

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
McKinley Elementary School	42-76786-6045884	February, 2019	May 21, 2019

## Purpose and Description

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

Schoolwide Program

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

As a Title I school, our categorical funding is carefully allocated to cover expenditures directly tied to supporting student achievement with programs and resources that align with District LCAP priorities. McKinley School has been looking over data and adjusting teaching lessons to meet the needs of the students. An intervention plan is in place where students receive extra support in reading, comprehension and phonics. If a student continues to have difficulty then we have an SST meeting with the parents to ensure success. All teachers have received professional development at the district level in reading, writing, and math to support teachers.

# Stakeholder Involvement

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

## Involvement Process for the SPSA and Annual Review and Update

School consulted
* Staff
* School Site Council
* ELAC

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

McKinley will provide students a culturally diverse and inclusive environment where students and families feel as though they are a part of the decision making. McKinley staff will continue to bring awareness to staff biases in order to provide a positive school environment.

### Identified Need

School Site Council evaluated our CHKS data and identified some of the lowest scores were in the area of 'having caring adults on campus' and students feeling like they participate in decision making for their education. The highest scores were in the areas of adults having high expectations for students and feeling academically motivated. What continues to be a concern is students feeling safe.

In the Parent Survey under Culturally Sensitive 29% of our families felt there is racial/ethnic conflict and 21% of our families don't know if we are helping plan for their child's college.

This identified a need for McKinley to look at how we may not be culturally sensitive and to find ways to inform parents what we are doing to prepare their child for college.

McKinley staff must continue to use the 2nd Step program on a regular basis to support students social-emotional growth.

Restorative Approaches is a district wide program that we need to use more often as an ongoing resource for our staff.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student self-reports of meaningful participation	Overall: Students meaningful participation. As measured on CHKS 70% of our students this year and last year felt like they participated in a meaningful way.	Although McKinley's results are higher than the state average we would like to see at least 75% of the students participating in school-wide decisions.
Student School Connectedness	Overall: 73% of our students feel a sense of connectedness which is a decrease of 5% from last year. The data indicates our 5th graders at McKinley actually felt more connected than the 6th graders.	McKinley would like at least 80% of the students to feel more connected to school.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
100% of Students taking Visual Performing Arts (VAPA)	All students take art, music and PE every week with a credentialed teacher	All students have time within the week to participate in Art, PE and music.
Staff Participation in Professional Learning around Cultural Proficiency	We have had 8 staff members participate in Bias training in the past two year while we've had 5 staff members participate in the Institute of Equity In Education.	The expected outcome would be for all staff members to participate in IEE and bias training in the next 3 years.
GLAD training	All K-6 teachers have been GLAD trained	Continue to onboard GLAD training for new teachers and special education teachers.

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

Increase the number of staff members who participate in Institute for Equity in Education (IEE) and Bias training.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy/Activity 2

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

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

All families who need support

#### Strategy/Activity

FSA counselor provides support for all families. Working with parenting classes, healthy minded atmosphere for families, referrals as needed and supporting families to fill out surveys and connect with staff on campus.

#### 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 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Response To Intervention- Implement and ensure there is an implementation plan where students have extra support as needed.

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)

3rd-6th grade

Strategy/Activity

Physical Education Support through PTA and Audacious Foundation- Running club, Track meet, bike riding, swim lessons

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)

Donations Account

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Yard duty supervision and personnel to ensure the safety of all students during recess, lunch and before 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)
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**Strategy/Activity 6**

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

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

All staff

Strategy/Activity

Positive Behavior Intervention Support, PBIS, Professional Development for all staff as needed from district support person to learn and work on Restorative Approach  
District support

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
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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 families and students

Strategy/Activity

Office staff for summer enrollment: For enrollment purposes we will offer summer time support.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
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**Strategy/Activity 8**

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

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

All staff, students and families as needed

Strategy/Activity

Tech support on campus for parents and teachers. The tech support person ensures we have working iPads and computers. This person will help order necessary items, such as; headphones, plugs, etc.

### **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)

1,500.

Source(s)

Supplemental/Concentration Grant - 0790

## **Annual Review**

### **SPSA Year Reviewed: 2018-19**

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.

McKinley school has a high population of spanish speaking families. There is a language barrier between our students and their families. We continue to focus our efforts to encourage our students to use their primary language so they can be bilingual. We acknowledge the importance of being culturally proficient and are working toward having more bilingual and bicultural staff on campus.

