School Year: **2020-2021**

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	01-61291-6002422	November 30, 2020	December 15, 2020

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
McKinley is not ATSI, CSI or TSI School.

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 result of the COVID-19 pandemic and under the guidance of the Alameda County Office of Education, San Leandro Unified District closed its schools and transitioned to distance learning on March 16, 2020. This involved the discontinuation of students receiving in person instruction at schools. Instead, all instruction was delivered through distance learning model in which students participated in learning activities at home, receiving instruction through Zoom and a suite of blended learning platforms. On August 17, 2020 we started the 2020-2021 school year fully in Distance Learning.

The purpose of this School Plan for Student Achievement (SPSA) is to coordinate all educational services at McKinley Elementary School by collaboratively developing an effective Schoolwide program for all students. The ultimate goal of the SPSA is increasing student achievement. We know that to show continual growth, growth has to happen at each grade level. We will continue to strive to increase parent involvement and increase the effective use of technology across environments and across all grade levels. As a school, we will target our efforts on improving classroom instruction for both first instruction as well as for intervention. Teachers will receive support during district Professional Development sessions, Wednesday collaboration and after school staff meetings. We will examine the results of student assessments to see what our students know, compared with what they need to know, and use that information to determine our next steps and drive our instruction.

It is always our goal to provide academic programs that are culturally responsive, rigorous, personalized, and appropriately challenging for all students. Instruction is focused on the Common

Core and Next Generation Science Standards and all students are making progress towards mastery. McKinley teachers differentiate their instruction by regularly assessing and grouping students within and/or outside of the classroom for instruction in a variety of core academic content areas. Through this process, teachers can work together to meet the needs of all students by sharing resources and best instructional practices. These practices align activities to reach school goals to improve the academic performance of multilingual learners and students who require additional intervention to support their learning needs. Recognizing the need to focus on the whole child, our teachers also provide learning experiences that foster social/emotional growth as well as develop students' communication and collaboration skills.

McKinley provides technological resources like Chromebooks and hotspots to families so that every student is able to access a digital education. A learning management system, Seesaw, was implemented to provide a consistent academic platform for students, teacher and families. We provided professional development to all teachers to help them teach more intentionally in a distance learning environment. Senate Bill 98 was signed by Governor Newsom on July 29 and the legislation outlined a number of requirements including required instructional minutes, a daily, live teacher/student interaction, new attendance protocols, and requirements to continue to support Special Education and English Learner students.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable.
These are the goals we have used as we have been planning for the 2020/21 school year:

GOAL #1: Teach, Learn, and Achieve
GOAL #2: Equity and Inclusion through College and Career Readiness
GOAL #3: Collaborative and Engaged District Culture
GOAL #4: Family and Community Involvement
GOAL #5: Facilities and Technology

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

This Comprehensive Needs Assessment is informed by data collected through the California School Performance Dashboard, English Language Proficiency Assessment for California (ELPAC), Smarter Balanced Assessment Consortium (SBAC), STAR Renaissance diagnostic, and the California Healthy Kids Survey (CHKS). The STAR Renaissance is our district diagnostic assessment and is administered three times a year. The SBAC, ELPAC, and CHKS survey are administered once a year. The California Healthy Kids Survey collects data from staff, parents, and students about the Social Emotional needs of our students, staff, and community. Students completed the CHKS survey in February of 2020. McKinley parents were provided with multiple opportunities to complete the survey though our McKinley website and community meetings such as School Site Council (SSC), English Language Advisory Committee (ELAC), Parent Engagement Nights, and Principal Coffee and Conversation meetings.

