted subgroups. The growth in subgroups indicates culturally responsive teaching strategies and student engagement strategies successful
In ELA ELs have grown each year since 2016-17 from 9% to 26% to 44% to 46% and Socioeconomic Disadvantaged-39% to 56% to 62% to 59%. The close maintaining of student achievement for SED students was a strength, as this group's scores declined significantly statewide while McKinley's students did not decline significantly post pandemic.

While demographic groups have made growth since 2016, some were more impacted by the pandemic. Black students who had been making growth dropped from 48% to 59% to 69% to 36% and Hispanic from 41% to 56% to 64% to 56%. Asian students were 93% and White students 90% in 2022. So an achievement gap, despite growth, persists and McKinley is committed to closing the gap.

While there were not claim scores for the 22 CAASPP, there was an increase in 2019 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')

Chronic absenteeism was high (24% chronically absent) during the 2021-22 school year due to the pandemic and covid quarantine requirements. However, this was expected, and is consistent with the State of California the chronic absenteeism rate was 30%, mirroring trends in other states. The

22-23 school year data should be improved as vaccines became available and quarantine requirements were less restrictive. Administration closely monitors student attendance throughout the year, and communicates with parents via letters, calls, conferences about their child's attendance. SART and SARB conferences will be held for those students with excessive absences to identify strategies to improve attendance. The importance of attendance and schoolwide attendance data will be shared with parents at meeting and in school communications.

2019 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	$164,433.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
District Funded	$38,453.00
District LCAP Funds	$20,000.00
Parent-Teacher Association (PTA)	$34,055.00
Site Formula Funds	$33,925.00
Stretch Grant (Ed Foundation)	$38,000.00

Subtotal of state or local funds included for this school: $164,433.00

Total of federal, state, and/or local funds for this school: $164,433.00

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
Kristina Milne	Classroom Teacher
Parisa Sobhani	Parent or Community Member
Melissa Goodman	Parent or Community Member
Leslie Loughlin	Parent or Community Member
Nicole Cogan	Parent or Community Member
Inesha Phillips	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 3/14/23.

Attested:

	Principal, Ashley Benjamin, Ed.D. on 3/14/23
	SSC Chairperson, Nicole Cogan on 3/14/23

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.

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1. Ensure that those students' difficulties are identified on a timely basis; and
2. Provide sufficient information on which to base effective assistance to those students.

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

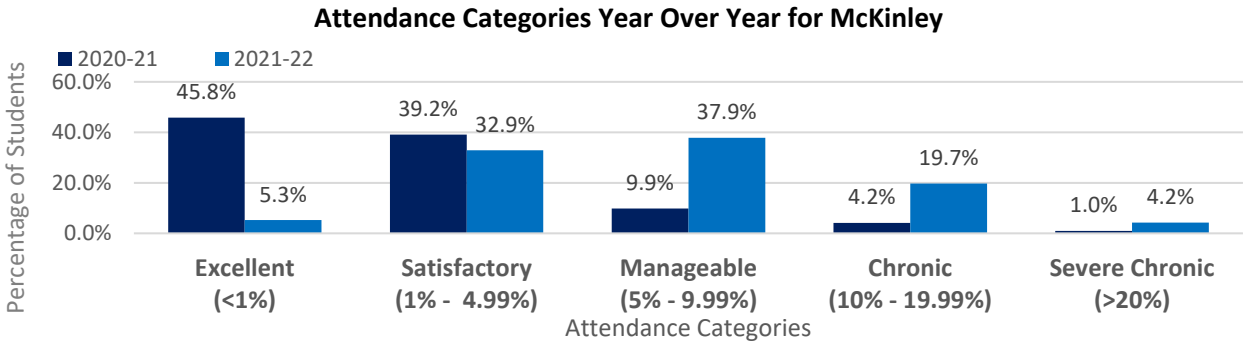
Developed by the California Department of Education, January 2019

Attention2Attendance

Creating a culture of success together

A2A Actionable Data: McKinley 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 6/9/2022. 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.



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	0	0.0%	1	20.0%	2	40.0%	1	20.0%	1	20.0%
TK	3	20.0%	2	13.3%	5	33.3%	4	26.7%	1	6.7%
KG	3	5.1%	18	30.5%	26	44.1%	9	15.3%	3	5.1%
1	2	3.7%	18	33.3%	17	31.5%	11	20.4%	6	11.1%
2	3	4.8%	24	38.1%	24	38.1%	11	17.5%	1	1.6%
3	3	4.5%	22	33.3%	26	39.4%	14	21.2%	1	1.5%
4	5	8.5%	19	32.2%	21	35.6%	12	20.3%	2	3.4%
5	1	1.7%	21	35.6%	23	39.0%	13	22.0%	1	1.7%
Total:	**20**	**5.3%**	**125**	**32.9%**	**144**	**37.9%**	**75**	**19.7%**	**16**	**4.2%**

If you have any questions, please contact our Help Desk at (877) 954-HELP.