McKinley School staff acknowledges the importance of being culturally proficient. We believe that there will be an increase in engagement when students and families see their cultures well-represented within our school (mirrors) along with having more bilingual staff on campus. This is an area of growth for our school and continues to be a goal. The SBUSD continues to provide professional development for all teachers to partake in. Yard duty staff are provided with restorative approaches which needs to continue throughout the year with hands-on coaching. Over the past few years, we have focused on several important priorities to help improve our cultural proficiency. Our library technician and district librarians have been working to provide a variety of culturally relevant books. Our classroom libraries continue to be analyzed, improved and upgraded to provide rich text for all of our learners.

Santa Barbara Unified School District offers programs that facilitate growth in cultural proficiency. The Institute for Equity in Education, Implicit Bias and Restorative Approaches are 3 programs we believe will provide continued growth in cultural proficiency. Each year more and more staff attend these valuable trainings.

McKinley provides interpretation, translation and child care for families for all of our events. According to the 2018 California Dashboard McKinley saw a decrease in our suspension rates. We believe this is an indication we are making improvements in this area.

Our CALM counselor provides support to students for specific needed areas defined by their teachers. Counseling groups consist of students who need support in a small group setting. Currently we have two friendship groups taking place, one boys group to support boys who need help with self control and we have one group for students who are grieving from the loss of a loved one.

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

The intended implementation of CALM took a while to get up and running because this is the first year of implementation district wide and with any new program it takes time. So, we spent some time working through the areas of growth.

The Yard Duty staff continues to need support working with students as there are a lot of students on the playground and many little issues arise. This is an area of growth. We need to work with the yard duty supervisors to increase the use of restorative approaches.

Each week the McKinley teachers meet with their grade level team to look over student work, data and to change and/or modify teaching practices to meet the needs to the students.

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.

At the beginning of this school year McKinley had five staff members attend the bias professional development. We had one teacher attend the Institute for Equity in Education this year and two teachers attend last year. We will continue to offer staff members the opportunity to attend the institute this summer and next school year.

McKinley teachers integrated the Second Step program which is rooted in social-emotional learning to help transform a school into supportive, successful learning environments to help children thrive. Several classrooms also hold class meetings that promote a positive climate and respect for others. All staff members have received Restorative Approaches professional development and all staff member use RA with students on a regular basis. This year McKinley started a “buddy” system when each teacher has a “special friend” to connect with daily. The teacher is to have positive interactions with the student on a regular basis.

McKinley partners with the counseling organization CALM to provide a multi-tiered approach to support social emotional growth for both staff and students.

McKinley also partners with Family Service Agency to provide a family advocate on campus part time to support families as needed. Our family advocate helps families when they need to be connected with community opportunities. This support could be guidance for food, housing, counseling, legal and so much more. The McKinley families appreciate the support from our family advocate and use the resource regularly.



# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

McKinley will continue to provide a welcoming environment for families while engaging students and families to participate as partners in the education of their children.

We will continue to increase parent participation in all committees including parenting classes, Cafecitos and Coffee with the Principal gatherings by 10%.

McKinley will increase students sense of safety and connectedness by 5% on California Healthy Kids Survey.

McKinley will increase parent involvement by 10% as measured on CHKS

McKinley also has a full time CALM counselor who supports students who are struggling emotionally. The counselor will begin services at the beginning of the year.

The school psychologist will support teachers and special education students who have difficulty with self control, emotional outburst and/or difficulty focusing due to concerns at home.

## Identified Need

The School Site Council evaluated the data from CHKS and determined we have a high percentage of students who do not feel as though they are asked about their ideas and that they do not have input on school activities or rules. The students also feel as though they don't have input on what they learn at school.

McKinley parents would like to have more input when important decisions are being made.

Additionally we need to support families and communicate monthly in regards to their child's academics, school activities and find ways for parents to be involved.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% of Students with a High Sense of Safety at School	Looking over CHKS data is shows 69% of students with High Sense of Safety at School.	Overall: 85%
% of Students with a High Sense of Connectedness to School	Overall: The State average is - 70% McKinley is near the state average	We want to see at least 5% more students feeling a Sense of Connectedness to McKinley School
Chronic Absenteeism Rate	Overall: Green 3.2% declined	Overall all areas should be less than 4% chronically absent

