



# School Plan for Student Achievement (SPSA) Template

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

<div>School Name</div>	<div>County-District-School (CDS) Code</div>	<div>Schoolsite Council (SSC) Approval Date</div>	<div>Local Board Approval Date</div>
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MCKINLEY  
ELEMENTARY  
SCHOOL

19-64980-6022594

4/30/24

6/20/24

## 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

Targeted Support and Improvement

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

The purpose of the 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.

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# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Several climate surveys are given yearly to staff, students and parents. Students in 3rd-5th grade participate in the Olweus Bullying Prevention Survey, 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. Every three years, parents and teachers are invited to complete the LCAP survey as part of the district's Local Control and Accountability Plan (LCAP) review process. In 2024, the LCAP survey was disseminated.

## 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 the administration twice a year, and permanent teachers are formally observed once or twice every other year or have the option to participate in professional growth opportunities. The 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 that 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 Spelling Inventory, to determine students' reading levels and needs. Students 1st-5th also receive the SMMUSD Interim Assessments Blocks (IABs) two times per year in math and ELA. Kindergarteners participate in mid-year and end-of-year math assessments. Teachers also use 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 Reading Informational and Literary Texts (identifying the main idea and inference); Identifying Word Meanings (from context, structure, figurative/literal, multiple-meaning, domain-specific); Writing Brief and Full Texts in ELA, and Math Concepts and Procedures (multiply and divide within 100; perform operations with multi-digit whole numbers and with decimals to hundredths, classify two dimension figures into categories based on their properties, reason with shapes and their attributes, geometric measurement: recognize perimeter as an attribute of plan figures and distinguish between linear and area measures) are continued areas of need.
- Multilingual (EL), 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 develop 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 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 MLLs (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, although with revisions that will streamline the many approaches in place to increase coherence and consistency of the PBIS across the school and among all learning partners. 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. For example, this committee recently spearheaded an ad-hoc committee to revamp our PBIS plan so that it addresses the needs of our students post-pandemic. The committee recently created a home-school communication slip that allows McKinley staff to communicate behaviors as related to the PBIS plan to students' parents/guardians as well as an opportunity for families to reflect on these behaviors and collaborate with their children on ways to repair the harm that they might have caused at school. Discourse will be emphasized during our Community Meetings, and Responsive Classroom techniques will be utilized throughout the school day. 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 DEI 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. All classes TK-5 will provide social skills instruction using the curriculum Second Step.

Given a felt need by staff, parents, and students to increase social-emotional support post-pandemic, McKinley will hire a school counselor to lead our Mental Health Team, including McKinley will Our Family Services of Santa Monica Interns as well as our University Counseling Interns will continue to be available to provide individual and group counseling as well as school support. 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 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 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

Throughout 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 4/10/24 and 5/1/24. This process was also done with ELAC on 4/9/23, 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 the whole school community for several weeks to review and provide feedback. The content of the documents were presented at the SSC meeting, presented at the 4/10/24 Faculty Meeting, and presented at the 4/9/2024 ELAC meeting for input and feedback. The documents and input were then presented to SSC for approval on 5/6/24. 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.

While our school exceeds County and State measures for academic achievement as measured by the CAASPP and local measures, we have continued to struggle to meet the needs of the following subgroups: English Learners, Socio-Economically Disadvantaged, African American, Hispanic and Students with Disabilities. These needs are driving our resource allocations and intervention efforts. Specific resources needed to address these inequities are professional development and materials for designated ELD, culturally responsive and relevant pedagogy, and project-based learning. In addition, a school counselor will be hired to support students in our sub-groups around issues of mental health, parent engagement and attendance.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.27%	0.25%	0.25%	1	1	1
African American	8.00%	7.69%	8.91%	30	31	35
Asian	10.93%	13.9%	12.72%	41	56	50
Filipino	0.80%	0.74%	1.02%	3	3	4
Hispanic/Latino	35.73%	33.5%	34.86%	134	135	137
Pacific Islander	%	0%	%		0	
White	39.20%	38.96%	35.11%	147	157	138
Multiple/No Response	4.80%	4.47%	7.12%	18	18	28
Total Enrollment				375	403	393

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	75	77	62
Grade 1	53	63	53
Grade 2	62	54	63
Grade3	69	74	57
Grade 4	57	73	81
Grade 5	59	62	77
Total Enrollment	375	403	393

### 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. The minority groups make up the majority (39% are white; 61% are minority subgroups).

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	55	62	54	12.50%	14.7%	13.7%
Fluent English Proficient (FEP)	36	39	40	10.80%	9.6%	10.2%
Reclassified Fluent English Proficient (RFEP)	3	9		15.4%	5.6%	

### Conclusions based on this data:

1. Between 21-22 and 22-23, the percentage of students that grew one level or more increased by 6%. This represents 4 students.
2. Between 21-22 and 22-23, the percentage of students who decreased by one level or more increased by 12%. This represents 7 students.
3. Nearly a quarter of the school are either RFEPs or ELs, and double the number of ELs decreased in ELPI levels, which suggests that a focus on ELD strategies is required for student achievement.

# 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	71	0	63	69	0	63	69	0.0	96.9	97.2
Grade 4	61	58	68	0	56	68	0	56	68	0.0	96.6	100.0
Grade 5	82	57	60	0	57	58	0	57	58	0.0	100.0	96.7
All Grades	199	180	199	0	176	195	0	176	195	0.0	97.8	98.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2458.	2458.		39.68	46.38		28.57	20.29		9.52	13.04		22.22	20.29
Grade 4		2537.	2497.		44.64	38.24		35.71	22.06		14.29	17.65		5.36	22.06
Grade 5		2536.	2570.		26.32	48.28		43.86	29.31		12.28	13.79		17.54	8.62
All Grades	N/A	N/A	N/A		36.93	44.10		35.80	23.59		11.93	14.87		15.34	17.44

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	33.33		57.14	46.38		11.11	20.29
Grade 4		35.71	29.41		57.14	57.35		7.14	13.24
Grade 5		36.84	36.21		49.12	55.17		14.04	8.62
All Grades		34.66	32.82		54.55	52.82		10.80	14.36

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	28.99		47.62	50.72		23.81	20.29
Grade 4		37.50	23.53		51.79	58.82		10.71	17.65
Grade 5		19.30	37.93		63.16	53.45		17.54	8.62
All Grades		28.41	29.74		53.98	54.36		17.61	15.90



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	30.43		71.43	60.87		4.76	8.70
Grade 4		26.79	17.65		64.29	69.12		8.93	13.24
Grade 5		21.05	22.41		71.93	72.41		7.02	5.17
All Grades		23.86	23.59		69.32	67.18		6.82	9.23

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		33.33	27.54		57.14	55.07		9.52	17.39
Grade 4		30.36	25.00		67.86	64.71		1.79	10.29
Grade 5		24.56	41.38		63.16	51.72		12.28	6.90
All Grades		29.55	30.77		62.50	57.44		7.95	11.79

**Conclusions based on this data:**

1. Structures are required to implement effective Tier I differentiation across the site (i.e. small groups, conferring, goal setting and feedback).
2. Listening and speaking skills will continue to be an area of focus and growth. This will support math and writing.
3. Producing clear and purposeful writing is an area of growth. A focus on writing brief texts will be useful for supporting EL students and supporting goals around math as well.

# 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	71	0	64	71	0	64	71	0.0	98.5	100.0
Grade 4	61	58	68	0	57	68	0	57	68	0.0	98.3	100.0
Grade 5	82	57	60	0	57	60	0	57	60	0.0	100.0	100.0
All Grades	199	180	199	0	178	199	0	178	199	0.0	98.9	100.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2455.	2456.		31.25	35.21		25.00	33.80		26.56	9.86		17.19	21.13
Grade 4		2518.	2511.		35.09	33.82		35.09	25.00		22.81	27.94		7.02	13.24
Grade 5		2524.	2538.		29.82	35.00		22.81	23.33		22.81	21.67		24.56	20.00
All Grades	N/A	N/A	N/A		32.02	34.67		27.53	27.64		24.16	19.60		16.29	18.09

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	43.66		50.00	32.39		18.75	23.94
Grade 4		43.86	38.24		45.61	45.59		10.53	16.18
Grade 5		29.82	26.67		49.12	51.67		21.05	21.67
All Grades		34.83	36.68		48.31	42.71		16.85	20.60

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	42.25		45.31	40.85		18.75	16.90
Grade 4		31.58	30.88		57.89	55.88		10.53	13.24
Grade 5		21.05	23.33		61.40	63.33		17.54	13.33
All Grades		29.78	32.66		54.49	52.76		15.73	14.57

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	39.44		56.25	40.85		9.38	19.72
Grade 4		35.09	30.88		50.88	55.88		14.04	13.24
Grade 5		22.81	26.67		56.14	60.00		21.05	13.33
All Grades		30.90	32.66		54.49	51.76		14.61	15.58

**Conclusions based on this data:**

1. Applying mathematical concepts and procedures is an area of need.
2. Math communicating reasoning continues to be an area of need.
3. Student achievement in Math decreases as students increase grade levels 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	1460.5	*	1467.4	1488.0	*	1398.6	1396.4	10	14	12
1	*	*	1493.9	*	*	1489.1	*	*	1498.4	6	7	11
2	1462.7	*	*	1455.4	*	*	1469.8	*	*	13	6	8
3	1538.8	*	1489.5	1572.7	*	1493.7	1504.4	*	1484.8	11	8	11
4	*	1572.4	*	*	1606.3	*	*	1538.2	*	6	12	6
5	*	*	*	*	*	*	*	*	*	8	5	8
All Grades										54	52	56

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	25.00	*	28.57	41.67	*	28.57	25.00	*	14.29	8.33	*	14	12
1	*	*	27.27	*	*	63.64	*	*	0.00	*	*	9.09	*	*	11
2	23.08	*	*	61.54	*	*	0.00	*	*	15.38	*	*	13	*	*
3	54.55	*	9.09	45.45	*	36.36	0.00	*	36.36	0.00	*	18.18	11	*	11
4	*	83.33	*	*	8.33	*	*	0.00	*	*	8.33	*	*	12	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	37.04	40.38	30.36	42.59	40.38	41.07	7.41	13.46	17.86	12.96	5.77	10.71	54	52	56

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	33.33	*	28.57	41.67	*	14.29	16.67	*	14.29	8.33	*	14	12
1	*	*	27.27	*	*	63.64	*	*	0.00	*	*	9.09	*	*	11
2	38.46	*	*	38.46	*	*	7.69	*	*	15.38	*	*	13	*	*
3	100.0	*	27.27	0.00	*	45.45	0.00	*	9.09	0.00	*	18.18	11	*	11
4	*	91.67	*	*	0.00	*	*	0.00	*	*	8.33	*	*	12	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	59.26	61.54	44.64	24.07	25.00	37.50	3.70	7.69	7.14	12.96	5.77	10.71	54	52	56

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	0.00	*	21.43	41.67	*	50.00	50.00	*	21.43	8.33	*	14	12
1	*	*	9.09	*	*	72.73	*	*	9.09	*	*	9.09	*	*	11
2	23.08	*	*	46.15	*	*	15.38	*	*	15.38	*	*	13	*	*
3	9.09	*	9.09	18.18	*	18.18	63.64	*	45.45	9.09	*	27.27	11	*	11
4	*	8.33	*	*	58.33	*	*	33.33	*	*	0.00	*	*	12	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	16.67	13.46	8.93	25.93	34.62	46.43	44.44	38.46	26.79	12.96	13.46	17.86	54	52	56

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	50.00	*	14.29	50.00	*	21.43	0.00	*	14	12
1	*	*	81.82	*	*	9.09	*	*	9.09	*	*	11
2	23.08	*	*	61.54	*	*	15.38	*	*	13	*	*
3	72.73	*	27.27	27.27	*	45.45	0.00	*	27.27	11	*	11
4	*	91.67	*	*	0.00	*	*	8.33	*	*	12	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	38.89	63.46	55.36	46.30	28.85	33.93	14.81	7.69	10.71	54	52	56

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	25.00	*	35.71	58.33	*	21.43	16.67	*	14	12
1	*	*	9.09	*	*	81.82	*	*	9.09	*	*	11
2	61.54	*	*	23.08	*	*	15.38	*	*	13	*	*
3	100.00	*	27.27	0.00	*	54.55	0.00	*	18.18	11	*	11
4	*	100.00	*	*	0.00	*	*	0.00	*	*	10	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	70.37	64.00	42.86	18.52	30.00	42.86	11.11	6.00	14.29	54	50	56