Classroom Observations

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

Professional Development for Certificated and Classified staff at McKinley Elementary staff focuses on building staff capacity in Social Justice Standards, Project Based Learning, Culturally Responsive Teaching, SEL and PBIS. Teachers at McKinley take advantage or release time for Professional Development. Release time is funded for teachers to plan PBL projects and develop common formative assessments. Administrative walkthroughs, feedback from teacher collaborations, on these methodologies being implemented in the classroom. Walkthroughs demonstrate that these strategies are being fully implemented in all classrooms.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

McKinley teachers have a number of opportunities to participate in professional development. Once a month teachers participate in faculty meetings. . Twice a month teachers participate in professional development and bimonthly, teachers participate in Professional Learning Communities by grade level on early release days. All teachers participate in district wide professional development. The focus of our professional development during Faculty meetings, Grade level meeting, and PLC's center on building capacity Project Based Learning, Integrated and Designated ELD instruction, Culturally Responsive Teaching, focal students, feedback and assessment and meeting the Social Emotional needs of students. Coaching for teachers is available for teachers through district instructional coaches.

Data to inform our action steps for this SPSA data were collected from STAR Renaissance in ELA and Math test California Dash board and the healthy kids survey. McKinley administered the STAR Renaissance assessments three times throughout school year and the District benchmark assessment twice during school year.

Analysis of the data revel areas will be a priority

- Continue staff professional development in Project Based Learning and AVID WICOR
- Continue to develop MTSS to support and social emotional needs of students and staff
- Provide teachers with adequate collaboration time
- Increase parent engagement by providing more parent education and training
- Continue to build on the communication between home and school
- Provide teachers and students wit appropriate instructional materials.

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

McKinley will use Grades, STAR Renaissance Diagnostic and attendance as data to monitor student progress.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

McKinley teachers value collaboration. Collaboration consists of Instructional Leadership Team Meetings, COST meetings, SPED meetings, , PLC's, and Staff Meeting.

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

Teachers are provided with ongoing professional development in the implementation of Distance Learning, designated and integrated ELD, feedback and assessment, SEL, Social Justice, and culturally responsive teaching.

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

Throughout the school year McKinley has dedicated time during our staff meetings to analyze data to inform instruction. Data that were analyzed includes CHKS, CAASPP, ELPAC and STAR Renaissance. The analysis of data informed our professional development in Focal students, Project Based Learning, ELD and SEL.

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

Instructional coaches are available for support for teachers and administrators. Instructional coaches supports the administration in framing the scope and sequence of professional development.

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

Our collaboration time consists of Instructional Leadership Team Meetings, PBIS collaboration, grade level PLCs, and whole staff meetings.

Teaching and Learning

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

Through Project Based Learning and SBE adopted instructional materials are used to prepare students for College and Career readiness

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

The McKinley bell schedule meets the recommended state requirement for ELA and Math. Distant Learning Instructional periods are divided into synchronous and asynchronous learning time.

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

The distance learning schedule has ample asychronous time, time for small group synchronous instruction, enrichment and intervention.

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

All students have access to SBE adopted instructional materials in Science, Social Studies, ELA, Math

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

Through Project Based Learning SBE adopted instructional materials are used to prepare students for College and Career readiness

Opportunity and Equal Educational Access

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

We offer targeted small group instruction, differentiated instruction, para educator support

Evidence-based educational practices to raise student achievement

We implement a multi-tiered integrated intervention support system and ensures offer multiple collaboration sessions with staff and specific analyze focal students.

Parental Engagement

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

Barbara Lee Center, Parent Facilitator, Family Engagement Nights, DELAC, ELAC, SSC, School Smarts

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

SSC ELAC, PTO, LCAP community meetings

Funding

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

McKinley uses Title1 funds for implementation , SEL Initiatives, PBL, Interventions programs, collaboration, Instructional Leadership Team, COST and Instructional Materials

Fiscal support (EPC)

Additional funding supports are provided through our site discretionary fund, district federal funding, LLF

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

The SPSA was developed with input from all stakeholders groups in the following timeline from August 2019 to December 2020