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2023-24 McKinley Information to Guide the SPSA

Priorities

- Builds capacity
- Is sustainable
- Expenditures based on data indicating what our students need (CAASPP, Star, F and P, Olweus Survey, School Climate Survey, Attendance etc.)
- Majority of teachers in support
- Ties into our goals, SLT focus, and mission

SMMUSD and McKinley Goals

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).

School Site Focus

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.

McKinley Philosophy

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**

2023-24 Summary of Budget and List of Expenditures for SPSA

Totals

Funding Area	Allocation	Budgeted	Left-Over Cushion
Formula $93.30 X CBEDS (403 enrollment)	$37,600	$33,925	$3,675
Stretch Grant $94.32 X 403	$38,011	$38,000	$11

Expenditures

Changes from 22-23 to 23-24- No theater, STEM from 3.5 days to 3 days

Formula and Stretch

Expenditure	Cost	Budget Line	Details/Info
Independent Contractor: Music TK-2 Music Rhapsody	$20,000	Stretch	• *TBD if District will fund with Prop 28; if district pays could do a few theater classes instead • 30 minute classes, 30 sessions TK-2 • 3rd-5th music funded by District • PTA coordinates Winter Sing-a-Long
Independent Contractor: STEM TK-5 PS Science	($27,000 total) $10,000 supplies (TBD) $17,000	PTA Stretch	• *Change from 3.5 days to 3 days • *Change TK/K from 45 to 30 Minutes 1X a week or 5th every other week- TBD • 1st-5th 60 Minutes • 30 lessons • Co-teaches Amplify Science Curriculum
Campus Monitor Supervision 10 hours a day	$38,453	District	• During morning recess IAs, Paras, and Teachers do 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)	$20,328	Formula	• CMs are about 2.86 hours a Day • District pays for 10 hrs day • McKinley pays for additional 8.79 hrs day • We have 6 campus monitors plus extra time for two K IAs and another IA to cover lunch recess • PTA can pay for staff before/after the bell- TBD
Campus Supervisors- Before/After School 6 monitors 8:15-8:30 2:45-3:15 and 1:45-2:00 (W) 3.5 hours a week= 21 hours a week	$13,597 $5000 (TBD) (total $38,925)	Formula PTA	

Family Engagement Hourly Rate	$1000		• Promote student/family engagement, opportunity, and access for at-promise, ELs, low-income, BIPOC, homeless/foster youth, sped, and historically marginalized groups • Literacy Night, Talent Show, Multicultural Day, Pali Camp

District via SLT/LCAP Funds

Professional Development (Cost, Sub Coverage, Teacher Hourly)	$1,505	District with SLT LCAP Funds	• TBD
AVID Yearly Membership	$3,375	District with SLT LCAP Funds	• 4th/5th teachers trained and all curriculum materials received in 22-23 • Supports BIPOC students and closing the achievement gap
Data Meetings **Substitute Coverage** Two meetings a year. Half days K/1, 2/3, 4/5= 9 subs 2X a year $183 + $132 benefits= $315 X 18	$5,670	District with SLT LCAP Funds	• Using data to guide instruction • Time for grade level collaboration and Instructional Coach support
F and P Substitute Coverage Estimate 10 teachers 3X a year $315 X 30	$9,450	District with SLT LCAP Funds	• Some teacher test over a period of days during class time • 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

District via SMEF

Independent Contractor: Visual Arts TK-5 PS Arts	---	District via SMEF	• 15 Lessons • 50 minutes 1st-5th • 30 min mandated but 45 min TK/K • Minimum Days built into year long schedule
Instructional Assistants 6 (3 hours) 3 (3.5 hours for K) 1 (6 hours for TK) = 10 total (**21 special education paraeducators** = 12 are in Intensive/Life Skills, 4 in General Ed, 1 preK, and 4 private Paras)	$138,623	District via SMEF	• K has an assistant assigned to their class • By law TK has a 6 hour IA (second adult per 15 kids)- paid out of general fund not SMEF • 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 or combo)

District

TK-2 Music? **TK-5 Dance?**	TBD	District- Prop 28	
IEPs During the School Day **Substitute Coverage** Half-day 4 times a month (2 days) 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 • 17% of students have IEPs
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) after school with LLI • Academic Support Program (ASP) Tutoring with a company on zoom- for Tier III, low-income students
Literacy and Language Interventionist	---	District	• Tier II/III Intervention • ELD for 4th/5th LTELs
50% Instructional Coach	---	District	• Facilitate PD • Demo lessons • Lead data analysis • TBD if Centralized at Ed Services
Bilingual Community Liaison	---	District	• Translates at events/meetings • Coordinates ELAC • Provides parent trainings • Supports office, parents, staff

Other Accounts

Lottery Funds **$12 X CBEDS Enrollment** **(Unspent rolls over yearly)**	**Gift Account** **Donations to McKinley Elementary** **(Unspent rolls over yearly)**
$32,885	$27,844
For Instructional Materials Only: MyMath workbook replenishment Summer Institute Readers Workshop Materials	For specific donations: Pali Camp Scholarships Pali Camp Para payment Emergency Supplies

PTA Funded

(PTA develops and votes on their budget)