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>English Learners 6% chronically absent declined by 2.6%</p> <p>Socioeconomically disadvantaged- 5.1% chronically absent declined 3.3%</p> <p>Students with disabilities- orange- 14.3% chronically absent 1.6% increased</p>	
CA School Dashboard Suspension Indicator	Green 1%	Green
Number of Parents Responded to the California School Parent Survey	<p>Overall: 124 parents (35%)</p> <p>We doubled the amount of people responding to the survey.</p>	50%
<p>% of Parents Agree or Strongly Agree that: the school allows input and welcomes parents' contributions</p> <p>% of Parents Agree or Strongly Agree that- the school actively seeks the input of parents before making important decisions</p>	<p>88% - Parent input</p> <p>70%- Parent input and decision making</p>	90%
<p>Parents involvement:</p> <p>%- served on a school committee</p> <p>%- attended a general school meeting, for example, an open house, or a back-to-school night</p> <p>%- attended a school or class event, such as a play, dance, sports event, or science fair</p>	<p>14%- School Committee</p> <p>78%- attended a meeting</p> <p>67%- attend school events</p> <p>49%- volunteer</p> <p>92%- Attended conferences</p>	<p>Overall we would like to see each area increase by 10%. However for school committees, especially PTA and ELAC we would like the percentage to increase by 25%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
%- served as a volunteer in this child's classroom or elsewhere in the school		
%- went to a regularly scheduled parent-teacher conference with the child's teacher		

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 families

### Strategy/Activity

SBUSD and FSA have provided different parent support classes throughout the year. The classes are offered to help parents get more involved in school, to meet other families, to ask questions and to learn some parenting skills.  
district funded

### 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 2

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

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

All students and families

### Strategy/Activity

Bilingual support person to help with communication with families.  
Regular communication with families via Parent Square, McKinley Website to keep parents informed of school information. Teachers will send home monthly newsletters to inform parents about what is being taught in class. Principal sends home monthly letters to families about upcoming events, issues and/or celebrations.

**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)

1,500

Source(s)

Supplemental/Concentration Grant - 0790

**Strategy/Activity 3****Students to be Served by this Strategy/Activity**

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

All families, students

Strategy/Activity

Interpreters- Provide interpreters for all meetings, conferences etc.

All families will have an interpreter provided for meetings (ELAC, Coffee With Principal etc.), conferences, parenting classes, phone calls home etc.

**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)

3,183.

Source(s)

Title I - 3010

**Strategy/Activity 4****Students to be Served by this Strategy/Activity**

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

All families will have the opportunity to receive support from our Family Advocate. Students are indirectly supported through this service.

Strategy/Activity

Family Advocate to support families with outside services, support with CHKS, connecting families with needed outside agencies and meet with teachers as needed to help with families

**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)

8,500.

Source(s)

Title I - 3010

## 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 families

### Strategy/Activity

McKinley will communicate with families/students regarding tardies and absenteeism

1. Family Advocate will talk with families regarding issues with students being absent and/or tardy.
2. Office Clerk will connect with families and send home letters regarding absences and/or tardies.
3. Principal will meet with families and students who have a lot of absences.
4. Teachers will communicate with families regarding the importance of student attendance.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Strategy/Activity 6

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

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

McKinley families and community

### Strategy/Activity

Principal will offer quarterly meetings with parents and families to discuss plans and goals for students. Parents will be informed about STAR data, reclassification, Read Naturally, Lexia data and school budget. We will focus on goals to get all students ready to attend college. Parents will give feedback in regards to SPSA plan and the implementation along with how money is spent at the school.

Reclassification meetings for families to understand the goals for the students who are English learners.

McKinley will have Open House, Back To School Night, Kermes, Reclassification celebration, Writing Celebrations, Winter Sing, May Fest, Living Museum, Read-A-Thon, Art Show, Music Celebration, Chaucer's Night, and Talent Show.

### 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)

McKinley teachers

#### Strategy/Activity

All grade levels will teach 2nd Step program weekly to support students with social-emotional 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)

### Strategy/Activity 8

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

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

All Families and students

#### Strategy/Activity

Extended Office Hour Support:

McKinley will offer support to families by having extra office hours to help with calling home, talking with families, interpreting and supporting office clerk and office manager.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2,000.

Supplemental/Concentration Grant - 0790

## Annual Review

### SPSA Year Reviewed: 2018-19

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.

In conjunction with the Santa Barbara Unified School District, McKinley has offered many classes for families to attend; Literacy classes, School Structure, Cafecitos, Coffee With the Principal, Reclassification meetings, Back To School Night, Open House and student performances. By providing opportunities for families to be involved in the education of their children is one way for them to gain knowledge and understanding of how important their role is.

There are other community partners who have shared their concern and they provide financial support for our students.