August 2019: Discussed and reviewed preliminary SBAC data
September 2019: Annual Title 1 Meeting
November 2019 - SSC was informed about Title 1 Programming and reviewed 2019/2020 SPSA goals.
December 2019 - ELAC reviewed and analyzed CA Dashboard Data
January 2020 - SSC analyzed CA Dashboard data
Feb 2020- California Healthy Kids Survey distributed to all stakeholders; site LCAP meetings held
Feb 2020 - SSC reviewed and analyzed summary from site based LCAP meetings, reviewed percentages of chronic absences, and reviewed SPSA timeline
October 2020 - SSC reviewed LCAP summary; adapted goals to align with distance learning
October 2020 - Annual Title 1 Presentation
November 2020 - Instructional Leadership team, Staff and ELAC provided input on SPSA with consideration of Distance Learning
December 2020 - Draft SPSA approval from Staff, ELAC and SSC

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	0.2%	0.41%		1	2
African American	13.84%	13.61%	13.07%	67	69	63
Asian	11.78%	13.81%	11.2%	57	70	54
Filipino	3.93%	4.54%	5.39%	19	23	26
Hispanic/Latino	57.23%	52.86%	52.28%	277	268	252
Pacific Islander	2.07%	2.56%	2.49%	10	13	12
White	5.58%	5.92%	5.81%	27	30	28
Multiple/No Response	0.83%	1.78%	5.6%	4	9	18
			Total Enrollment	484	507	482

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	91	98	96
Grade 1	81	76	82
Grade 2	78	76	75
Grade3	79	76	74
Grade 4	91	84	72
Grade 5	64	97	83
Total Enrollment	484	507	482

Conclusions based on this data:

1. The data shows there has been a steady increase in the percentage of Filipino students.
2. The data shows the school population decreased by 2 students over three school years.
3. The data shows the 4th and 5th grade enrollment shows the most fluctuation.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	210	205	137	43.4%	40.4%	28.4%
Fluent English Proficient (FEP)	43	55	87	8.9%	10.8%	18.0%
Reclassified Fluent English Proficient (RFEP)	17	24	52	8.5%	11.4%	25.4%

Conclusions based on this data:

1. The data shows the percent of RFEP students has increased from 8.5% in 17-18 to 25.4% in 19-20.
2. The data show the percent of IFEP students has increased from 8.5% to 18.0%
3. The data shows the percent of students classified as English Learners has decreased over the past three academic years.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	81	81	79	81	80	77	81	80	77	100	98.8	97.5
Grade 4	55	96	90	55	93	86	55	93	86	100	96.9	95.6
Grade 5	75	64	97	75	64	97	75	64	97	100	100	100
All	211	241	266	211	237	260	211	237	260	100	98.3	97.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2370.	2375.	2393.	4.94	11.25	9.09	12.35	18.75	28.57	34.57	21.25	19.48	48.15	48.75	42.86
Grade 4	2398.	2399.	2431.	10.91	4.30	16.28	1.82	13.98	19.77	27.27	23.66	22.09	60.00	58.06	41.86
Grade 5	2469.	2445.	2451.	14.67	7.81	6.19	16.00	20.31	25.77	30.67	21.88	24.74	38.67	50.00	43.30
All Grades	N/A	N/A	N/A	9.95	7.59	10.38	10.90	17.30	24.62	31.28	22.36	22.31	47.87	52.74	42.69

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.17	15.00	10.39	43.21	38.75	50.65	50.62	46.25	38.96
Grade 4	9.09	7.53	13.95	32.73	43.01	39.53	58.18	49.46	46.51
Grade 5	12.00	12.50	11.34	44.00	37.50	48.45	44.00	50.00	40.21
All Grades	9.00	11.39	11.92	40.76	40.08	46.15	50.24	48.52	41.92

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.17	7.50	7.79	39.51	36.25	59.74	54.32	56.25	32.47
Grade 4	10.91	5.38	17.44	32.73	38.71	41.86	56.36	55.91	40.70
Grade 5	24.00	10.94	10.31	41.33	39.06	49.48	34.67	50.00	40.21
All Grades	13.74	7.59	11.92	38.39	37.97	50.00	47.87	54.43	38.08