PS Science- Science Supplies • See Note Above	$10,000
Technology Software • 9555 Freckle ELA and Math K-5 • 9500 Lexia schoolwide	$19,055
Field Trips (2 buses per trip, 2 trips per grade)	$5,640
Copier Maintenance	$3,500
School Supplies	$10,000
Classroom Grants	$8,050 ($350 Each)
Assemblies	$5,000
School Events	

TBD- $100,650 Total Expenses ($47,420 committed on Commitment Letter)

McKinley Elementary

2021-22 CA School Dashboard Results

About the CA School Dashboard

- The CA School Dashboard (Dashboard) is an online tool that indicates how schools are performing as part of California's accountability system.
- The Dashboard helps schools identify strengths and areas of growth for ongoing improvement.
- Rankings are given in the areas of ELA performance, Math performance, English Learner progress, Attendance, and percentage of Suspensions.
- The Dashboard performance levels are based on the 3rd-5th grade State Test (CAASPP), 1st-5th grade English Learner Summative ELPAC assessment, attendance data, and suspension data.
- The Dashboard is updated every December based on the prior year's data.

Why this Year's Dashboard Looks Different

- Typically on the Dashboard, schools receive one of five color-coded performance levels on each of the state indicators. The colors from highest to lowest are: Blue, Green, Yellow, Orange, and Red. The color-coded performance levels are calculated considering both that year's scores, and growth from the previous year's data.
- Since there was no state test in 2019-2020 and 2020-2021 due to COVID, for the 2022 Dashboard only, scores are based solely on 2021-22 school year data. Instead of color-coded performance levels, there are "status levels" that range from Very High, High, Medium, Low, and Very Low.

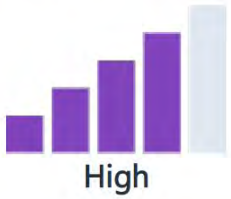
Click to Explore McKinley's Dashboard

Schoolwide Performance Status

Celebrations

McKinley excelled during the challenging pandemic!

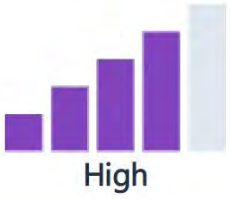
English Language Arts



41.2 points above standard

McKinley scored far above the state score! The score for all students in CA was "Low" and 12.2 below standard

Mathematics



17.5 points above standard

McKinley scored far above the state score! The score for all students in CA was "Low" and 51.7 below standard

Suspension Rate

1% suspended at least one day

Unlike the academic statuses, the goal for suspensions is to be "Low" or "Very Low." McKinley performed better than the CA state percentage of 3.1%

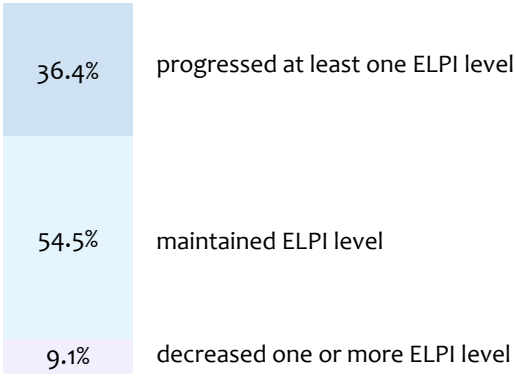
English Learner Progress

McKinley's English Learners made impressive growth!

English Learner Progress

66.7% making progress towards English language proficiency

McKinley English Learners (ELs) scored far above the state score! The score for all ELs in CA was "Medium" with 50.3% making progress towards EL proficiency



91% of ELs maintained or progressed at least 1 English Learner Progress Indicator (ELPI) level on the ELPAC!

EL Progress on the Dashboard is based on the 2020–21 and 2021–22 English Language Proficiency Assessments for California (ELPAC) Summative Assessment Results

Demographic Group Scores

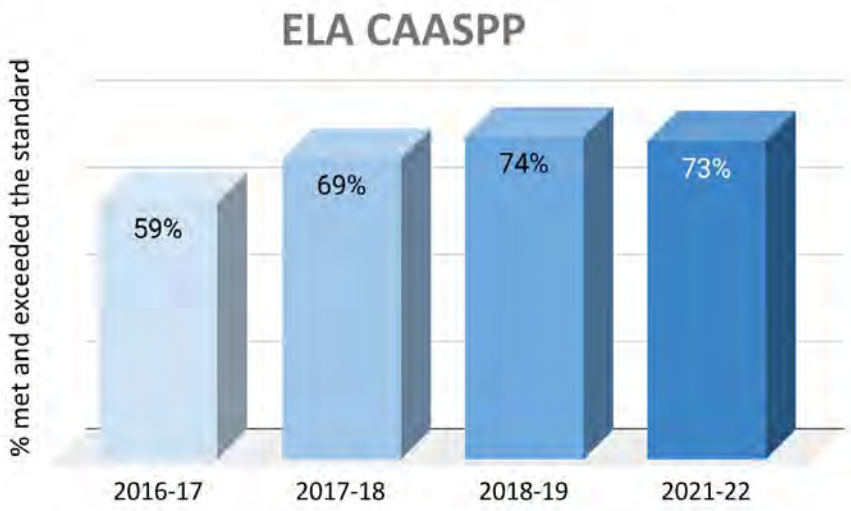
While the nationwide achievement gap persists, McKinley is committed to being a model school for closing the achievement gap.
McKinley scores exceeded the state's.
A highlight is our students who are Socioeconomically Disadvantaged excelled in ELA during the pandemic.
Math is a relative area of growth compared to ELA.