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
<b>K</b>	*	7.14	16.67	*	78.57	83.33	*	14.29	0.00	*	14	12
<b>1</b>	*	*	81.82	*	*	9.09	*	*	9.09	*	*	11
<b>2</b>	46.15	*	*	38.46	*	*	15.38	*	*	13	*	*
<b>3</b>	18.18	*	9.09	63.64	*	45.45	18.18	*	45.45	11	*	11
<b>4</b>	*	25.00	*	*	58.33	*	*	16.67	*	*	12	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	27.78	19.23	32.14	57.41	61.54	48.21	14.81	19.23	19.64	54	52	56

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
<b>K</b>	*	28.57	16.67	*	42.86	58.33	*	28.57	25.00	*	14	12
<b>1</b>	*	*	9.09	*	*	81.82	*	*	9.09	*	*	11
<b>2</b>	23.08	*	*	53.85	*	*	23.08	*	*	13	*	*
<b>3</b>	9.09	*	9.09	81.82	*	72.73	9.09	*	18.18	11	*	11
<b>4</b>	*	8.33	*	*	91.67	*	*	0.00	*	*	12	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	14.81	23.08	16.07	59.26	63.46	64.29	25.93	13.46	19.64	54	52	56

**Conclusions based on this data:**

1. Between 21-22 and 22-23, the percentage of students that grew one level or more increased by 6%. This represents 4 students.
2. Between 21-22 and 22-23, the percentage of students who decreased by one level or more increased by 12%. This represents 7 students.
3. Nearly a quarter of the school are either RFEPs or ELs, and double the number of ELs decreased in ELPI levels, which suggests that a focus on ELD strategies is required for student achievement

# School and Student Performance Data

## Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
403	34	15.4	0.5
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.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	62	15.4
Foster Youth	2	0.5
Homeless		
Socioeconomically Disadvantaged	137	34
Students with Disabilities	60	14.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	31	7.7
American Indian	1	0.2
Asian	56	13.9
Filipino	3	0.7
Hispanic	135	33.5
Two or More Races	18	4.5
White	157	39

### 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






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



<b>2023 Fall Dashboard Overall Performance for All Students</b>
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Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Green</div>	<div>Chronic Absenteeism</div> <div></div> <div>Yellow</div>	<div>Suspension Rate</div> <div></div> <div>Blue</div>
<div>Mathematics</div> <div></div> <div>Green</div>		
<div>English Learner Progress</div> <div></div> <div>Yellow</div>		

Conclusions based on this data:

1. ELA and Math academic progress is high, and above the state average. ELA is below district average and Math is above the district average.
2. EL Learner progress declined between 21-22 and 22-23.

3. Our PBIS plan has had a positive effect on our suspension rates which are low. However, absenteeism is a significant area of concern and suggests that engagement strategies are required for sub-groups with high levels of chronic absenteeism.

# School and Student Performance Data

## Academic Performance English Language Arts

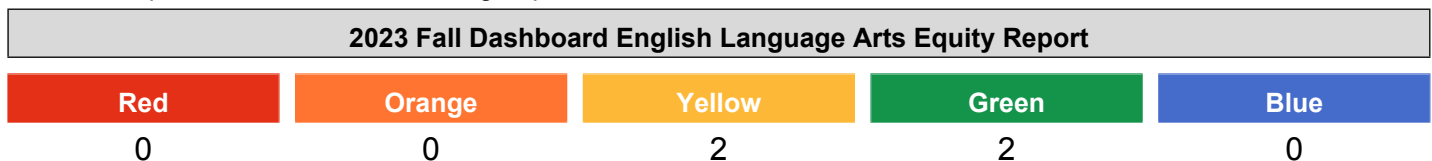
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Green 36.7 points above standard Decreased -4.5 points 199 Students	<b>English Learners</b>  Yellow 3.9 points below standard Decreased -5.8 points 31 Students	<b>Foster Youth</b> Less than 11 Students 1 Student
<b>Homeless</b> Less than 11 Students 2 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 7.6 points above standard Decreased -4.1 points 88 Students	<b>Students with Disabilities</b> 41.5 points below standard Increased +13.9 points 37 Students

### 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b> 28 points below standard Increased Significantly +16.6 points 16 Students	<b>American Indian</b> Less than 11 Students 1 Student	<b>Asian</b> 53.6 points above standard Decreased Significantly -16 points 20 Students	<b>Filipino</b>  No Performance Color 0 Students
<b>Hispanic</b>  Green 11 points above standard Increased +4.1 points 76 Students	<b>Two or More Races</b> 23.8 points above standard 11 Students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  Green 62.6 points above standard Decreased -10.3 points 77 Students

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

### 2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

<b>Current English Learner</b> 45.3 points below standard Decreased Significantly -20.1 points 16 Students	<b>Reclassified English Learners</b> 40.2 points above standard 15 Students	<b>English Only</b> 42.6 points above standard Decreased -4.9 points 148 Students
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#### Conclusions based on this data:

1. A particular area of strength was that Hispanic students excelled in ELA with a score of High. In addition African American students made gains.
2. There was a decline overall in ELA as well as with the majority of sub-groups which indicates the need for increased coherence and cohesion of ELA strategies across the site. ELA scores are lower than the district average which is performing in the very high range.
3. There continues to be a relative opportunity gap, so instructional strategies that are culturally responsive and relevant are required to close the opportunity gap for Hispanic, SED, AA and MLL (EL) students.

# School and Student Performance Data

## Academic Performance Mathematics

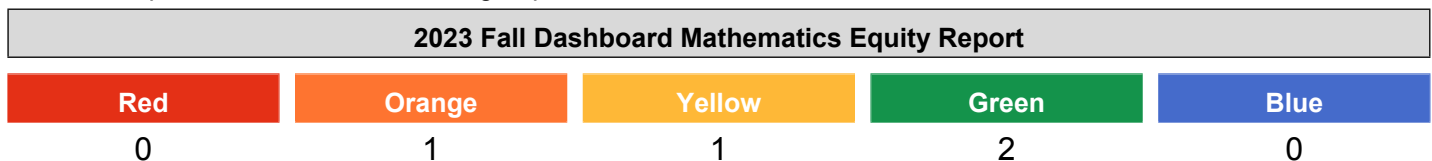
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Green 17.7 points above standard Maintained +0.2 points 199 Students	<b>English Learners</b>  Orange 29.8 points below standard Decreased -5.2 points 31 Students	<b>Foster Youth</b> Less than 11 Students 1 Student
<b>Homeless</b> Less than 11 Students 2 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 15.5 points below standard Decreased -5.6 points 88 Students	<b>Students with Disabilities</b> 51.9 points below standard Increased +10.5 points 37 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b> 48.5 points below standard Decreased -7.3 points 16 Students	<b>American Indian</b> Less than 11 Students 1 Student	<b>Asian</b> 74 points above standard Maintained +0.1 points 20 Students	<b>Filipino</b>  No Performance Color 0 Students
<b>Hispanic</b>  Green 13 points below standard Increased +9.7 points 76 Students	<b>Two or More Races</b> 23.8 points above standard 11 Students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  Green 36.9 points above standard Decreased -4.5 points 77 Students

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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> 64.6 points below standard Decreased Significantly -23.8 points 16 Students	<b>Reclassified English Learners</b> 7.3 points above standard 15 Students	<b>English Only</b> 22.5 points above standard Maintained -2.1 points 148 Students
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#### Conclusions based on this data:

- Overall students are making progress with a score of High, higher than the state and district average.
- Math is a relative area of growth compared to ELA.
- There is an opportunity gap for Hispanic, MLLs (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

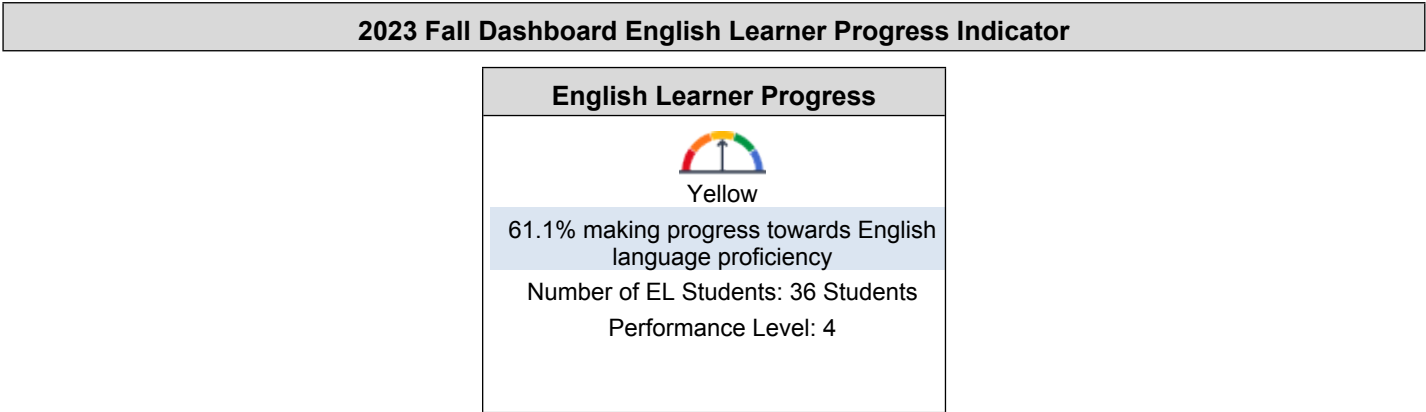
## Academic Performance English Learner Progress

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



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

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
7	5	7	14

### Conclusions based on this data:

1. MLL (EL) progress declined from Very High growth to Medium growth, indicating a need to apply integrated and designated ELD as well as culturally responsive and relevant teaching.
2. While the majority of students, about 80% maintained or progressed ELPI levels, over 20% declined ELPI levels.
3. There is a significant opportunity gap (87 points) between MLL (EL) achievement and English-only achievement.

# School and Student Performance Data

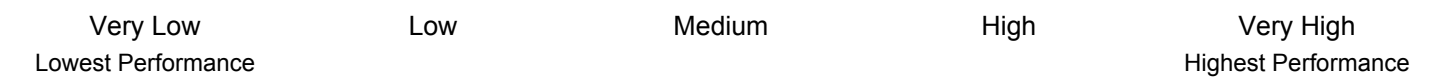
## Academic Performance College/Career Report

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

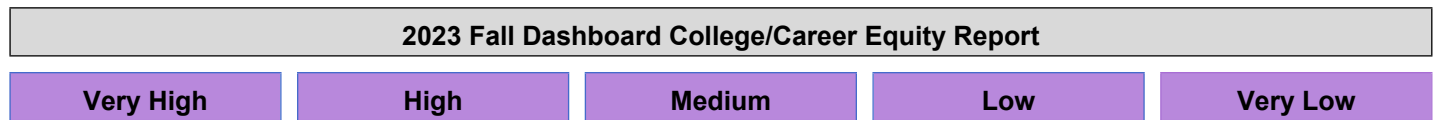
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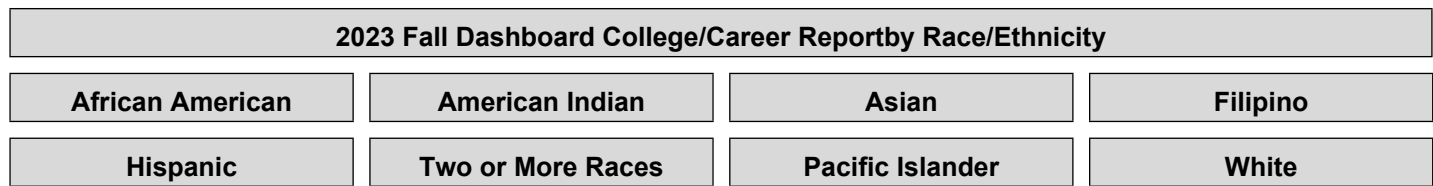
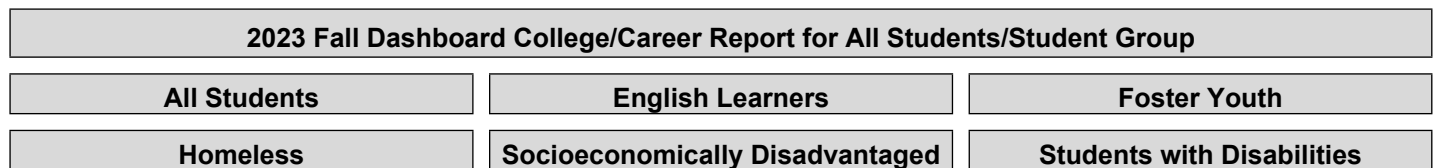
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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.