We continue to be challenged with parent involvement and are working to find the best solution to this issue. While we have increased our parent communication via parent square and notes home we need to work on the relational piece to ensure parents understand the need to have them present. We have to find other ways for parent engagement.

McKinley will continue to evaluate to best possible way to get families involved in PTA, ELAC, SSC and taking initiative with Kermes, May Fest, Color Run and other community events. Our staff will work together to analyze parent and student surveys in order to improve our practices across the board.

When looking over our California Healthy Kids Survey we have seen a decreasing trend in students with school connectedness and also a decrease in school safety, however, we look to improve on both of these metrics. Our overall absenteeism rate is 5.3% which is lower than state, county and district percentages.

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

The morning meetings at McKinley seem to work best. The Coffee with the Principal, parenting classes with childcare and reclassification meetings were better attended than years past however, there is still room for improvement.

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.

This year our absenteeism rates are fairly low. However, we have many repeat offenders of students being tardy. That being said, we will continue to work with the families to reduce chronic tardies and attendance rates by reducing the percentage of students who are chronically absent. McKinley staff will continue to communicate to parents about the importance of attendance. Staff members will continue to talk with students and families about the importance of regular attendance. Our FSA family advocate will continue to connect with community resources to provide support to families as needed. CALM counselors will work with staff to identify students who need additional support for group and individual counseling.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

McKinley students who are below grade level will increase their STAR reading and math scores by 1.5 years.

Our goal is to decrease distance from standards for all students including students in special education.

Increase overall number of points toward standard by 10 points in ELA and MATH on CAASPP. All teachers will increase the daily use of grade level and higher level vocabulary within student writing. Teachers will confer with students weekly to look for proper use of high level vocabulary.

## Identified Need

School Site council looked over STAR data along with CAASPP data and found our students have made some gains although not enough to move up to the next band in CAASPP. However, in STAR growth and Lexile reports McKinley students are improving their scores on target to meet one years growth. The students who are not on target for one years growth are in support programs during the day.

McKinley's goal is to give students the basic tools and skills necessary to be on grade level in math, reading, writing, speaking, listening and language. McKinley students need to develop a strong foundation for academic abilities, leading to college and career readiness, engaged citizens and lifelong learners.

Students will receive the basic tools skills necessary to be on grade level in math, reading, writing, speaking, listening and language. McKinley students need to develop a strong foundation for academic abilities, leading to college and career readiness, engaged citizenship and lifelong learning. McKinley staff will focus on the whole child – encouraging their social-emotional, cognitive, linguistic, and physical growth.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dashboard Academic Indicator, ELA	Yellow All Students: 57.3% below standard, with a 8.6 point increase English Learners: 61.2 below with 5.8 points increase Socioeconomically Disadvantaged: 57.4 below with 9.1 points increase	Color change Increase special ed. students Significant increase of 15 points



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dashboard Academic Indicator, Math	Orange- Our English only students (34) math scores increased 30.7 points. McKinley reclassified students (68) maintained at 2.9 points and our English learner students (114) math declined by 15.2 points. Overall the 216 students are 88.5 points below standard.	Our expected outcome is for our students in all subgroups to increase by 30 points as our English only students did.
CA School Dashboard English Learner Progress Indicator (% of English Learners that Met or Exceeded ELD Standards via ELPAC)	Overall: Level 4 (Well Developed) - 31.4% Level 3 (Moderately Developed)- 46.5% Level 2 (Somewhat Developed)- 15.3% Level 1 (Beginning Stage)- 6.8%	Overall: McKinley English Learner Progress will continue to outperform state and district ELD standards. Our expected outcomes would be for 50% of our students to be in level 4 by the end of this year, 2019.
Number and % of Long Term English Learners (LTEL)	Number:14	Number: McKinley will work to improve outcomes for English Learners
% of Students that Met or Exceeded Science Standards (CAST)	This is the first year that schools will receive student assessment results soon the CAST from the state.	Baseline to be established based on 2019 CAST results.
% of Students Reading at or Above Grade Level (As of mid-year)	STAR Data indicates: Kindergarten- 6 students are Transitional Readers and 1 student is Probable Reader. 1st grade- 2nd grade- 6% of students At or Above Grade Level 3rd grade- 41% At or Above Grade Level 4th grade- 19% At or Above Grade Level 5th grade- 6th grade- 26% At or Above Grade Level	Our school goal is for 50% of our students to be at or above grade level.

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)

TK-6th grade

#### **Strategy/Activity**

Provide reading and phonics support using research based programs for student who are not reading at grade level.