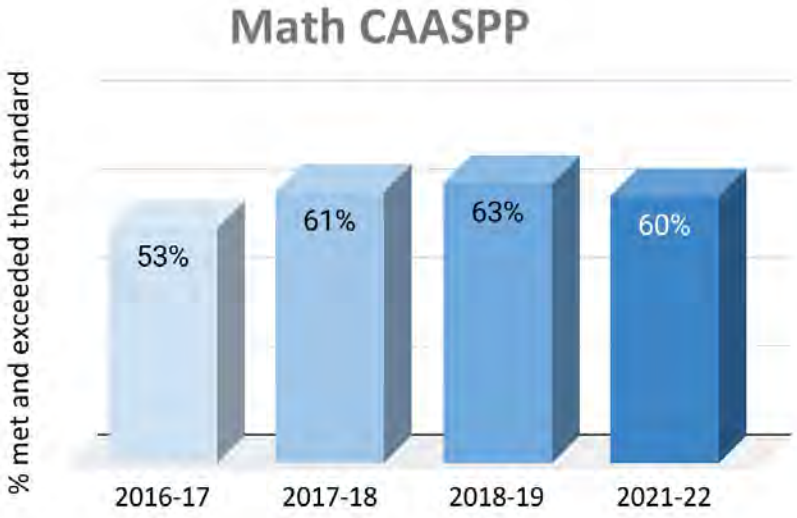
English Language Arts

Mathematics

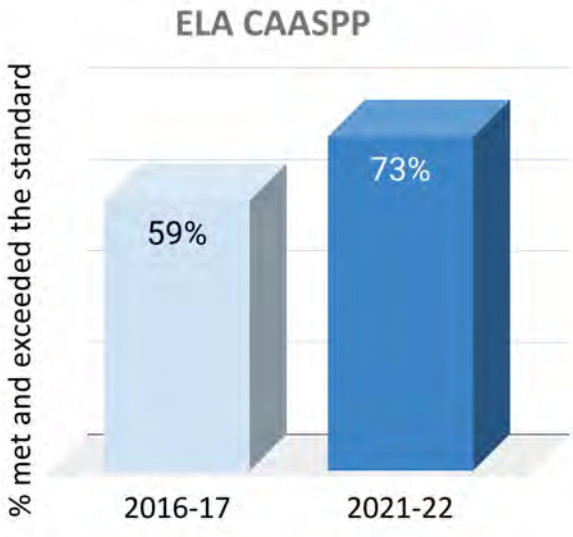
For student privacy Dashboard does not give a performance status for demographic groups with less than 30 students

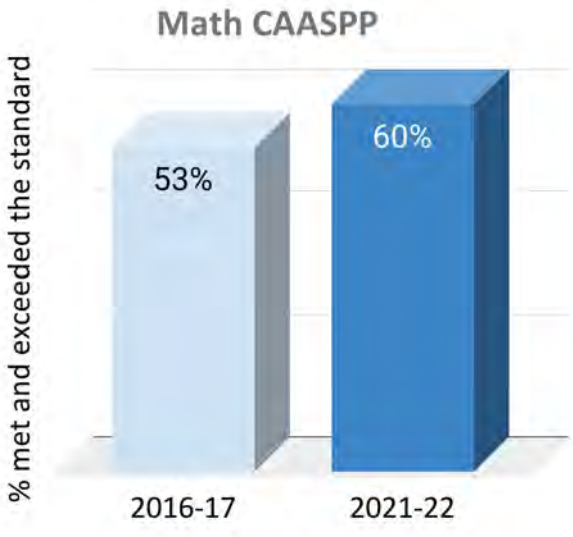
State Test Highlights
Schoolwide Scores Over Time
McKinley Remained Strong During the Pandemic



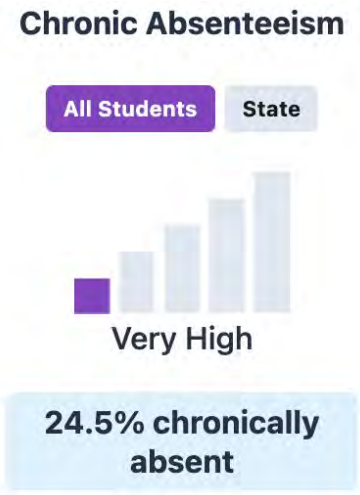


School Site Focus of Academic Discourse Shown to be Effective Over Time





Areas of Growth



Attendance was an area of growth with a score of Very High- 24.5% students Chronically Absent (students missing 10% or more of the school year)

Disclaimer: Overall an attendance status of "High" or "Very High" was expected given the pandemic and COVID quarantine requirements last school year. In the State of California the chronic absenteeism rate was 30%, mirroring trends in other states. More information about chronic absenteeism due to the pandemic can be viewed in this State press release.