Conclusions based on this data:

1.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

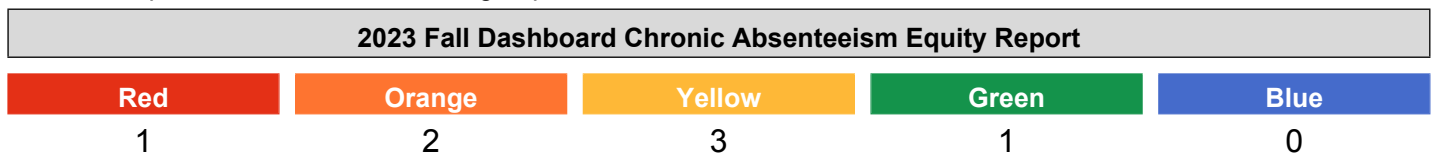
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  <p>Yellow</p> <p>15.6% Chronically Absent</p> <p>Declined Significantly -8.9</p> <p>423 Students</p>	<b>English Learners</b>  <p>Yellow</p> <p>19.7% Chronically Absent</p> <p>Declined -13.6</p> <p>71 Students</p>	<b>Foster Youth</b> <p>Less than 11 Students</p> <p>2 Students</p>
<b>Homeless</b> <p>Less than 11 Students</p> <p>3 Students</p>	<b>Socioeconomically Disadvantaged</b>  <p>Yellow</p> <p>23.6% Chronically Absent</p> <p>Declined Significantly -15.9</p> <p>165 Students</p>	<b>Students with Disabilities</b>  <p>Orange</p> <p>20.8% Chronically Absent</p> <p>Declined -12.5</p> <p>72 Students</p>

### 2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  Red 25.7% Chronically Absent Increased 0.7 35 Students	<b>American Indian</b> Less than 11 Students 1 Student	<b>Asian</b>  Green 7% Chronically Absent Declined -4.9 57 Students	<b>Filipino</b> Less than 11 Students 3 Students
<b>Hispanic</b>  Orange 20.8% Chronically Absent Declined -17.6 144 Students	<b>Two or More Races</b> 10% Chronically Absent Increased 4.7 20 Students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  Yellow 12.9% Chronically Absent Declined Significantly -5.5 163 Students

#### Conclusions based on this data:

1. Absenteeism based on 2023 data is an area of need; however, progress is being made in this area. 15.6% of our students were chronically absent last year. This is lower than the district's percentage of 17.1%. This data shows that our chronic absenteeism has declined by 8.9%. SED and white students showed a significant decline in absenteeism.
2. All subgroups declined in their absenteeism except our African American sub-group. Therefore, we must target resources to engage our Black students and families. The school should also plan engagement interventions for Hispanic, SED, MLL (EL) and Students with Disabilities subgroups, as 1 in 5 students in each of these subgroups is chronically absent.
3. McKinley is home to a Life Skills special education program with medically fragile students which may have a disproportionate impact on data for this subgroup.

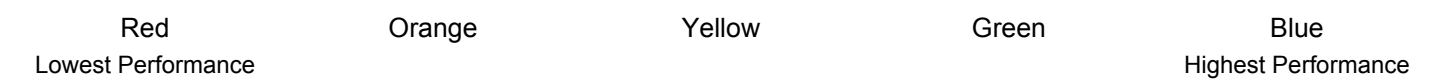
# School and Student Performance Data

## Academic Engagement Graduation Rate

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

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

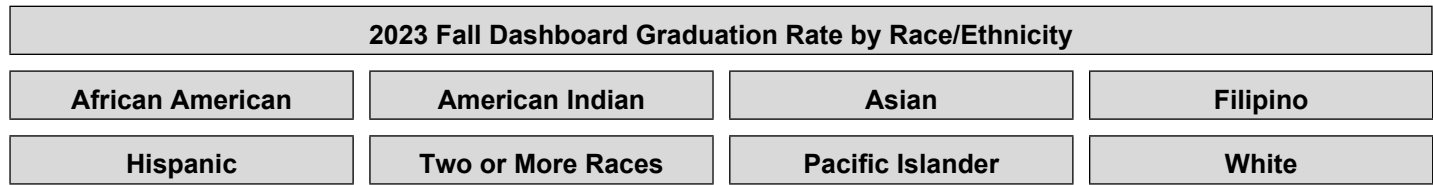
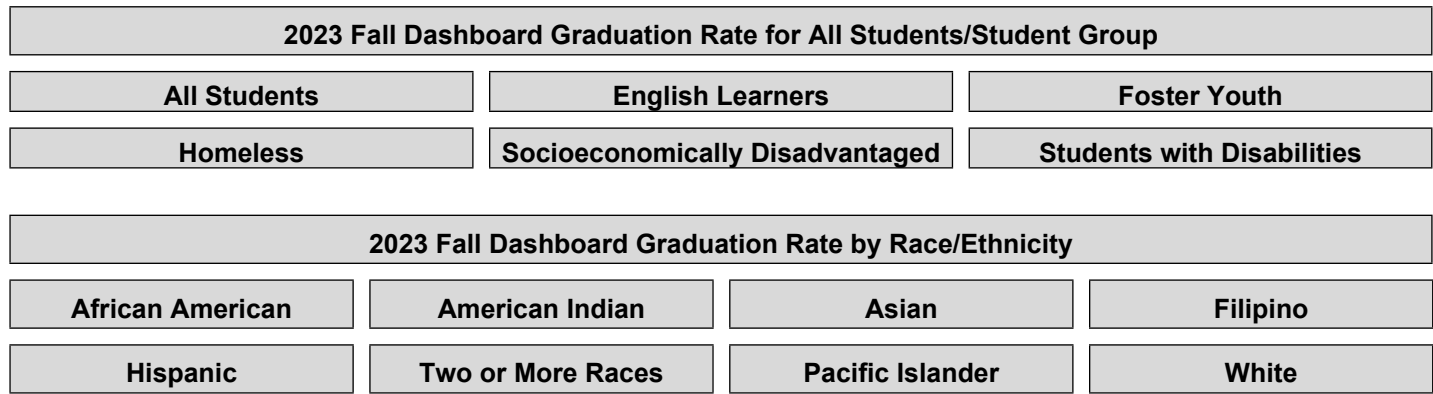
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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



Conclusions based on this data:

- 1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

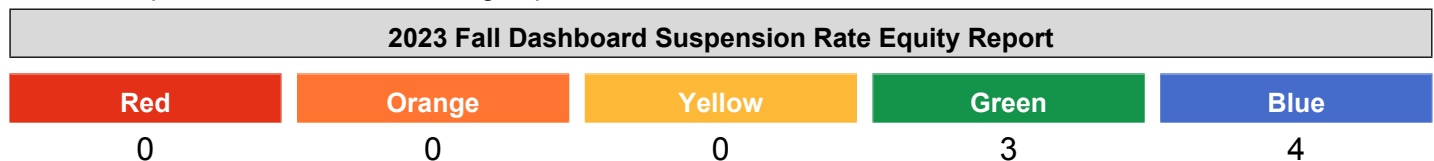
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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





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








This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  <p>Blue</p> <p>0.2% suspended at least one day</p> <p>Declined -0.8 426 Students</p>	<b>English Learners</b>  <p>Green</p> <p>1.4% suspended at least one day</p> <p>Declined -0.3 71 Students</p>	<b>Foster Youth</b> <p>Less than 11 Students 2 Students</p>
<b>Homeless</b> <p>Less than 11 Students 4 Students</p>	<b>Socioeconomically Disadvantaged</b>  <p>Green</p> <p>0.6% suspended at least one day</p> <p>Declined -0.9 167 Students</p>	<b>Students with Disabilities</b>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined -1.8 73 Students</p>

### 2023 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  Blue 0% suspended at least one day Declined -3.1 35 Students	<b>American Indian</b> Less than 11 Students 1 Student	<b>Asian</b>  Blue 0% suspended at least one day Maintained 0 57 Students	<b>Filipino</b> Less than 11 Students 3 Students
<b>Hispanic</b>  Blue 0% suspended at least one day Declined -1.4 146 Students	<b>Two or More Races</b> 0% suspended at least one day Maintained 0 20 Students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  Green 0.6% suspended at least one day Maintained 0 164 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 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.

## Goal Subject

ELA and Math

## LEA/LCAP Goal

All students will be college and career ready through socially just pathways rooted in curiosity, belonging, and empowerment.

## Goal 1

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

## Identified Need

On the 2023 Dashboard, in ELA McKinley received a status of High, with 36.7 points above the standard. In ELA, this represents a slight decline of 4.5 points from the year prior. Overall, we are below the district average which is performing at the Very High level at 56.7 points above standard. When we look at the student performance by demographic subgroups, our English learner and SED scored at the Medium level and Hispanic and white at the high level. No subgroups scored in the Very High range. All subgroups declined in performance except our Hispanic subgroup, which saw a 4.1-point increase in ELA achievement. There continues to be an opportunity gap between White students who on average scored 62.6 points above standard; whereas on average Hispanic students scored 11 points above standard, SED students 7.6 points above standard, and MLL (EL) students 3.9 points below standard. This data underscores that ELA practices are effective, but for continuous improvement, it will be important to center our sub-groups when planning for the 24-25 school year as well as provide differentiation for students who are performing at the high levels seeking to move the very high range.

Our overall Math scores showed that students maintained academic progress from the year prior. Our site's overall progress is higher than the district's with overall student math achievement at 17.7 distance from standard, whereas the district average is 13.6 distance from standard. When we look at the student performance by demographic subgroups, our English learners are performing in the low range, and our SED population is scoring in the medium range; white and Hispanic students are in the high range. No subgroups scored in the Very High range. There continues to be an opportunity gap between White students who on average scored 36.9 points above standard; whereas on average Hispanic students scored 13 points below standard, SED students 15.5 points below standard, and MLL (EL) students 29.8 points below standard. This data underscores that Math practices are effective for white students, but not yet effective on average for subgroups. This points to the need for examining and modifying math practices that center and respond to our sub-groups when planning for the 24-25 school year. In addition, it will be important to increase the rigor of math instruction to ensure that differentiation is provided for students ready to extend their math understanding.

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%, 21-22 73%, and 22-23 68%. In Math 16-17 was 53%, 17-18 61%, 18-19 63%, 21-22 60%, and 22-23 62%. This suggests that overall, Academic Discourse has shown to be an effective practice over time, with a growth of 9% in ELA and 9% in Math.

However, overall, growth has leveled off and it is necessary to re-examine practices to ensure that they are designed for the benefit of our diverse demographic subgroups who continue to demonstrate an opportunity gap. Measurable outcomes will be designed to increase the achievement of students who did not meet standards in 2022-2023 (32% in EL and 38% in Math) by 10 percent respectively (3.2% in ELA and 3.8% in Math).