Lexia

Continue to provide professional learning for K-6th grade teachers

#### **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)

9,500.

Source(s)

Supplemental/Concentration Grant - 0790

### **Strategy/Activity 2**

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

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

1st-6th grade

#### **Strategy/Activity**

Intervention support staff

Staff will support students using intervention strategies 3-4 days a week.

Students will work on phonics, phonemic awareness, fluency, reading comprehension and vocabulary building.

#### **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)

30,000.

Source(s)

Supplemental/Concentration Grant - 0790

### **Strategy/Activity 3**

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

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

TK, Kindergarten, combination class support for students

**Strategy/Activity**

Support TK, kindergarten and combination classes daily.  
Instruction support person to help students while they are in workshop

**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)

15,000.

Source(s)

Supplemental/Concentration Grant - 0790

**Strategy/Activity 4**

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

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

All students TK-6th grade will receive PE instruction from a credentialed PE teacher weekly. PLC inquiry cycles to plan individualized instruction to achieve improvement across the disciplines using inquiry, communication and critical thinking skills to elicit critical thinking to access cultural awareness and diversity through embedded teacher release time for professional collaboration. TK-6th grade

**Strategy/Activity**

Embedded teacher release time for teachers to Collaborate. Professional Learning Community time for teachers to look over data, student work and to modify instruction as needed. PE teacher will provide opportunities for smaller number of students left with their teacher while the teacher teaches intervention. Provide teacher release time for professional collaboration which will focus on student work analysis, in addition to analysis of formative and summative data. It will also provide all students with a balanced educational program that encompasses each curricular area, including the Arts, ELA/ELD, Science, Mathematics, History, Social

**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)

Students who need reading support

### Strategy/Activity

Read Naturally- Intervention program for students who need extra support with fluency.

### 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)

728.

Source(s)

Supplemental/Concentration Grant - 0790

### Strategy/Activity 6

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

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

4th grade students will participate in Wilderness Youth Project  
5th grade students will attend Astrocamp.  
6th grade students will attend CIMI.

### Strategy/Activity

Wilderness Youth Outdoor Classroom environment and experience for 4th grade  
CIMI camp for 6th grade students  
5th grade Astro Camp

### 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)

Donations Account

### Strategy/Activity 7

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

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

1st and 2nd grade students

### Strategy/Activity

Dyslexia Specialist- Tier 3  
Specialist teachers will provide 1:3 intensive reading support and assessments for students in 1st and 2nd grade.  
District funded

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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**Strategy/Activity 8**

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

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

1st-3rd grade

**Strategy/Activity**

Reading materials for students who are in the intervention program. Take home books for students to practice their targeted reading skills.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
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**Strategy/Activity 9**

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

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

All staff and students

**Strategy/Activity**

Custodial Supplies

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
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**Strategy/Activity 10**

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

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

All students

**Strategy/Activity**

Testing coordinator  
Website and technical support

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
1,000.	Supplemental/Concentration Grant - 0790

**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**

Lucy Calkins Reading and writing professional development  
District funded

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
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**Strategy/Activity 12**

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

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

All teachers

**Strategy/Activity**

Literacy Coach to support teachers with writing and reading Balanced Literacy model.  
Funded by district office

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
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**Annual Review**

**SPSA Year Reviewed: 2018-19**

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.

McKinley staff have been working hard teaching all students in a small group setting with short focussed lessons for ELA and math. All teachers are focussing on vocabulary throughout the day. Students are expected to talk to each other and engage in verbal conversations using complete and complex sentences using new vocabulary. When teachers confer with students for reading and writing they are expected to speak in complete sentences along with learning and comprehending new words daily.

For math this year all grade levels are concentrating on math facts and we have been encouraging all families to help by practicing math facts at home.

When students are not making the expected progress they receive intervention support from a credentialed teacher to target learning goals. The curriculum specialist work with small intensive groups four times a week. McKinley has a RTI model where PE, music and art teachers support 4th-6th grade students during intervention. This model has helped music, PE and art teachers to integrate reading and writing within their lessons.

Lexia is being consistently used by all teachers at least three days a week with goals being set for each student. School-wide agreement is for all children to be on Lexia at least three times a week for twenty minutes. Teachers and teams look over Lexia data to see areas of growth for students. The areas of growth are addressed in mini lessons or during conferring time.

McKinley School saw slight growth overall in both ELA, SBAC and summative tests in 2018.

English learners, low socio-economic and latino students had a slight increase yet, our special education students showed a decrease in their scores. Overall, there was a decrease in Math scores.