McKinley Action Plan Based on the Data

- Share schoolwide attendance data and about the importance of attendance at PTA, ELAC, and other parent meetings.
- Continue school communication and collaboration with parents about their child's attendance with phone blasts, emails, letters and conferences.
- Continue our effective instructional practices and school site focus of Academic Discourse.
- Analyze, identify, and apply common effective instructional practices and structures in math through professional development, Professional Learning Communities, and Learning Walks.
- Provide ongoing professional development to certificated and classified staff on culturally responsive pedagogies to close the achievement gap.
- Provide supplemental intervention to at-risk students via our Intervention Teacher, Literacy Language Interventionist, and Academic Support Program (ASP) tutoring.
- Provide supplemental English Language Development to $4^{th}/5^{th}$ English Learners and academic vocabulary intervention to $2^{nd}/3^{rd}$ English Learners.
- Utilize the new Star progress monitoring assessment data to identify student strengths and needs to guide instruction.
- Utilize the new Amplify Science curriculum, co-taught with our STEM teacher and enhanced by the new STEM Lab, to make connections across subjects and deepen understanding in math.
- Continue to teach the Whole Child through supplemental enrichment in music, art, and theater, along with explicit teaching in social-emotional learning.

McKinley SLT Site Plan Year 7- School Site Focus:
Academic Discourse

Circles in Orange are new for 23-24

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- Actively Engaged in Learning
- Differentiated Sentence Stems
- Tying in Thinking Maps
- Supplemental Enrichment in Music TK-2
- Tier III Intervention 1st-5th from LLI
- Differentiate for ELs with Designated ELD time Utilizing Curriculum Resources, Explicit Teaching of Vocab, and Intervention Services
- Incorporate Deep Learning and Project-Based Learning
- PD, Grade Level Meetings, Data Meetings, Demo Lessons, Learning Walks, 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- Actively Engaged in Learning
- Differentiated Sentence Stems
- Tying in Thinking Maps
- Academic Vocabulary
- Cognitively Guided Instruction, 3 Act Tasks, Number Talks, Math Warmups and Counting Collections
- Apply Consistent Structures and Practices in Math TK-5 (length of time, curriculum, lesson components)
- Expand use of Dreambox and Learning Ally Apps
- Utilize the STEM Lab to Co-teach with STEM Teacher to Enhance Instruction and Deepen Expertise of Science Curriculum
- PD- Discourse in Math, Student Work Analysis, Video Demos, Learning Walks, Tech Jedi, Math Teacher Leader, Expert Teachers, Work Sample Analysis