The 2023 CAASPP showed that students' areas of need in ELA continue to be listening and speaking as well as writing brief texts. Other areas of growth that support writing include the use of precise academic language, and reading informational and narrative texts. In math, concepts and procedures were highlighted as areas of growth across grade levels and subgroups. Communicating reasoning was a secondary need.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA and Math percentage of students meeting and exceeding standards- schoolwide and subgroups	<p>CAASPP Data Over Time:</p> <p>Schoolwide ELA- 59% 16-17, 68% 17-18, 74% 18-19 73% 21-22, 68% 22-23</p> <p>Schoolwide Math- 55% 16-17, 59% 17-18, 62% 18-19, 60% 21-22, 62% 22-23</p> <p>Subgroups' scores in ELA (ELs-9% to 26% to 44% to 46% to 26%; Black-48% to 59% to 69% to 36% to 57%; Hispanic-41% to 56% to 64% to 56% to 54%; Socioeconomic Disadvantaged-39% to 56% to 62% to 59% to 57%) Asian students fell from 93% to 76% between 2022 and 2023; and white students fell from 90% to 80% between 2022 and 2023.</p> <p>CAASPP participation was 99% for 3rd-5th and 92% for CAA.</p> <p>Grade Level Scores in ELA: Schoolwide- 68% 3rd- 67% 4th- 60% 5th- 77%</p> <p>Grade Level Scores in Math</p>	<p>SMART Goals: All goals are calculated by identifying the percentage of students not meeting grade-level standards and then multiplying that percentage by 10 percent (i.e. 68% of students did meet ELA standards and 32% of students did not meet ELA standards. <math>32 \times .1 = 3.2\%</math>. <math>68\% + 3\%</math> is 72%)</p> <p>By June 2025, the percentage of students meeting and exceeding standards on the CAASPP in ELA will increase from 68 to 71%.</p> <p>By June 2025, the percentage of students meeting and exceeding standards on the CAASPP in Math will increase from 62 to 66%.</p> <p>By June 2025, the percentage of students meeting and exceeding standards on the CAASPP in ELA for each target subgroup will increase by: ELs 7%; Black 5%; Hispanic 6%, SED 4%, Asian 2%; and white 2.0%</p> <p>By June 2025, the percentage of students meeting and</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Schoolwide- 62% 3rd- 69% 4th- 59% 5th- 58%</p> <p>Grade Level Changes from 21-22 to 22-23 3rd grade decreased in ELA from 69% to 67%; increased in Math from 56% to 69% 4th grade decreased in ELA from 81% to 60%; decreased in Math from 70% to 59% 5th grade increased in ELA from 70% to 77%; increased in Math from 53% to 58%; 5th grade increased in Science from 53% to 60%</p> <p>Cohort Progress from 21-22 to 22-23 3rd Grade to 4th Grade in ELA 69% to 60% (decreased by 6%) 3rd Grade to 4th Grade in Math 56% to 59% (increased by 3%) 4th Grade to 5th Grade in ELA 81% to 77% (decreased by 4%) 4th Grade to 5th Grade in ELA 70% to 58% (decreased by 12%)</p> <p>Baseline- Interim Assessments in the Fall as a diagnostic starting point for individual students. Scores will vary for individuals and will be determined in the Fall when they take the IABs.</p>	<p>exceeding standards on the CAASPP in Math for each target subgroup will increase by: ELs 7.7%; Black 4%; Hispanic 6%, SED 6%, Asian 1%; and white 3%</p> <p>By June 2025 the percentage of students meeting and exceeding standards on the CAASPP in ELA will increase by:</p> <p>4th: 3% to 70% (cohort) 5th: 4% to 64% (cohort)</p> <p>By June 2025 the percentage of students meeting and exceeding standards on the CAASPP in MATH will increase by:</p> <p>4th: 3% to 72% (cohort) 5th: 4% to 63% (cohort)</p>
Star ELA and Math	<p>2023-24 Star scores</p> <p>Fall beginning of year 2022 scores: 66% in ELA Star Reading Proficiency Rate (district benchmark)</p>	<p>SMART Goal-</p> <p>By June 2025, the reading proficiency rate on the ELA Star assessment will be 69.4% (district benchmark).</p>



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>62.7% Star Reading proficiency rate (state benchmark)</p> <p>71.1% Proficiency Rate in Math (district benchmark)</p> <p>47.2% Proficiency Rate in Math (state benchmark)</p> <p>55.8% Early Literacy proficiency rate (district benchmark)</p> <p>Winter 2023-24 Star scores&gt; 69.3% in ELA Star Reading proficiency rate (district benchmark) (69.9% in 2022)</p> <p>64.1% Star Reading proficiency rate (state benchmark) (63.7% in 2022)</p> <p>72.3% Growth Percentile in Star Reading</p> <p>76.9% Proficiency Rate in Math (district benchmark)</p> <p>51.7% Proficiency Rate in Math (state benchmark)</p> <p>70.7% Growth Percentile in Math</p> <p>66.4% Early Literacy proficiency rate (district benchmark)</p> <p>52.8% Early Literacy student growth percentile</p> <p>Fall to Winter:</p> <p>4% increase in ELA district benchmark</p> <p>1% increase in ELA state benchmark</p> <p>6% increase in Math district benchmark</p> <p>5% increase in Math state benchmark</p> <p>10% increase in Early Literacy district benchmark</p>	<p>By June 2025, the math proficiency rate on the Math Star assessment will be 73% (district benchmark).</p>
Dashboard Data	Dashboard 2023 Statuses:	SMART Goals-

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>In ELA McKinley received a status of High, with above 36.7 points above the standard, and in Math a status of High with 17.7 points above the standard.</p> <p>For demographic groups in ELA, white and Hispanic students scored High, ELs and SED scored Medium. In Math EL scored low, SED medium, Hispanic and white students High.</p>	<p>By October 2024 (Date of release of 2023-24 Dashboard scores), McKinley will increase to the color of Blue for the schoolwide ELA ranking.</p> <p>By October 2024 (Date of release of 2023-24 Dashboard scores), McKinley will maintain the color of Green for the schoolwide Math ranking.</p> <p>By October 2024 (Date of release of 2023-24 Dashboard scores), McKinley will have the color of Blue for the schoolwide ELA ranking for the subgroup of Hispanic and white and Green for ELs and SED.</p> <p>By October 2024 (Date of release of 2023-24 Dashboard scores), McKinley will have the color of Yellow for the schoolwide Math ranking for the subgroup of English Learners, Green for SED and Hispanic, and blue for white.</p>
Fountas and Pinnell instructional level	<p>Average Growth in F&amp;P Levels between Fall 2023-Winter 2024</p> <p>1st Grade: 2.5 2nd Grade: 1.69 3rd Grade: 1.38 4th Grade: 1.42 5th Grade: 1.26</p> <p>school average growth is 1.64.</p>	<p>SMART Goal:</p> <p>By June 2025, the schoolwide average level of growth for the year on the end-of-year F&amp;P assessment will be at least 3 levels based on Progress Monitoring by Instructional Text Reading Level (Fountas and Pinnell)</p>
IAB Fall and Winter (Math)	<p>2023 Fall and 2024 Winter IABs: 3rd-5th- percentage at or near the standard</p> <p>Math Kinder Winter: 43.6% (Mastered)</p>	<p>SMART Goal - Math</p> <p>By February 2025, the percentage of Kinder students who demonstrate mastery will be 50%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	1st Fall: 68.6% (Mastered) Winter: 64.2% (Mastered)	By October 2024, the percentage of 1st graders who demonstrate mastery will be 70% By February 2025, the percentage of 1st students who demonstrate mastery will be 68%
	2nd Fall: 67.1% (Mastered) Winter: 61.5% (Mastered)	
	3rd Fall: 43% above; 45% near Winter: 43% above; 45% near	By October 2024, the percentage of 2nd graders who demonstrate mastery will be 70% By February 2025, the percentage of 2nd students who demonstrate mastery will be 66%
	4th Fall: 28% above; 47% near Winter: 36% above; 42% near	
	5th Fall: 22% above; 45% near Winter: 48% above; 33% near	By October 2024, the percentage of 3rd students above standard will be 49% By February 2025, the percentage of 3rd students above standard will be 49%
		By October 2024, the percentage of 4th students above standard will be 35% By February 2025, the percentage of 4th students above standard will be 42%
		By October 2024, the percentage of 5th students above standard will be 30% By February 2025, the percentage of 5th students above standard will be 53%

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

McKinley teachers will conduct 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 as well as identify student strengths and areas of need in decoding, fluency and reading comprehension. Teachers use this data to guide instruction and provide independent and instructional reading materials to their students. The data also supports 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)

8820

Source(s)

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)

At-risk, 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 (LLI). The LLI teacher will work with small groups of Tier III students to provide targeted intervention in their areas of need in literacy. Research-based curricula such as The Fountas & Pinnell Leveled Literacy Intervention System (LLI), the Systematic Instruction in Phonological Awareness, Phonics, and Sight Words program (SIPPS), and the University of Florida Literacy Institute Foundations Program (UFLI) will be used to provide explicit and systematic instruction in the foundational skills necessary for proficient reading. At-risk students will be identified via multiple measures such as Star Reading, Fountas and Pinnell, and CAASPP. Ongoing progress monitoring will be utilized to adjust instruction and determine eligibility. The Literacy and Language Interventionist will also support classroom teachers in analyzing data and identifying 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  
Language and Literacy Interventionist

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All students needing additional instructional support in TK-5 Classrooms

#### Strategy/Activity

Part-time Instructional Assistants (IAs) will be provided to assist general education classroom teachers. IAs will work with small groups of students, and students individually, to provide academic support. The instructional coach will train the IAs on how to support Tier I instruction by providing targeted, supplemental instruction delivered individually or in small groups.

IAs are funded through SMEF. 23.5 hours of IA support daily (2024-2025)

2 (3 hours for 1st grade)

5 (3.5 hours for K/2nd (2nd grade has high numbers and 1 3.5 hours to be shared by 3rd grade)

2 (6 hours for TK) - paid for by the district

= 9 total IAs

#### 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)

Ed Foundation  
2000-2999: Classified Personnel Salaries  
Instructional Assistants

#### Strategy/Activity 4

##### Students to be Served by this Strategy/Activity

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

Multilingual learners and at-risk students

#### Strategy/Activity

Teachers will be provided with a 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 staff will strengthen its Math Practice specifically in service of at-promise students by participating in 3 math lab days with consultant Berkeley Everett from the UCLA Math Project. The Proposed Professional Development includes Using Number Sense Routines (NSRs) to Invite and Build On Student Thinking

The Scope of the professional development includes 3 in person Lab Days and a Family Math Night (in the evening of one of the Lab days, 60-90 minutes in length) to connect classroom learning to the home. The Goals of the training are to strength teacher practice in the following math content areas: K-2: Counting and Addition and 3-5: Fractions

- Day 1: Engaging Everyone in Mathematical Thinking
- Routines: How Many / How Much and Choral Counting
- Topics: Teacher as facilitator, inviting all students to participate, annotating student thinking
- Day 2: Nudging Students to Make Important Mathematical Connections
- Routine: Same and Different
- Topics: Big ideas, strategies, and models for Addition (K-2) and Fractions (3-5), using student thinking during a NSR to plan the next NSR
- Day 3: Consolidating Student Thinking
- Routine: Problem Strings
- Topics: Communicating the big ideas, strategies, and models with students
- PLC Support:
- At the end of each Lab Day, teachers will be given ideas for continuing their learning between sessions

Staff will also continue to work on signature AVID practices that were learned in 23-24 including note-taking, organizational skills, self-advocacy, and exposure to college and career opportunities through project-based learning. 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. This work will be coupled with training in project-based learning provided by the district's PBL coordinator. Training will be provided to adapt current projects so that they include PBL gold standard strategies such as including driving questions, public products, student voice and choice, reflection, critique and revision, and authenticity.

Teachers will also be invited to attend professional learning conferences on math instruction.

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)
14,400	Title I 2023-24 Allocation

	5800: Professional/Consulting Services And Operating Expenditures Professional Development
7,560	Title I 2023-24 Allocation 1000-1999: Certificated Personnel Salaries Half day subs for 16 Tk-5 teachers (3 times)
8,908	Title I 2023-24 Allocation 5800: Professional/Consulting Services And Operating Expenditures Professional Development Conferences
1,000	Title I 2023-24 Allocation 4000-4999: Books And Supplies Math Intervention Materials

## Strategy/Activity 6

### 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

The part-time 50% Instructional Coach will provide individualized, grade-level, and schoolwide support in ELA, Math, ELD and PBL. 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 academic-related events (Family Math Night). 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
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## Strategy/Activity 7

### Students to be Served by this Strategy/Activity

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

All students with an emphasis on meeting the needs of

### 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 Special Education Team, and Administration will also be invited to attend these meetings to collaborate and provide support. In addition, K-5 teachers will participate in 1 day grade level PLC prior to the beginning of the school year to create a Year-At-A-Glance Curriculum Map that includes units of study and assessment dates intended to increase curricular cohesion across the site and guidance to Special Education Team supporting students outside of the general education setting. Funded with 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)

10800

District LCAP Funds  
1000-1999: Certificated Personnel Salaries  
Sub Coverage for Data Meetings and teacher  
hourly for Summer Grade Level PLC Planning

### **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 an emphasis on inquiry and project-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 the continuation and expansion of STEM instruction throughout teachers' instructional programs. 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. During the 24-25 school year, the STEM teacher will collaborate with grade-level teams on Project-based learning (PBL) units anchored in the science standards.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)



8,850	Stretch Grant (Ed Foundation) 5800: Professional/Consulting Services And Operating Expenditures STEM Science
18,150	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)
19,254	Stretch Grant (Ed Foundation) 5800: Professional/Consulting Services And Operating Expenditures TK-2 Music
	District Funded 1000-1999: Certificated Personnel Salaries 3-5 Music
746	Site Formula Funds 5800: Professional/Consulting Services And Operating Expenditures TK-2 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.

To develop socially just students who are prepared to be global citizens, McKinley will implement Deep Learning Project Based 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, 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, and 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 opportunity 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.

In addition, McKinley will provide theatre instruction for all TK-5 students. Academic areas such as listening, speaking, and non-verbal expression will be integrated. The focus of theatre will be social issues and the instructor will work towards incorporating social justice and social-emotional learning standards into student learning. Culminating performances will be centered on social themes important to students at each grade level.