McKinley staff has worked together to focus on a balanced literacy plan. All teachers have received continual professional development in writers workshop model while a few teachers attended “extra” readers workshop professional development. The increase we noticed, we believe, is partly due to the support and materials which were provided.

The School Leadership Team (SLT) has focussed on CLOSE reading strategies, vocabulary and now reading with intent. This focus has helped staff, families, and students understand the importance of reading and comprehension.

Working in Professional Learning Communities (PLC's) has given teachers time to look at student work and data to guide their teaching. This has also guided our teachers in how to support students who need intervention.

Our School Leadership Team and PLCs have frequent communication about academic outcomes. There has been ownership with our SLT to come up with staff meeting agendas, helping analyze data and student work and working to support the outcomes we are looking for.

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.

McKinley knows we will see positive results in the near future in ELA, mathematics and science. All teachers are teaching short mini lessons while allowing students more time to read, write and

collaborate with their peers. All students are reading books at their reading level and working on AR quizzes to assess their comprehension.

The SLT team has worked diligently to work with the PLCs to look at data, analyze areas of growth, look at student work and come up with a plan for those who are struggling and to challenge students who need to be challenged. Our School Implementation Plan has evolved every year with each year setting a foundation for what McKinley students need; CLOSE analytical reading, vocabulary building, along with reading and responding to grade level texts.

The many measures we are using; STAR reading, STAR early literacy, Lucy Calkin's writing and running records for reading along with Engage NY math have helped guide us all to be on the same page.

Our reading specialist and curriculum support staff will continue to align curriculum to support students in need. The intervention that is provided will be regularly monitored to look for students' growths and/or continued concerns.



## Goals, Strategies, & Proposed Expenditures

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

### Goal 5

GOAL- McKinley will continue to implement reading and writing workshop.

McKinley's goal is to have 50% of our incoming kindergarten students "ready to go" on the KSEP and to work with families to enroll incoming kindergarteners in preschool or Transitional Kindergarten.

By the end of the school year, 25% of kindergarten students will be Probable Readers, 50% of students will be transitional readers and know basic number facts.

By the end of the school year, 75% of first grade students will be reading books at grade level using the STAR Lexile data.

### Identified Need

School Site Council analyzed STAR EARLY Literacy Data to see that only 5 % of students in kindergarten are Probable Readers.

In 2018-19 we had 15 students who entered kindergarten who had never had any preschool experience.

We are working with families so all preschool aged children will attend preschool prior to transitional kindergarten and kindergarten.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
KSEP	Academic Readiness- ADD percentage Social and Emotional- Student Entrance Profile-	McKinley would like 50% of the incoming kindergarten students to be "ready to go" on the KSEP.
Transitional and Probable Readers	Currently, March data, 3% of kindergarten students are Probable Readers, 7 % are Transitional readers while 57% are Late Emergent.	McKinley Kindergarten students need to have 57% of our students move up one level to Transitional reader and 25% of students leaving kindergarten as Probable Readers

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)

Target group is incoming kindergarten students who have not had preschool in the past.

### Strategy/Activity

Summer school for entering kindergarten students

### 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 2

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

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

All teachers TK-6th grade

### Strategy/Activity

Professional Learning Collaboration PLC

Embedded teacher release time for teachers to Collaborate. Professional Learning Community time for teachers to look over data, student work and to modify instruction as needed.

PE, music and art teachers will provide opportunities for smaller number of students left with their teacher while the teacher teaches intervention.

Provide teacher release time for professional collaboration which will focus on student work analysis, in addition to analysis of formative and summative data. It will also provide all students with a balanced educational program that encompasses each curricular area, including the Arts, ELA/ELD, Science, Mathematics, History, Social

### 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 3

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

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

TK-6th grade students

### Strategy/Activity

Lexia support- All students will have time in their day to work on phonics based Lexia support. Students will also be able to use Lexia at home.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
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**Strategy/Activity 4**

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

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

Support TK-3 grade students who are struggling with academic reading standards.

**Strategy/Activity**

Students who are struggling academically will receive focussed, intensive instruction from a support teacher using Fountas and Pinnell intervention program.  
This support will be provided in the regular school day.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
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**Strategy/Activity 5**

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

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

All students TK-6th grade

**Strategy/Activity**

Kindergarten ELPAC assessments- Support teachers and students administering assessments.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
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**Strategy/Activity 6**

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

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

Kindergarten students

Strategy/Activity

Provide daily support during readers or writers workshop to Kindergarten classrooms.