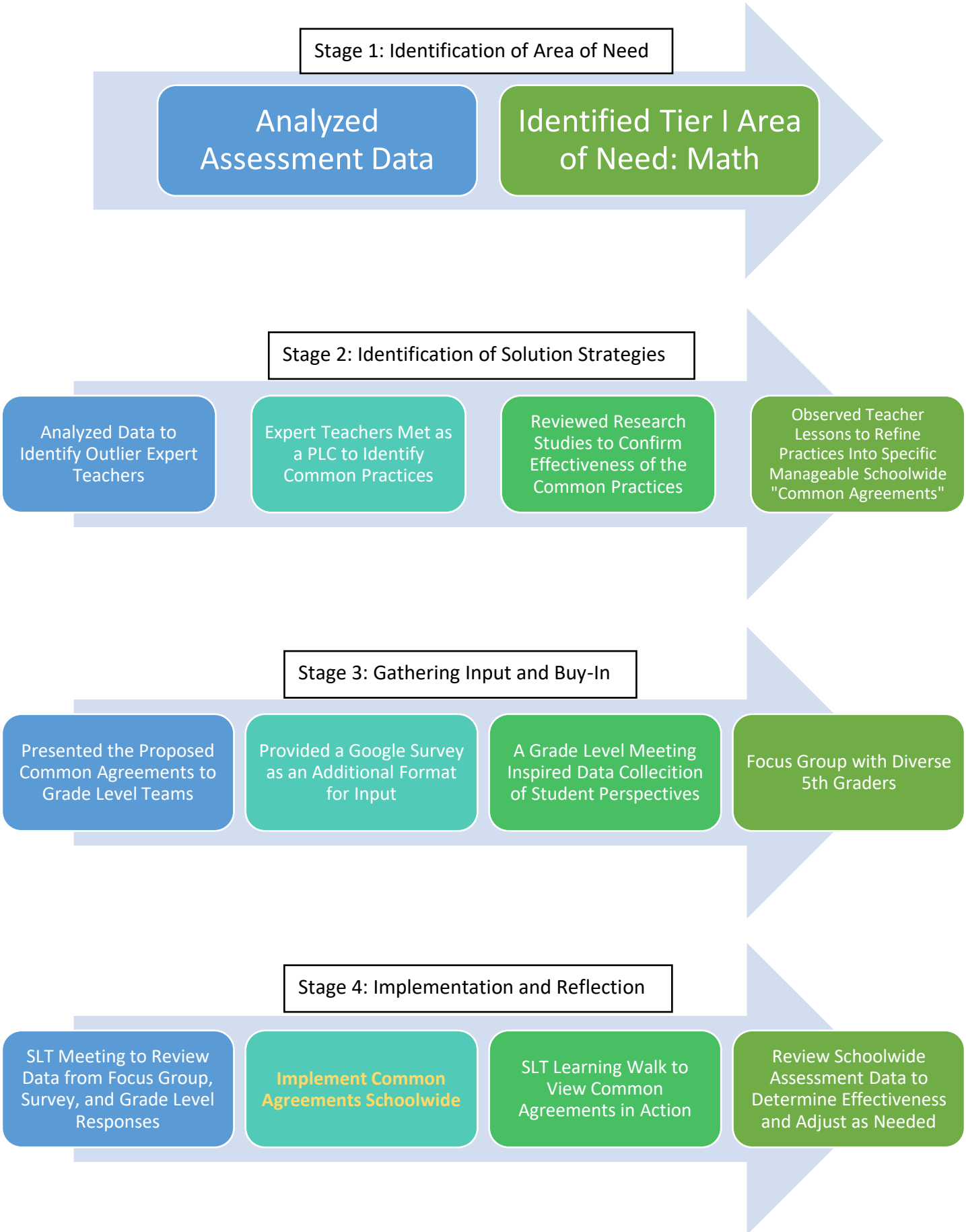
Social-Emotional

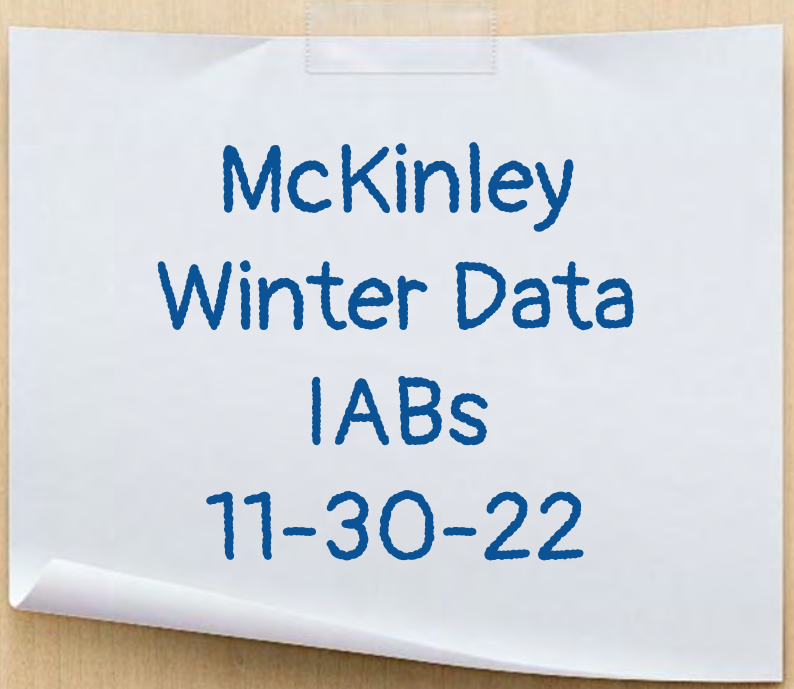
Why:
- Explicitly teaching social skills improves student behavior so students can engage in learning
- Discourse builds community, relationships and a positive school climate
- Teaching the Whole Child benefits the students socially, academically, and in the future

- Explicit Tier I PBIS Plan
- Emphasize Discourse in Community Meetings (Utilizing Olweus, Responsive Classroom, Restorative Justice, Social Justice Standards)
- Continue partnership with FSSM for individual counseling, social skills groups, group counseling, and reflective parenting trainings
- Monthly IA and Campus Monitor Trainings on Discourse, PBIS, and Cycle of Inquiry Topics to Build Capacity
- Continue Schoolwide Shared Reading Experience- DEI Books 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

McKinley's first year as an AVID Elementary School. 4th/5th teachers trained over summer; AVID curriculum and strategies will be utilized to close the achievement gap and support BIPOC students.