### **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

19,190.30	Site Formula Funds 5800: Professional/Consulting Services And Operating Expenditures PS Arts - Theatre
9,268	Stretch Grant (Ed Foundation) 5800: Professional/Consulting Services And Operating Expenditures PS Arts - Theatre

## Annual Review

### SPSA Year Reviewed: 2023-24

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 8th year of implementation of this goal.

2023 CAASP data indicates that the strategies applied to achieve this goal continue to be effective for students in the aggregate. Scores have grown and held over time. However, scores have tapered off in both ELA and Math, with declines in some subgroups. In addition, this is the first year that we did not have any sub-groups performing at the highest levels (blue on the Dashboard). This suggests that there is utility in engaging in school-wide professional development on strategies that increase engagement among targeted subgroups and differentiate instruction so that it both raises the floor and ceiling of our instructional practices.

In ELA, there has been growth over time (9% growth) - 59% 16-17, 68% 17-18, 74% 18-19 73% 21-22, 68% 22-23

In Math, there has been growth over time (7% growth) - 55% 16-17, 59% 17-18, 62% 18-19, 60% 21-22, 62% 22-23

Subgroups' scores in ELA (ELs-9% to 26% to 44% to 46% to 26%; Black-48% to 59% to 69% to 36% to 57%; Hispanic-41% to 56% to 64% to 56% to 54%; Socioeconomic Disadvantaged-39% to 56% to 62% to 59% to 57%) Asian students fell from 93% to 76% between 2022 and 2023; and white students fell from 90% to 80% between 2022 and 2023.

There have been longitudinal gains in academic achievement for all students and targeted subgroups with the exception of English Learners who despite showing strong gains since 2016, demonstrated a significant decline in achievement between 2022 and 2023. The growth in subgroups indicates culturally responsive teaching strategies and student engagement strategies are successful, but that revisiting integrated and designated ELD will be important for recapturing the gains previously enjoyed by our ELs. In addition, the return of an instructional coach to the site to support data-driven decision-making on instruction will be a welcomed change and is expected to impact achievement. The site enjoyed the most growth when teachers were supported by a full-

time instructional coach between 2016 and 2020 and received coaching as well as participated in regular data meetings to analyze student work and use that data to drive instructional decision-making.

While demographic groups have made growth since 2016, an opportunity gap persists where white and Asian students outperform Hispanic, Black, SED and EL peers each year. For example in ELA, 54% of Hispanic, 57% Black, 57% of SED, and 24% of ELs met or exceeded standards, whereas 80% of white and 76% of Asian students did. McKinley is committed to closing the gap.

After several years of no claim data, the 2023 scores showed areas of need in the following claim areas:

ELA Claims (DOK 2, 3)

Reading Informational and Literary Text- identify the main idea and inference

Identifying Word Meanings- from context, structure, figurative/literal, multiple-meaning, domain-specific

Writing brief and full texts

These areas will be addressed in an ongoing focus on the explicit instruction of reading comprehension strategies, Tier II vocabulary, and process writing as well as response to literature.

Math- Concepts and Procedures (DOK 1)

Multiply and divide within 100.

Perform operations with multi--digit whole numbers and with decimals to hundredths

Classify two- dimensional figures into categories based on their properties.

Reason with shapes and their attributes

Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures

These areas will be addressed with professional development in math from the UCLA Mathematics Project.

Schoolwide IAB scores indicate strong student progress over the school year with 11% schoolwide increase in Math from fall to winter

Schoolwide Star scores indicate strong student progress over the year as well with predominately increases

3% increase in average percentile rank in ELA from fall to winter

0% increase in average percentile rank in ELA from winter to spring

4% increase in average percentile rank in Math from fall to winter

0% increase in average percentile rank in ELA from winter to spring

10% increase in Early Literacy district benchmark?

The last time there were colors on the California Dashboard 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

In 2023 most subgroups experienced small declines except Hispanic students who increased in ELA.

- McKinley is Green in ELA- which is a decline from 2019
- McKinley is Green in Math - which shows maintenance of outcomes since 2019

### ELA Interim Assessments

This year, the district used a teacher-designed district interim writing assessment (DIWA) to monitor ELA progress rather than the CAASPP interim assessments that had been used in prior years. There was great variance in the data collected from the fall and winter DIWA, which was attributed to how far along students were in studying the writing genre they were being assessed in. For example, 79% of 1st-grade students demonstrated mastery on the Opinion Writing DIWA in spring after a 6-week unit on the genre; while 48% of 4th graders showed mastery after 3 weeks of opinion writing instruction and 21% of 5th graders showed mastery before any instruction at all. This data shows that with teacher instruction, student outcomes improve. However, the district has opted to return to CAASPP interim assessments for the 24-25 school year.

### Math Interim Assessments

Between fall and winter, the percentage of students above standard increased in all grade levels from:

28% to 43% in 3rd Grade

28% to 36% in 4th Grade

22% to 48% in 5th Grade

Between fall and winter, the percentage of students below standard decreased in all grade levels from:

33% to 43% in 3rd Grade

25% to 21% in 4th Grade

28% to 12% in 5th Grade

### Overall Summary:

- Emphasis on Tier I and Tier II instruction is required to lift floor and ceiling in both ELA and Math for all subgroups
- Growth overtime in demographic groups indicates culturally relevant and responsive teaching (CRRT) strategies and student engagement strategies are successful, but closing the opportunity gap is still an area of focus and a priority and requires additional training in CRRT practices that engage students belonging to subgroups
- Decline in scores in ELA indicates a need to revisit strategies used in years of high growth
- Slight gains in math, but still a schoolwide relative area of need compared to ELA
- Continue emphasis on Listening/Speaking and Communicating Reasoning for increased growth
- Importance of Integrated and Designated ELD for ELs.
- Claims areas should be kept in mind when teaching

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.

## Goal Subject

ELA

## LEA/LCAP Goal

Multilingual 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

On the Dashboard EL Progress was Medium, with 61.1% making progress towards EL proficiency. 63% of ELs maintained or progressed at least 1 EL Progress Indicator (ELPI) on the ELPAC. EL Progress on the Dashboard is based on the 2022-23 English Language Proficiency Assessments for California (ELPAC) Summative Assessment Results.

On the Dashboard ELs in ELA achievement were a Medium with 45.3 points below standard, and in Math a Low with 64.6 points below standard. It is evident that Multilingual learners require support in both ELA and Math.

CAASPP EL scores in ELA increased 36% between 16-17 and 21-22 (9% 16-17 to 26% 17-18 to 45% 18-19 to 46% in 21-22 meeting or exceeding the standard); however, in 22-23, only 26% met or exceeded standards.

Classroom methods were effective for Multilingual Learners in prior years and the school will revisit these practices to ensure that they return to prior levels of academic achievement.

## 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 Parent input  Baseline-	SMART Goals: All goals are calculated by identifying the percentage of students not meeting grade-level standards and then multiplying that percentage by 10 percent (i.e. 18% of ELs were classified; 82% of ELs were not reclassified; therefore $82 \times .1 = 8.2\%$ . $18\% + 8.2\%$ is 16.2%)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>2023-2024 9 reclassified out of 50 = Reclassification Rate:18%</p> <p>2022-23 11 reclassified out of 56 = Reclassification Rate: 20%</p> <p>2021-22 0 reclassified out of 56 = Reclassification Rate: 0%</p> <p>2020-21- 5 reclassified out of 56 = Reclassification Rate: 9%</p> <p>2019-20- 8 reclassified out 53 = Reclassification Rate: 15%</p> <p>2018-19- 4 reclassified out of 44 = Reclassification Rate: 9%</p>	<p>SMART Goal-</p> <p>By June 2025, 26.2% of ELs will be reclassified as RFEPs.</p>
CAASPP Scores percentage of ELs meeting or exceeding standard in ELA and Math	<p>CAASPP EL scores in ELA 9% 16-17 to 26% 17-18 to 44% 18-19 to 45% in 21-22 and 26% in 22-23.</p> <p>CAASPP EL scores in Math were 32% in 16-17, 31% 17-18, 23% in 18-19 29% in 21-23, 23% in 22-23</p>	<p>SMART Goal-</p> <p>By June 2025, the percentage of EL students meeting and exceeding standards on the CAASPP in ELA will increase by 7%.</p> <p>By June 2025, the percentage of EL students meeting and exceeding standards on the CAASPP in Math will increase by 8%.</p>
Dashboard EL Data	<p>Dashboard Status 2023 EL Progress- Medium ELA achievement- Medium with 43.5 points below standard Math achievement- Low with 64.6 points below standard</p> <p>Dashboard Status 2023 EL ELA- Yellow (a decline from prior year) EL Math- Orange (a decline from prior year)</p>	<p>SMART Goal-</p> <p>By October 2024 (Date of release of 2023-24 Dashboard scores), McKinley will have the color Green for the EL Progress ranking on Dashboard.</p> <p>By October 2024 (Date of release of 2023-24 Dashboard scores), McKinley will have the color of Green for the ELA</p>



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>ranking for the subgroup of English Learners.</p> <p>By October 2024 (Date of release of 2023-24 Dashboard scores), McKinley will have the color of Yellow for the Math ranking for the subgroup of English Learners.</p>
Star ELA and Star Math	<p>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.</p>	<p>SMART Goal-</p> <p>By June 2024, the EL Proficiency Rate (district benchmark) on the Star ELA assessment will be 50%.</p> <p>By June 2024, the EL Proficiency Rate (district benchmark) on the Star Math assessment will be 50%.</p> <p>By June 2024, the EL Proficiency Rate (district benchmark) on the Star Early Literacy assessment will be 50%.</p>

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

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 ELs 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.

Teachers will build their capacity in Tier I Integrated and Designated ELD strategies by participating in professional development opportunities with the Instructional Coach and the district's MTSS TOSA, as well as engaging in coaching cycles with the Instructional Coach targeting EL students. Grade-level PLC work will focus on EL achievement and teachers will conduct inquiry cycles on which strategies positively impact their 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)

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.

### **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) on 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, 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 ELs' language development. Responsive Classroom techniques have also been shown to be beneficial in helping teachers to create a classroom community where students' language, background, and diversity are recognized and valued, creating an environment conducive to learning and where students are engaged.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified  
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-risk 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, 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.

The school will also provide a Family Math Night to share with families math activities to refresh their math skills, grasp modern teaching approaches, and develop effective strategies to assist their children with their math homework. This Math Night will include a workshop provided by Berkeley Everett, a UCLA Mathematics Project consultant who is supporting a year-long professional development series with teachers. His workshop will introduce families to the strategies being used at school and will highlight ways to integrate math practices into the home. This workshop will occur during one of the days that Mr. Everett is working with the teaching staff. Costs for his services are reflected under Goal 1.

The school's bilingual community liaison will work to ensure that families of English Learners receive targeted communications about the workshops to increase their participation.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

2,072

Source(s)

Title I 2023-24 Allocation  
1000-1999: Certificated Personnel Salaries  
Family Literacy and Math Workshops centered on English Learners

### **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 Dreambox will be utilized to support students' learning.

All students K-5 have one-to-one Chromebooks at school, and TK and K have 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 Dreambox are available in the district's "Clever" computer system and accessible at home and at school. Both Lexia and Dreambox are district-funded computer programs that support students in learning in ELA and math.

Both computer programs are adaptive, at the students' level, to support their learning and growth.

(Can we add Freckle?)

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 4000-4999: Books And Supplies Supplemental Resources

Annual Review

SPSA Year Reviewed: 2023-24

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 8th 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). However, in the last year in 22-23, EL achievement decreased to 26%

The Dashboard shows a downward trend of EL progress overall. In 2019 75.5 of ELs made progress on the Dashboard. In 2022, 66.7% of ELs made progress on the Dashboard. Both of these percentages resulted in a "Very High" status for EL Progress overall. However, on the 2023 Dashboard, EL progress further decreased to 61.1% resulting in a "Medium" status. This still far surpasses the state average of 48.7%, but improvement is needed in this area.

On the 2023 Dashboard there was a decrease for ELs in math from Yellow to orange, so this will be an area of focus. ELs in ELA decreased to yellow. So closing the opportunity gap for ELs

continues to be an area of growth.

The reclassification of 11 ELs in 2022-23 exemplifies a large gain compared to the 21-22 reclassification of 0 students. During the 23-24 school year, the school reclassified 9 students. It is important to note that English Learner data is complicated by reclassification as students demonstrating success are no longer counted in this sub-group. This year, we will progress monitor our RFEP students as well.