### 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)

## Annual Review

### SPSA Year Reviewed: 2018-19

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.

McKinley's focus for the past 3 years has been reading comprehension and teaching the students and students and teachers the reading levels of each child. This past year the staff made a conscious effort to support students with vocabulary building. Read, writing and responding to grade level text is our focused goal for 2019-2020.

K-3 teachers have received the balanced literacy training for reading and writing workshops in addition to ELD BeGLAD. Responding to literature writing samples have been used for teachers to look over and analyze. STAR growth reports and AR quizzes for primary grades are showing our students are reading books at their ZPD level, they are comprehending what they read and they are showing growth monthly. Our summer learning model has been effective in identifying incoming kindergarten students who may be at-risk academically and/or social emotionally. In addition we integrate our Speech and Language Pathologist and Occupational Therapist.

Our kindergarten summer school teacher also spent time teaching the Second Step program to support the students social-emotional growth.

In the summer of 2018, we had 15 students complete a 3 week summer school program which was implemented to support incoming kindergarten students. The classroom environment was set up to teach students how to be in a classroom, how to share, play with others, learn classroom expectations and how to be away from their parents. The students also learned social skills, sitting and listening, asking for help, how to make friends, walking to and from the playground and learning the environment of McKinley elementary. Overall, the teacher saw a difference in the students from the first day of summer school to the last day.

PLC collaboration time has given teachers imbedded time to look over student work, STAR data and state testing data. The teachers work together to modify teaching as needed.

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

There are no major differences between the intended implementation of the budgeted expenditures to implement the strategies to meet our 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.

Kindergarten currently receives support from a curriculum specialist to assist students who are struggling with letters and sounds. We will continue to work on our school-wide goal of vocabulary building and offer further support for monolingual spanish speaking students. We have significantly increased the time where the students have an opportunity to talk to each other and share ideas using English.

McKinley's reading specialist will screen students using Project Read and Fountas and Pinnell assessments. These assessments along with KSEP and STAR early literacy will provide the staff with needed information to plan for extra support.

This coming year will be the 2nd year of using readers workshop along with the phonics unit and the 3rd year of writer workshop implementation. One goal for 2019-2020 is to collaborate with the after school daycare program to share our school plan so they can support vocabulary building, reading and understanding text.

# 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	\$11,683.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$72,911.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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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 (\$)
Supplemental/Concentration Grant - 0790	\$61,228.00
Title I - 3010	\$11,683.00

Subtotal of state or local funds included for this school: \$72,911.00

Total of federal, state, and/or local funds for this school: \$72,911.00

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

## Stakeholder Involvement

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

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

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

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

## Resource Inequities

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

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



# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

The CSI plan shall:

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

The TSI plan shall:

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

## Appendix D: 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:

- x School Principal
- x Classroom Teachers
- x Other School Staff
- x Parent or Community Members

Name of Members	Role
Rachel Gonzales-Harris	Principal
Margaret Easbey	Other School Staff
Tracy Shifferns	Classroom Teacher
Elizabeth Brooks	Classroom Teacher
Brendan Fereday	Classroom Teacher
	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.

# Appendix E: 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

Other:

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 April, 2019.

Attested:

Principal, Rachel Gonzales-Harris on

## Appendix G: School and Student Performance Data

### Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
371	92.5%	64.7%	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	






2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	240	64.7%
Homeless	76	20.5%
Socioeconomically Disadvantaged	343	92.5%
Students with Disabilities	44	11.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.3%
American Indian	1	0.3%
Hispanic	364	98.1%
White	3	0.8%

Appendix G: School and Student Performance Data

Overall Performance

























































2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div> Yellow</div>	<div>Chronic Absenteeism</div> <div> Green</div>	<div>Suspension Rate</div> <div> Green</div>
<div>Mathematics</div> <div> Orange</div>		
<div>English Learner Progress</div> <div> No Performance Color</div>		

## Appendix G: School and Student Performance Data

### Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/ Career
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

## Appendix G: School and Student Performance Data

### Academic Performance English Language Arts







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



This section provides number of student groups in each color.