McKinley
Visual of Fall 2022 Inquiry Process




McKinley
Winter Data
IABs
11-30-22

Summary of Assessments

CAASPP

Star (replaces Fastbridge)

IAB

Also: Quizzes, Tests, Performance Tasks, F&P

CAASPP

- The state test (CAASPP)(SBAC) is an adaptive assessment, with questions changing based on if students get them right or wrong.
- The questions are on the grade level standards to determine students' overall proficiency at the end of the year.
- It's a summative assessment.
- Given at the end of year to 3rd-5th grades

Star

- The Star assessment is an adaptive assessment, with questions changing based on if students get them right or wrong.
- It measures overall foundational ELA and Math skills.
- This test is helpful to determine who needs more intensive intervention support.
- Given to TK-5 every fall, winter, spring for progress monitoring
- TK-1 do EarlyLiteracy which is a combo of ELA and Math

Interim Assessment Blocks (IAB)

- The IAB is a standardized test, with all students answering the same questions.
- Questions are based on specific concepts and specific standards in ELA and Math.
- This test is helpful to know which standards need to be retaught. Problems that most students got wrong can be used as Problems of the Day to review.
- The test is formatted like the CAASPP, so it's helpful practice for students to get familiar with the computer testing program.
- Given 3rd-5th late fall and early winter

CAASPP	• Adaptive • End of year Summative
Star	• Adaptive • 3 times, Foundational Skills • For intervention
IAB	• Standardized • 2 times, Specific Standards/Concepts • For reteaching

The Fall IAB Topics

3rd- Read Literary Text, and Multiplication and Division
4th- Read Literary Text, and Number and Operations in Base Ten
5th- Read Literary Text, and Number and Operations in Base Ten

February expected to be Reading Informational Text, and Numbers and Operations in Fractions or Algebraic Thinking

Comparison of Schoolwide Scores and Progress

- End of last year 2022 CAASP scores- percentage meeting/exceeding the standard
  - 73% in ELA
  - 60% in math
- Beginning of this year 2022 Star scores- percentage proficient or above
  - 62% in ELA
  - 47% in math
  - 56% for TK-1st EarlyLiteracy (which is a combo of ELA/Math)
- Fall November IABs- percentage at or near the standard
  - 77% in ELA
  - 72% in Math

Highlights

87% students at/near the standard in ELA in 5th

About 80% at/near the standard in both ELA and Math in 4th

IAB Results Indicate Strong Progress

While it's not an apples to apples comparison, the results of the IABs indicate that are our students are making rapid growth this school year. We see exciting progress in Math!

More good news

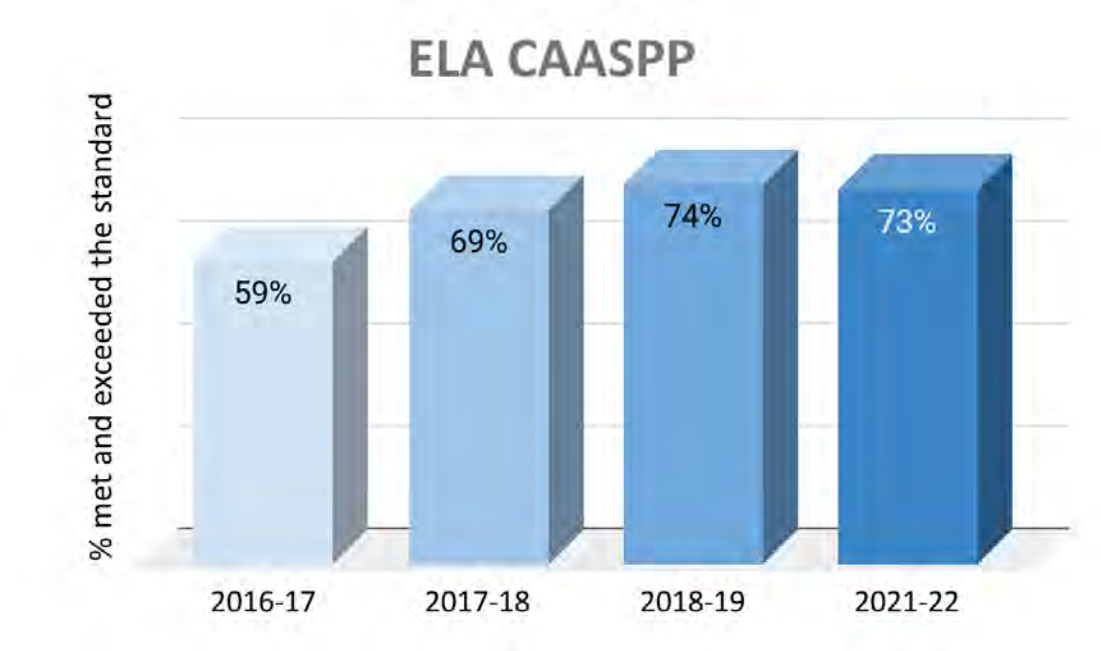
EL Reclassifications

11 English Learners have reclassified this year already!

Some Strategies in Place that have been effective

- Analyzing Star data reports
- Math common structures
- Math PD
- Learning Walks
- Targeted Tier III ELA and Math Intervention
- 2nd/3rd grade EL Academic Vocab Intervention
- 4th/5th ELD
- Amplify science with math embedded