During the 24-25 school year it will be critical to do the following to support English Learners:

A focus on ELD instruction and explicit vocabulary instruction occurred in 23-24. This focus must be sustained in the 24-25 school year along with academic discourse during the school day as well as supplemental intervention after school for students at risk of becoming long-term English Language Learners through the Academic Vocabulary Toolkit program and ELD classes for 4th-5th graders. In addition, teachers will participate in professional development on culturally and linguistically sustaining practices with Arlene Casimir as part of a year-long focus on culturally relevant and responsive teaching.

Overall the data indicates:

- Academic Discourse is a research-based strategy to close the opportunity gap and has impacted achievement outcomes over time, but is no longer making the same impact and therefore needs to be coupled with a review of best academic discourse practices including integrated and designated ELD, culturally relevant and responsive teaching and a family engagement that centers families who speak a language other than English at home.
- Continue emphasis on Listening/Speaking and Communicating Reasoning for increased growth in math and ELA

Academic Discourse strategies for ELs will continue to be emphasized:

Variety of Discourse Protocols

Differentiated Sentence Frames

Thinking Maps

Academic Vocabulary

Students using evidence to communicate understanding and share reasoning

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.

## Goal Subject

Attendance

## LEA/LCAP Goal

All students and families feel connected and informed, engaging in safe, well-maintained, and culturally responsive schools that support future-ready 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.

### Absenteeism

The Chronic Absenteeism measure shows how many students were absent for 10 percent or more of the total instructional school days. This includes all absences, not just unexcused absences. For example, schools have 180 instructional days; if a student is absent 18 or more of those days, the student would be considered chronically absent.

This California Dashboard shows that 15.6% of our students were chronically absent last year. This is lower than the district's percentage of 17.1%, but still much higher than pre-pandemic rates which hovered at 6%. We are trending in the right direction: our chronic absenteeism has declined by 8.9% which is cause for celebration. However, with this rate of absenteeism, our school achieved a "medium" status on the Dashboard. More worrying is that our Hispanic and Students with Disabilities subgroups are in the "low" range and African American students at McKinley are in the very low category. This is something we must address in our SPSA with a specific goal and plan to remediate.

The surge in chronic absenteeism among California students during the 2020–21 and 2021–22 school years was initially attributed, quite reasonably, to the challenges posed by the ongoing pandemic. There was optimism that these rates would eventually begin to decline as schools returned to normal. When new chronic absenteeism numbers came out in October—along with California Assessment of Student Performance and Progress (CAASSP) data for 2022–23—the findings indicated that rates are down from the soaring absenteeism of 2021–22; 25 percent of K–12 students in California schools were chronically absent in 2022–23, down from 30 percent the year before. However, more than three years after the initial onset of the pandemic, chronic absenteeism among California students is still double the rate of pre-pandemic levels, and there are no signs of this trend abating.

Current research indicates that since the pandemic there seems to have been a cultural shift in expectations among students and families about school attendance. With so much time out of

school during COVID closures, many students and families now consider attendance optional rather than compulsory. In addition, attitudes about sickness and attendance have changed. Before the pandemic, students typically came to school unless they had a fever or were extremely unwell; now students tend to come to school only when they are wholly well. This cultural shift, along with continued elevated levels of illness, either from COVID-19 or other illnesses, has led to higher levels of absenteeism. School health policies have shifted recently to address this; however, teacher and family understanding and comfort with the new policies are not yet fully realized. Research also shows that other school-based factors that contribute to students' absenteeism are lack of school engagement and belonging in schools. Our district has emphasized increasing engagement and belonging at our schools.

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 .2% 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.

Our school plans have a multi-prong approach to improving attendance and engagement in the 24-25 school year including hiring a school counselor to lead Tier I social-emotional programming in classrooms, Tier II small group counseling to address pertinent social issues, and Tier III targeted interventions for students struggling with attendance, academics and social-emotional well being. In addition, our staff will participate in a year-long study of culturally responsive and sustaining education, trauma-informed teaching, and social-emotional learning with Arlene Casimir. In addition, staff will continue to strengthen their deep learning and project-based learning practices that will center students' interests, backgrounds, and cultures towards increasing their engagement with drive to attend school.

Progress towards improving student engagement will be measured by a variety of formal and informal factors including attendance, suspension rates, academic scores, and informal observations, which 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.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Data from A2A	<p>Attendance Data for 2023-24 School Year with            Excellent- 12.0%            Satisfactory- 44.5%            Manageable- 29.3%            Chronic- 12.0%            Severe Chronic- 2.3%</p> <p>Attendance Data for 2022-23 School Year with            Excellent-            Satisfactory-            Manageable-            Chronic-</p>	<p>SMART Goals: All goals are calculated by identifying the percentage of students not meeting grade-level standards and then multiplying that percentage by 10 percent (i.e. 86% of students had excellent, satisfactory or manageable attendance and 14% of students had chronic or severe chronic attendance. Therefore <math>14 \times .1 = 1.4\%</math>. 14%-1% is 13%)</p> <p>SMART Goals-</p>



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Severe Chronic-</p> <p>Attendance Data for 2021-22 Pandemic School Year with Quarantines-</p> <p>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.</p> <p>Attendance Data for 2020-21 during Distance Learning</p> <p>Excellent- 45.8% Satisfactory- 39.2% Manageable- 9.9% Chronic- 4.2% Severe Chronic- 1.0%</p> <p>Attendance Data for 19-20 Up Until Distance Learning Began on 2/27/20</p> <p>Excellent- 28.5% Satisfactory 42.8% Manageable- 22.7% Chronic- 5.6% Severe Chronic- .4%</p> <p>Baseline- 2018 end-of-year summative:</p> <p>Excellent attendance 17-18 20.7%, 18-19 19.3% Satisfactory (1-4.99% absence) 17-18 53.8%, 18-19 53.3% Manageable (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%</p>	<p>By June 2025, (for 2024-25 school year) the percentage of chronic and severely chronic absent students will be less than 13%.</p> <p>By June 2025, (for 2024-25 school year) the percentage of students with excellent or satisfactory attendance in A2A will be 62%.</p>
Dashboard Chronic Absenteeism Scores	2023 Dashboard Attendance was an area of growth with a score of Very High- 15.6% of	SMART Goals-

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>students Chronically Absent (students missing 10% or more of the school year).</p> <p>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).</p> <p>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.</p>	<p>By October 2024 (Date of release of 2023-24 Dashboard scores from the state), McKinley will have the color of Green for the schoolwide ranking for Attendance.</p> <p>By October 2024 (Date of release of 2023-24 Dashboard scores from the state), McKinley will have the color of Orange for the ranking for Attendance for African Americans, Yellow for Students with Disabilities and Hispanic and Green for English Learners, White and SED students.</p>
Student Engagement as measured by student academic achievement on Dashboard	<p>Baseline- On the 2023 Dashboard, in ELA McKinley received a status of High, with 36.7 points above the standard, and in Math a status of High with 17.7 points above the standard. For demographic groups in ELA, Hispanic and white students scored High, ELs and SED students scored in Medium. In Math ELs scored in the Low range, SED in the Medium range and Hispanic and white students scored in the High range. No students scored in the Very High range in ELA or Math.</p> <p>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</p>	<p>SMART Goals-</p> <p>By October 2024 (Date of release of 2023-24 Dashboard scores from the state), McKinley will have the color of Blue for the schoolwide ELA ranking.</p> <p>By October 2024 (Date of release of 2023-24 Dashboard scores from the state), McKinley will have the color of Blue for the schoolwide Math ranking.</p> <p>By October 2024 (Date of release of 2023-24 Dashboard scores from the state), McKinley will have the color of Blue for the ELA rankings for Hispanic and white students; Green for EL and SED students.</p> <p>By October 2024 (Date of release of 2023-24 Dashboard scores from the state),</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Medium, SED High, and White students Very High. In Math EL and Hispanic and SED students scored Medium, and White students Very High.</p> <p>Dashboard 2019 Scores Schoolwide ELA- Blue Subgroups ELA- ELs Green; Hispanic, SED and White-Blue (increased from the prior year and met goal) School-wide Mathematics- Green Subgroups Math- EL- Yellow; SED and Hispanic- Green; White- Blue</p>	<p>McKinley will have the color of Yellow for ELs and Green for SED and Blue for Hispanic and White students.</p>
Olweus Survey Data	<p>Baseline-</p> <p>2023-2024 Data Percentage of girls and boys bullied 2-3 time a month or more 16% (lower than the national average) The highest type of bullying reported by boys and girls is verbal 20% and 23% respectively) with the highest location for both boys and girls on the playground/athletic field (74% as the area. 55% of students tell an adult at school about the bullying.</p> <p>2022-23 Data TBD</p> <p>2018-19 Data (last available data): Percentage of girls and boys bullied 2-3 times a month or more 18% (lower than national average) The highest type of bullying reported by boys is verbal at 20%) and exclusion with girls 14%) with the highest location for both boys and girls on the playground/athletic field (73% as the area.</p>	<p>SMART Goals-</p> <p>By June 2025, on the Olweus 3rd-5th survey, the percentage of boys and girls who report being bullied 2-3 times a month will decrease by 2% to 14%.</p> <p>By June 2025, on the Olweus 3rd-5th survey, the percentage of students who tell an adult at school by will increase to 60%.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	34% of students tell an adult at school about the bullying.	
Informal Assessment of Engagement through Learning Rounds, Observation, Academic Discourse, Student Work, Communication Rubrics etc.	<p>Baseline</p> <p>Informal data collected by the teacher and SLT at the start of each school year.</p> <p>2021-22 and 2022-23 Learning Walk Data</p> <p>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.</p> <p>Rubric will include observable student behaviors such as:</p> <p>Students are demonstrating the following engagement tied to the school site focus of Academic Discourse. These are evidence of student learning:</p> <p>Speaking Skills:</p> <p>Students are speaking to the teacher.</p> <p>Students are speaking to their peers.</p> <p>Student discourse is productive and connected to prompts/topic.</p> <p>Students are utilizing differentiated sentence frames to speak.</p> <p>Students are using precise academic vocabulary.</p> <p>Students are accessing resources in the room to help speak (word wall, visuals etc.)</p> <p>Listening Skills:</p> <p>Students are listening to the teacher (Demonstrated by 4</p>	<p>SMART Goal:</p> <p>By June 2025, 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.</p> <p>By June 2025, the Site Leadership Team (SLT) will have developed a rubric for assessing the use of strategies for Culturally Relevant, Equity-Centered, Trauma-Responsive, and Social-Emotional Learning and will use it to observe students during Learning Walks to collect informal observation data about student engagement to identify evidence of student social-emotional learning, with these practices occurring in 90% of classrooms observed.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Ls- look, lean, lower voice, listen).</p> <p>Students are listening to peers (4 Ls).</p> <p>Students are asking clarifying questions about what they heard.</p> <p>Students are restating or reporting out what their group/partner said.</p> <p>Students are following the given talk protocol routine (taking turns listening and speaking, actively participating)</p> <p>Communicating Reasoning: Students convey understanding/thinking through sharing of ideas (could be verbally, through writing, drawing models etc.).</p> <p>Students are constructing, applying, and justifying mathematical models.</p> <p>Students are using evidence to prove their point (referencing the text, prior knowledge, strategy etc.).</p> <p>Students critique the thinking of others or justify their thinking.</p> <p>Students are using Thinking Maps to organize abstract thoughts.</p> <p>Students are tapping into prior knowledge.</p> <p>Students are making connections across the curriculum.</p> <p>Students are engaged in the learning (appear interested in their learning, actively participating).</p>	

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

## Strategy/Activity 1

**Students to be Served by this Strategy/Activity**

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Campus Monitors will be employed to provide supervision during lunchtime and lunch recess 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 by the School Counselor 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)  
5 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  
3 monitors  
8:15-8:35; 2:45-3:10  
2 monitors  
8:00-8:30  
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)

16,544

Source(s)

Site Formula Funds  
2000-2999: Classified Personnel Salaries  
Campus Monitors

44,267	District Funded 2000-2999: Classified Personnel Salaries Campus Monitors
19,800	Parent-Teacher Association (PTA) 1000-1999: Certificated Personnel Salaries Campus Monitors Before and After the Bell

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

In addition to the core curriculum, students will have the opportunity to engage in school via a wide variety of supplemental enrichment classes during the school day such as music, PE, STEM, visual arts, library, computer lab, and the school garden. During lunch recess, students have the opportunity to use the Art Cart and the Book Cart as an alternative to recess activities.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

All Student Subgroups

#### Strategy/Activity

All students will participate in a schoolwide shared reading experience that focuses on character building. Each month, students will read the same book focused on that month's pillar of character. Books are representative of the diversity at McKinley. Books are tied to social justice standards and will represent historically excluded groups so that students can use books as a mirror (see themselves), a window (see the experience of others), and sliding glass door (open their world to empathize with the experience of others). After reading the book the students will engage in discourse with their upper/lower reading buddies or during Community Meetings. Then the school will come together at the schoolwide outdoor assembly where a grade level will perform that month's pillar of character.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)



## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

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

All students and targeted sub groups (at promise students)

### Strategy/Activity

An elementary school counselor trained in the 3 domains of ASCA - academic, career, and social/emotional development will work with targeted sub-groups on Tier I, 2, and 3 strategies to improve their academic and social-emotional outcomes. The school counseling program will support at-promise in the acquisition of academic, career, and social/development goals. The school counseling program will be developed based on the school's academic, attendance, and discipline data. Identifying student needs through this data and consulting with administrators will direct the program development. The delivery of this program will include direct student services such as instruction – teaching the school counseling social-emotional curriculum to students, specifically the social skills curriculum called Second Step. This research-based program explicitly teaches social skills and develops positive behavior and relationships. The counselor will also build teacher capacity in Restorative Justice, Responsive Classroom techniques, and Olweus Morning/Community Meetings that are already part of the PBIS plan.