2018 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	3	0	0

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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 57.3 points below standard Increased 8.6 points 216 students	 Yellow 61.2 points below standard Increased 5.8 points 182 students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 53.2 points below standard 44 students	 Yellow 57.4 points below standard Increased 9.1 points 202 students	 No Performance Color 127.1 points below standard Declined -7.1 points 34 students



### 2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b>  No Performance Color 0 Students	<b>Filipino</b>  No Performance Color 0 Students
<b>Hispanic</b>  Yellow 59.7 points below standard Increased 6.3 points 210 students	<b>Two or More Races</b>  No Performance Color 0 Students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students

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

### 2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

<b>Current English Learner</b> 98.1 points below standard Increased 5.7 points 114 students	<b>Reclassified English Learners</b> 0.7 points above standard Increased 22.6 points 68 students	<b>English Only</b> 36.7 points below standard Increased 22.3 points 34 students
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## Appendix G: School and Student Performance Data

### Academic Performance Mathematics







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











This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
<b>Red</b>	<b>Orange</b>	<b>Yellow</b>	<b>Green</b>	<b>Blue</b>
0	3	0	0	0

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Orange 85.5 points below standard Declined -6.1 points 216 students	<b>English Learners</b>  Orange 88.7 points below standard Declined -12.3 points 182 students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b>  No Performance Color 82.1 points below standard 44 students	<b>Socioeconomically Disadvantaged</b>  Orange 85.3 points below standard Declined -5.6 points 202 students	<b>Students with Disabilities</b>  No Performance Color 134.8 points below standard Declined -3.8 points 34 students

### 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b>  No Performance Color 0 Students	<b>Filipino</b>  No Performance Color 0 Students
<b>Hispanic</b>  Orange 87.7 points below standard Declined -8.5 points 210 students	<b>Two or More Races</b>  No Performance Color 0 Students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students

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

### 2018 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> 114.5 points below standard Declined -15.2 points 114 students	<b>Reclassified English Learners</b> 45.4 points below standard Maintained 2.9 points 68 students	<b>English Only</b> 68.6 points below standard Increased 30.7 points 34 students
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## Appendix G: School and Student Performance Data

### Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	278	270	240	66	66	65
Fluent English Proficient (FEP)	72	70	74	17	17	20
Reclassified Fluent English Proficient (RFEP)	54	31	35	18	11	13

The source of this data is the most recent California Department of Education (CDE) official report of the number of English Learner students Redesignated to Fluent English Proficient.

McKinley Elementary School	2015-16	2016-17	2017-18
	Number (Rate) Reclassified	Number (Rate) Reclassified	Number (Rate) Reclassified
English Learners Reclassified	54 ( 17.6 %)	31 ( 11.2 %)	35 ( 13.0 %)

The source of this data is the most recent California Department of Education (CDE) official report of the number of English Learner students that are At-Risk of Becoming, or are, Long Term English Learners.

McKinley Elementary School	2015-16	2016-17	2017-18
	Number	Number	Number
Long Term English Learners (6 + Years)	7	12	14
At Risk of Becoming LTEL (4-5 Years)	43	45	47

## Appendix G: School and Student Performance Data

### Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

#### 2018 Fall Dashboard English Language Proficiency Assessments for California Results

Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
236	31.4%	46.6%	15.3%	6.8%

## Appendix G: School and Student Performance Data

### Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	0	3	0

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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 5.3% chronically absent Declined 3.2% 380 students	 Green 6% chronically absent Declined 2.6% 249 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 2.6% chronically absent Increased 2.6% 76 students	 Green 5.1% chronically absent Declined 3.3% 355 students	 Orange 14.3% chronically absent Increased 1.6% 56 students

## 2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
<b>Hispanic</b>  Green 5.1% chronically absent Declined 2.8% 373 students	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	<b>White</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students

## Appendix G: School and Student Performance Data

### Conditions & Climate Suspension Rate







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



This section provides number of student groups in each color.









2018 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	0	1

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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 <p>Green</p> <p>1% suspended at least once</p> <p>Maintained -0.1%</p> <p>384 students</p>	 <p>Orange</p> <p>1.2% suspended at least once</p> <p>Increased 0.5%</p> <p>251 students</p>	 <p>No Performance Color</p> <p>0 Students</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 <p>No Performance Color</p> <p>2.6% suspended at least once</p> <p>Increased 2.6%</p> <p>76 students</p>	 <p>Yellow</p> <p>1.1% suspended at least once</p> <p>Maintained -0.1%</p> <p>357 students</p>	 <p>Blue</p> <p>0% suspended at least once</p> <p>Declined -3.6%</p> <p>57 students</p>



### 2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 2 students	 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 1.1% suspended at least once Maintained -0.1% 376 students	 No Performance Color Less than 11 Students - Data 2 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data 3 students

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

### 2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
1.1% suspended at least once	1.2% suspended at least once	1% suspended at least once