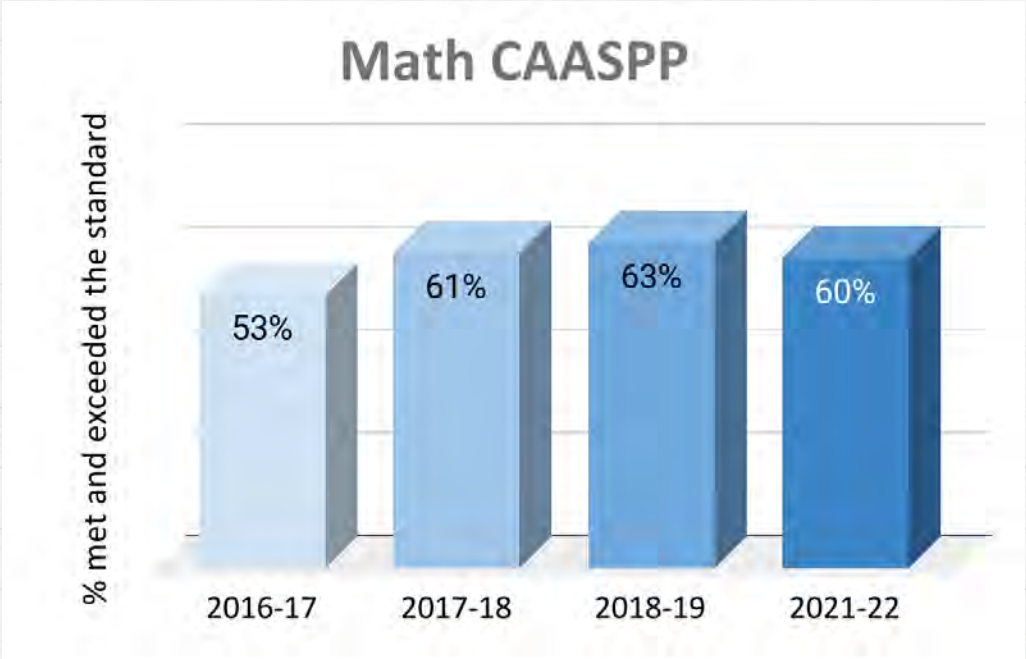
Schoolwide Scores in ELA Remained Strong Post-Pandemic



Goals/ Targets

Schoolwide Scores in Math

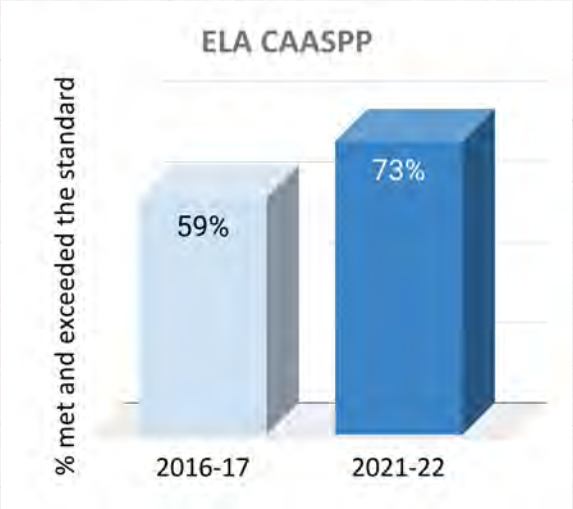
Remained Comparable to Pre-Pandemic



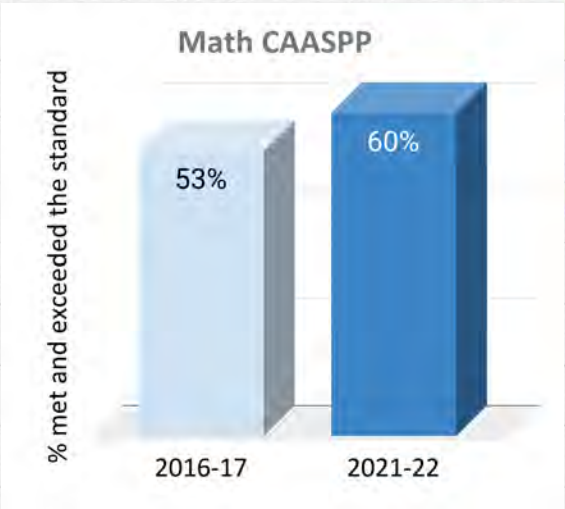
Goals/
Targets

Academic Discourse School Site Focus Shown to be Effective Over Time

Goals/ Targets



14% Growth



7% Growth

An Achievement to Celebrate

- McKinley's schoolwide scores are impressive given the almost 2 years of Distance Learning
- There is not a drastic drop in scores compared to pre-pandemic. This is consistent with our progress monitoring data during the year (Fastbridge). The data indicates that overall schoolwide, there is not significant academic "learning loss."

Continuing our Focus on the Whole Child

Assessments are one snapshot in a photo album

The IABs and Star assessments are just one piece of data amongst a variety of informal and formal data that teachers collect over the year in order to have a comprehensive big picture of students' learning.

Supporting Attendance

- Discuss with your child the importance of going to school every day and on time
- Develop a daily schedule with your child (like going to bed 10 minutes earlier)
- Encourage and help your child prepare for school each evening (choose clothes, prepare lunch etc.) so the morning is less stressful
- Teach your child to set and use their own alarm clock
- When your child is ready for school on time, give lots of praise
- Don't plan family vacations and non-emergency doctor/dentist appointments for times when your child should be in school