The School counselor will also engage in appraisal and advisement – at-promise assessing student abilities, interests, and achievements to help them make decisions about their future and counseling – providing professional assistance and support to a student or small group of students during times of transition, heightened stress, critical change or other situations impeding student success. While the school counselor does not provide therapy or long-term counseling in schools she will recognize and respond to student mental health needs and assist students and families seeking resources. Indirect student services include: consultation – sharing strategies supporting student achievement with parents, teachers, other educators, and community organizations; collaboration – working with other educators, parents, and the community to support student achievement and referrals – support for students and families to school or community resources for additional assistance and information

A draft schedule for the counselor is:

TUES/THURS - Tier One

TEACHING

Classroom lessons to teach SEL curriculum (i.e. Restorative Justice, Second Step, Responsive Classroom, Olweus, AVID Study Skills for upper grades).

WED - Tier Two

SMALL GROUP COUNSELING

8-week groups dedicated to identified topics such as problem-solving, friendship, self-regulation

MON & FRI - Tier Three

One-on-one check-ins with students (socially - emotionally - and academically), parent outreach, parent education, and meetings (attendance, 504s, IEPs, SSTs).

In addition the counselor will provide professional development to teachers and staff.

McKinley students who need individual counseling will receive it through our 40% Mental Health Counselor from Family Services Santa Monica as well as MSW interns, and Hazel Health.



**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)
140,000	Title I 2023-24 Allocation 1000-1999: Certificated Personnel Salaries School Counselor (Temporary Contract)

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

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

All students
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**Strategy/Activity**

<p>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.</p> <p>Parent groups are facilitated and promoted on campus including School Site Council, Parent Teacher Association, English Learner Advisory Council, African American Family Association, School Beautification Committee, Room Parents, and the Special Ed Resource Group. Event Committees also meet regularly.</p> <p>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 Family Literacy and Math Nights, Jog-a-thon, Multicultural Celebration Day, School Beautification Days, and Harvest Festival.</p> <p>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. These workshops will be supported by the Bilingual Community Liaison, Administration, and staff members with expertise and topics of interest to families.</p> <p>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.</p>
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**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

4th and 5th graders

Strategy/Activity

McKinley offers seven clubs to 4th and 5th graders, including the Student Council, Newspaper, Dance Team, Green Team, Mindfulness Club, Rainbow Club, and Dungeons and Dragons, which is unique among SMMUSD elementary schools and is evidence of our community's commitment to creating connections among students and staff. The clubs allow students to create meaningful connections beyond their classrooms and with peers who have shared interests, as well as with staff members with whom they might not typically interact. Teachers coordinate 4th and 5th grade student clubs during lunch recess or after school to engage students in school through high-interest supplemental experiences.

- 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.
- 4th and 5th graders may participate in Mindfulness Club to learn meditation and mindfulness 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)

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**

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.

This year, teachers and staff will receive training trauma responsive pedagogy with Ms. Arlène Elizabeth Casimir, an educator who effectively integrates the work of culturally responsive and sustaining education, trauma-informed teaching, healing-centered engagement, content area literacy, and social-emotional learning to support educators and families with teaching the whole child in unprecedented times. Her unique approach, grounded in social justice, engages participants in doing the necessary inner work for outer change in their respective classrooms and communities. She provides transformative professional learning experiences to support the co-creation of a culturally responsive education for students and teachers that addresses their social-emotional health and overall well-being. This PD will begin with a whole staff PD on August 21st and continue with 3 1/2 day coaching days. The all-staff PD will take the form of a collaborative, foundational, and transformative study group that is a sacred space for educators to be poured into so that they can feel nourished and supported to explore culturally responsive, healing-centered, and trauma-responsive pedagogy in the context of their role and content area of expertise. The inner work is the journey teacher's take to be replenished and restored through shared activities, readings, reflections, and tools. The outward journey is how all of the lessons learned manifest into concrete practice, strategies, tools, and transfer to classroom teaching and leading. Educators will be guided to support the whole child (head, heart, and hand) across all content areas in asset-based and joyful ways. This group is for faculty members who are newer to this work with Arlène. Through her expert customization, Arlene will provide SEL practices, strategies and tools, related to Devereux Student Strengths Assessment (DESSA) and the Critical Race Theory (CRT) framework, that teachers can use throughout the day. The coaching days will lead teachers through learning on the following themes: Awakening the Heart, Head & Hands: The Role of Love & Social Emotional Learning in Our Teaching Practices and in Our Schools; Awakening to Transform: Trauma Responsive Pedagogy in Service of Conscious Growth; Awakened Teaching in Practice: Integrating inclusive frameworks to teach social emotional learning in healing centered, trauma-responsive, and equitable ways.

Monthly Training 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. Training 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)
20,000	Title I 2023-24 Allocation 5800: Professional/Consulting Services And Operating Expenditures Professional Development with Arlene Elizabeth Casimir The Awakened Collaborative
7,560	Title I 2023-24 Allocation 1000-1999: Certificated Personnel Salaries Half Day Substitute Teachers for 16 TK-5 Teachers (3 days each)

### Strategy/Activity 9

#### Students to be Served by this Strategy/Activity

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

All students

#### Strategy/Activity

The McKinley Positive Behavior Support Plan consists of the PRIDE Philosophy, Pillars of Character, 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 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 10

#### Students to be Served by this Strategy/Activity

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

All students

#### Strategy/Activity

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

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

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

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy/Activity 11

#### Students to be Served by this Strategy/Activity

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

Students with Mental Health Social-emotional Learning and Wellbeing Needs

#### Strategy/Activity

McKinley will continue their partnership with a 40 percent 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 12**

#### **Students to be Served by this Strategy/Activity**

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

BIPOC, Latinx, LGBTQI and historically marginalized groups

#### **Strategy/Activity**

McKinley 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/Project Based 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 13**

#### **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)

1,000

Source(s)

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

### **Strategy/Activity 14**

#### **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: 2023-24

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 8th year of implementation of this goal.

2023 CAASP data has demonstrated the effectiveness of the strategies applied to achieve this goal.

Schoolwide scores in ELA have grown over time (9% growth), - 59% 16-17, 68% 17-18, 74% 18-19 73% 21-22, 68% 22-23

While Math is still a relative area of growth compared to ELA, there has been growth over time (7% growth), 55% 16-17, 59% 17-18, 62% 18-19, 60% 21-22, 62% 22-23

Subgroups' scores in ELA have maintained or improved over time except ELs (ELs-9% to 26% to 44% to 46% to 26%; Black-48% to 59% to 69% to 36% to 54%; Hispanic-41% to 56% to 64% to 56% to 57%; Socioeconomic Disadvantaged-39% to 56% to 62% to 59% to 57%) Asian students went from 93% to 78% and White students from 90% to 80% between 2022 and 2023.

There have been longitudinal gains in academic achievement for all students and targeted subgroups. The growth in subgroups indicates that culturally responsive teaching strategies and student engagement strategies are successful, yet opportunity gaps persist which suggests that CRRT and engagement practices must be strengthened by staff.

Chronic absenteeism decreased from a high 24% during the 2021-22 school year to 15.9% in the 2022-2023 school year. While trending positively, attendance has not returned to pre-pandemic levels. As discussed before, current research indicates that since the pandemic there seems to have been a cultural shift in expectations among students and families about school attendance. With so much time out of school during COVID closures, many students and families now consider attendance optional rather than compulsory. In addition, attitudes about sickness and attendance



have changed. Before the pandemic, students typically came to school unless they had a fever or were extremely unwell; now students tend to come to school only when they are wholly well. This cultural shift, along with continued elevated levels of illness, either from COVID-19 or other illnesses, has led to higher levels of absenteeism. School health policies have shifted recently to address this; however, teacher and family understanding and comfort with the new policies are not yet fully realized. Research also shows that other school-based factors that contribute to students' absenteeism are lack of school engagement and belonging in schools. Our district has emphasized increasing engagement and belonging at our schools. McKinley must improve attendance for subgroups particularly its African American students.

The 23-24 school year data should improve as the school took multiple measures to monitor student attendance throughout the year and communicate with parents via letters, calls, and 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 meetings and in school communications.

In the 24-25 school year, it will be important to focus on sub-groups in the very low (AA) or low range (Hispanic and Students with Disabilities) on the Dashboard. Our focus on culturally relevant practices and the addition of a school counselor to support Tier III students will lead to improvement in overall student engagement and outcomes.

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	\$378,189.30

## 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 (\$)
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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	\$44,267.00
District LCAP Funds	\$19,620.00
Parent-Teacher Association (PTA)	\$37,950.00
Site Formula Funds	\$36,480.30
Stretch Grant (Ed Foundation)	\$38,372.00
Title I 2023-24 Allocation	\$201,500.00

Subtotal of state or local funds included for this school: \$378,189.30

Total of federal, state, and/or local funds for this school: \$378,189.30

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
American Book Drive	890.42	890.42

Site Formula Funds	37,942	1,461.70
Stretch Grant (Ed Foundation)	52,953	14,581.00
Title I 18-19 Allocation	180,180	180,180.00
Title I 17-18 Carryover	31,884	31,884.00

# 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
Daniela Wiener	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
Jaime Botello	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 5/7/2024.

Attested:

	Principal, Daniela Wiener on 5/7/2024
	SSC Chairperson, Nicole Cogan on 5/7/2024

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[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](mailto: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](mailto: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](mailto: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 as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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



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

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

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

## **Students to be Served by this Strategy/Activity**

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

*[This section meets the requirements for CSI.]*

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

## **Proposed Expenditures for this Strategy/Activity**

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in 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](mailto: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/guidanceusesinvestment.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/guidanceusesinvestment.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



Santa Monica-Malibu Unified School District  
Educational Services Department  
MCKINLEY ELEMENTARY SCHOOL

**PARENT AND FAMILY ENGAGEMENT POLICY**

MCKINLEY ELEMENTARY SCHOOL has developed a written parent and family engagement policy with input from parents.

The school developed the policy with parent input. Input was collected at spring meetings of English Learner Advisory Council (ELAC), and School Site Council (SSC), to develop the plan for the upcoming school year. The draft Policy and Compact are also shared to the school community via the Principal's Weekly Newsletter and posted on the website, and parents are provided with the opportunity to email input to the principal prior to its adoption. The plan is adopted by the SSC as part of the annual SPSA adoption process.

It has distributed the policy to all parents and guardians.

The policy is distributed each fall in the first-day packet (posted on the website and hardcopies provided upon request) with other important back-to-school documents. It is also posted for ongoing viewing on the website, and available in the school office.

This policy describes the means for carrying out parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy is made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

To involve parents the following practices have been established:

The school convenes an annual meeting to inform parents about the right of parents to be involved in the school program. Add details about the annual meetings in the box below:

- The meeting is held each spring. The meetings in 23-24 were held on April 9 at the ELAC meeting, April 9 at the SSC Meeting, and April 26 at the General PTA Meeting. The meetings were held on Zoom to give the opportunity for access from off-site locations. Parents needing support with Zoom or translation were offered support from the Bilingual Community Liaison.
- The meetings were advertised on the school website, the PTA newsletter and the school's weekly parent newsletter. All ELAC members received personal invitations via email. All families received an additional eblast about the SSC and PTA meetings.
- Information about parent involvement opportunities is also provided at the fall Back-to-School Night and spring Open House. Information about school programs is also shared at PTA, ELAC, SSC, SERG, AAFA, and other committee meetings, as well as in the weekly parent newsletter blast, and on the school website.

The school offers a flexible number of meetings for parents, such as meetings in the morning or evening. Add details about the meetings in the box below:

Meetings were held on April 9 at the ELAC meeting, April 9 at the SSC meeting, and April 26 at the PTA meeting.

The school involves parents of students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's programs and the parental involvement policy. How does the school involve parents?

- The school invites parents to the annual meeting.
- The school shares the draft compact and policy on the website and via eblast so that families may review the document at their convenience and email their input to the principal.
- The school invites and encourages parents to be involved in school engagement opportunities such as the African American Family Association (formerly known as the African American Support Group), ELAC, Special Ed Resource Group, PTA Executive Board, PTA, Campus Beautification Committee, and Event Committees. These meetings and group events are advertised throughout the school year.
- All parents and family members are encouraged to take an active role in the school by participating in site decision-making councils and advisory committees, as well as district-level advisory committees, in order to be involved in the development of school improvement plans. Council and committee members will continue to be trained on their roles and responsibilities.
- Parents and family members will continue to provide feedback on areas of strength and improvement on school goals and actions as identified in the school's School Plan for Student Achievement (SPSA).
- The school will continue to use findings from all data sources to revise the Parent and Family Engagement Policy so that it reflects the needs of all families.
- Several school climate surveys are offered to parents and the data is reviewed by the school and district.

The school provides parents of students with timely information about the schools programs. How does the school provide the information?

- Programs are shared in multiple ways including the school website, district website, the weekly school eblast, emails/phone messages/texts, social media, flyers, postings out front of the school, Room Parent communications, teacher communications, school events (like Open House), committee and council meetings, and the SPSA available in the office.
- The full School/Home Communication Menu is posted on the website and distributed to parents, so families are aware of how information is shared by the school.

The school provides parents with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. How does the school provide the information?

- Events like Back to School Night and Parents/Teacher Conferences
- Fall Progress Reports
- Winter and Spring Report Cards
- Annual ELPAC and EL reclassification reports
- Letters with student assessment scores mailed home in fall and then per a change in district policy, posted to student Aeries accounts.
- Schoolwide data and information shared at ELAC, SSC, PTA, Coffee with the principal, and other meetings.
- Resources, letters, flyers shared on the school and district website, eblasted, and sent home.

If requested by parents, the school provides opportunities for parents to participate in decisions relating to the education of their children. How does the school provide the opportunities?

- Parent/Teacher Conferences each fall and ongoing as needed
- Student Success Team (SST) Meetings as needed
- Teacher communications with parents via emails, calls, and classroom apps.

The school engages parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.

- The SMMUSD and School Code of Conduct/Civility Policy based on board policy and Ed Code is posted in the office, on the website, and in the school handbook.
- Input for the Compact is done in conjunction with this policy. Parents provide input at the annual meeting as described in this document.
- The school offers a variety of opportunities for engagement and involvement to fit parents' needs, time, and interests. McKinley has over 50 events each school year for a variety of different themes and purposes including academic, social, and cultural. Families are encouraged to volunteer and participate.
- The SSC develops and approves the annual SPSA to ensure parent and family engagement goals are planned for and supported with activities, materials, and resources.
- Parent/Teacher Conferences each fall and as needed
- Events like Back to School Night and Parents/Teacher Conferences
- Fall Progress Reports and Winter and Spring Report Cards
- Letters with student assessment scores mailed home in fall, spring, and winter.
- Schoolwide data and information shared at ELAC, SSC, PTA and other meetings.

- Parent workshops and trainings
- Family events such as Family Literacy Night and Multicultural Celebration Day
- English Learner reclassification meetings in the winter and spring
- Consistent communication addressing chronic absences (letters, phone calls, parent meetings)

The school provides parents with materials and training to help them work with their children to improve their children's achievement.

- Parent workshops and trainings
- Resources shared by the school via email and weekly blasts
- Information shared at Parent/Teacher conferences, events like Back-to-School Night, and at parent group meetings (such as ELAC and Special Ed Resource Group)
- Decision making and advisory group trainings, conferences, and/or events.
- Posting of resources on the website (workshop materials, parent guides/newsletters, at-home learning materials, and digital resources) for families to access remotely.

The school educates staff members in the value of parent contributions, and in how to work with parents as equal partners.

- Faculty Meetings
- Staff Professional Development
- Trainings and workshops
- Resources and materials provided
- Coaching and resources from specialists such as Instructional Coach, Counselor, School Psychologist

The school coordinates and integrates parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

- Annual workshops and trainings such as the previous School Smarts Academy, and Reflective Parenting Workshop
- Advertisement and promotion of parent committees like AAFA, ELAC, Special Ed Resource Group, SSC, ELAC, and PTA.
- The Bilingual Community Liaison supports families and helps connect families to school.

The school distributes information related to school and parent programs, meetings, and other activities to parents in a format and language that the parents understand.

- The policy is available in other languages via technology applications, with support from the Bilingual Community Liaison.
- All postings on the website are viewable in numerous languages via a translation app.
- The weekly parent newsletter utilizes the Smore platform that allows for translation in numerous languages
- Ed Code 48985 requires schools to translate parent notifications into a language other than English when 15% or more of students at a school speak that language. Currently no language other than English falls into this category, however, McKinley offers oral Spanish translation at meetings and translators of other languages are available as needed and/or upon request.

The school provides support for parental involvement activities requested by parents.

- The Bilingual Community Liaison provides support to families
- The PTA works in collaboration with school staff and leadership to support family engagement

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand).

This policy was adopted by MCKINLEY ELEMENTARY SCHOOL on 04/30/24 4:30 pm and will be in effect for the period of 04/30/25 4:30 pm.

The school will distribute the policy to all parents of students on, or before: 05/4/24 9:00 am.

Name of Authorized Official: Daniela Wiener

Signature of Authorized Official here:

Date Approved: 04/30/24 4:30 pm





Santa Monica-Malibu Unified School District  
Educational Services Department  
MCKINLEY ELEMENTARY SCHOOL

**SCHOOL PARENT COMPACT**

This School Parent Compact is in effect year 2023-24

MCKINLEY ELEMENTARY SCHOOL distributes to parents and family members a school-parent compact (Compact). This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students:

**REQUIRED SCHOOL PARENT COMPACT PROVISIONS**

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards.

Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

Provide parents with frequent reports on their child's progress.

Provide parents reasonable access to staff.

Provide reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and to observe classroom activities.

How does the school address this?

- This compact is posted on the website, available in the office, and shared annually with the first-day packet which is provided digitally and hardcopy available upon request.
- This compact is available in other languages via technology applications, and support in reviewing the document is available from the Bilingual Community Liaison.
- The compact is updated annually each spring along with the Family Engagement Policy. Input from parents is given at the annual meetings in the spring and via email communication to the principal.
- The meeting is advertised to all families on the website and in the weekly school eblast.
- The compact is reviewed and adopted by the SSC in conjunction with the SPSA.
- As federally mandated, ELAC provides recommendations for the SPSA to be considered by the SSC.
- The school invites and encourages parents of students to be involved in school engagement opportunities such as AAFA, ELAC, Special Ed Resource Group, PTA Executive Board, PTA, Campus Beautification Committee, and Event Committees. These meetings and group events are advertised throughout the school year.
- All parents and family members are encouraged to take an active role in the school by participating in site decision making councils and advisory committees, as well as district level advisory

committees, in order to be involved in the development of school improvement plans. Council and committee members will continue to be trained on their roles and responsibilities.

- Parents and family members will continue to provide feedback on areas of strength and improvement on school goals and actions as identified in school's School Plan for Student Achievement (SPSA).
- The school will continue to use findings from all data sources to revise the School Parent Compact so that it reflects the needs of all families.

The school engages parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children in which ways?

- Parent/Teacher Conferences each fall and as needed
- Events like Back to School Night and Parents/Teacher Conferences
- Fall Progress Reports and Winter and Spring Report Cards
- Letters with student assessment scores mailed home in fall, spring, and winter.
- Schoolwide data and information shared at ELAC, SSC, PTA, and other meetings.
- English Learner reclassification meetings in the winter and spring
- Consistent communication addressing chronic absences (letters, phone calls, parent meetings)
- Resources shared by the school via email and weekly blasts
- Information shared at parent group and council meetings
- Decision-making and advisory group trainings, conferences, and/or events.
- Posting of resources on the website (workshop materials, parent guides/newsletters, at-home learning materials, and digital resources) for families to access remotely.
- Parent workshops and trainings
- Family events tied to academics such as Family Literacy Night
- Annual ELPAC and EL reports
- Resources, letters, flyers shared on the school and district website, e-blasted, and sent home.
- Student Success Team (SST) Meetings as needed
- Teacher communications with parents via emails, calls, and classroom apps.

The school provides parents and family members with materials and training to help them improve the achievement of their children in which ways?

- Annual workshops and trainings such as the previous School Smarts Academy, and Reflective Parenting Workshop
- Advertisement and promotion of parent committees like AAFA, ELAC, Special Ed Resource Group, SSC, ELAC, and PTA.
- The Bilingual Community Liaison supports families and helps connect families to school.
- Resources, letters, flyers shared on the school and district website, e-blasted, and sent home.



With the assistance of parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners in which ways?

- Faculty Meetings
- Staff Professional Development
- Trainings and workshops
- Resources and materials provided
- Coaching and resources from specialists such as Instructional Coach, Counselor, School Psychologist

The school coordinates and integrates parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children in which ways?

- The school invites and encourages parents of students to be involved in school engagement opportunities such as AAFA, ELAC, Special Ed Resource Group, PTA Executive Board, PTA, Campus Beautification Committee, and Event Committees. These meetings and group events are advertised throughout the school year.
- All parents and family members are encouraged to take an active role in the school by participating in site decision-making councils and advisory committees, as well as district-level advisory committees, in order to be involved in the development of school improvement plans. Council and committee members will continue to be trained on their roles and responsibilities.
- The school offers a variety of opportunities for engagement and involvement to fit parents' needs, time, and interests. McKinley has over 50 events each school year for a variety of different themes and purposes including academic, social, and cultural. Families are encouraged to volunteer and participate.
- The SSC develops and approves the annual SPSA to ensure parent and family engagement goals are planned for and supported with activities, materials, and resources.
- Parents and family members will continue to provide feedback on areas of strength and improvement on school goals and actions as identified in the school's School Plan for Student Achievement (SPSA).
- Programs are shared in multiple ways including the school website, district website, the weekly school e-blast, emails/phone messages/texts, social media, flyers, postings out front of the school, Room Parent communications, teacher communications, school events (like Open House), committee and council meetings, and the SPSA available in the office.
- The full School/Home Communication Menu is posted on the website and distributed to parents, so families are aware of how information is shared by the school.

The school distributes information related to school and parent programs, meetings, and other activities to parents and family members in a format and language that the parents and family members can understand in which ways?

- School information and reports are provided in a clear understandable format that is accessible to families
- The compact is available in other languages via technology applications, with support from the Bilingual Community Liaison.
- The Bilingual Community Liaison provides support to families
- All postings on the website are viewable in numerous languages via a translation app.
- The weekly parent newsletter utilizes the Smore application program so that information can be translated into multiple languages.
- Ed Code 48985 requires schools to translate parent notifications into a language other than English when 15% or more of students at a school speak that language. Currently no language other than English falls into this category, however McKinley offers oral Spanish translation at meetings and translators of other languages are available as needed and/or upon request.

The school provides support for parent and family member involvement activities requested by parents and family members in which ways?

- Annual workshops and trainings such as the previous School Smarts Academy, and Reflective Parenting Workshop
- Advertisement and promotion of parent committees like AAFA, ELAC, Special Ed Resource Group, SSC, ELAC, and PTA.
- The Bilingual Community Liaison supports families and helps connect families to school.

The school provides opportunities for the participation of all parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand in which ways?

- School information and reports are provided in a clear understandable format that is accessible to families
- Potential barriers to access are identified through this policy development process and actions will be put into place to address the needs of families such as taking extra measures to reach out to underrepresented families, strengthen welcoming environments, provide notifications in a timely manner, use a variety of communication methods, when possible offer meetings/events at different locations, days of the week, and/or different times, provide child care, ensure information is provided in a language and format easily understood by families, and provide interpretation.

This Compact was adopted by the MCKINLEY ELEMENTARY SCHOOL on 4/30/2024 05:00 pm, and will be in effect for the period of one year to be adopted annually by SSC.

The school will distribute the Compact to all parents and family members of students participating on, or before: 05/04/2024 09:00 am.

Name of Authorized Official: Daniela Wiener

Signature of Authorized Official here:

Date Approved: 04/30/2024 05:00  
pm

A handwritten signature in blue ink, appearing to read 'Daniela Wiener', is written over the signature line.