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.41	11.25	9.09	56.79	52.50	66.23	35.80	36.25	24.68
Grade 4	7.27	5.38	9.30	40.00	64.52	67.44	52.73	30.11	23.26
Grade 5	5.33	6.25	5.15	66.67	54.69	53.61	28.00	39.06	41.24
All Grades	6.64	7.59	7.69	55.92	57.81	61.92	37.44	34.60	30.38

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.88	16.25	9.09	48.15	43.75	50.65	41.98	40.00	40.26
Grade 4	12.73	6.45	13.95	45.45	48.39	41.86	41.82	45.16	44.19
Grade 5	21.33	15.63	12.37	44.00	35.94	44.33	34.67	48.44	43.30
All Grades	14.69	12.24	11.92	45.97	43.46	45.38	39.34	44.30	42.69

Conclusions based on this data:

1. The percentage of 4th grade students scoring in "Above or At Standard" increased from 2017-2018 to 2018-2019 in English Language Arts.
2. The percentage of students scoring in "Below Standard" decreased from 2017-2018 to 2018 -2019 n English Language Arts for grades 4 and 5.
3. We will continue to identify students scoring in the below or standard nearly met in order to increase student achievement overall.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	81	81	79	81	81	78	81	81	78	100	100	98.7
Grade 4	55	96	90	55	94	87	55	94	87	100	97.9	96.7
Grade 5	75	64	97	75	64	97	74	64	97	100	100	100
All	211	241	266	211	239	262	210	239	262	100	99.2	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2384.	2382.	2394.	2.47	7.41	3.85	13.58	17.28	24.36	39.51	29.63	33.33	44.44	45.68	38.46
Grade 4	2426.	2418.	2419.	7.27	2.13	5.75	12.73	8.51	16.09	34.55	47.87	35.63	45.45	41.49	42.53
Grade 5	2456.	2438.	2438.	4.05	7.81	6.19	14.86	10.94	7.22	31.08	21.88	32.99	50.00	59.38	53.61
All Grades	N/A	N/A	N/A	4.29	5.44	5.34	13.81	12.13	15.27	35.24	34.73	33.97	46.67	47.70	45.42

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.41	9.88	19.23	39.51	39.51	33.33	53.09	50.62	47.44
Grade 4	9.09	5.32	12.64	32.73	30.85	24.14	58.18	63.83	63.22
Grade 5	9.46	7.81	9.28	31.08	28.13	18.56	59.46	64.06	72.16
All Grades	8.57	7.53	13.36	34.76	33.05	24.81	56.67	59.41	61.83

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.35	7.41	8.97	54.32	43.21	46.15	33.33	49.38	44.87
Grade 4	7.27	6.38	14.94	41.82	40.43	29.89	50.91	53.19	55.17
Grade 5	4.05	9.38	5.15	39.19	25.00	37.11	56.76	65.63	57.73
All Grades	8.10	7.53	9.54	45.71	37.24	37.40	46.19	55.23	53.05

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.41	9.88	8.97	45.68	45.68	53.85	46.91	44.44	37.18
Grade 4	10.91	2.13	9.20	38.18	39.36	45.98	50.91	58.51	44.83
Grade 5	4.05	12.50	6.19	50.00	35.94	35.05	45.95	51.56	58.76
All Grades	7.14	7.53	8.02	45.24	40.59	44.27	47.62	51.88	47.71

Conclusions based on this data:

1. The percentage of 4th grade students scoring in "Above or At Standard" increased from 2017-2018 - 2018-2019
2. The percentage of 3rd & 4th grade students scoring in "Below Standard" decreased from 2017-2018 to 2018-2019 in Math.
3. We will continue to identify students scoring in the below or standard nearly met in order to increase student achievement overall.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1436.4	1407.1	1436.0	1413.2	1437.2	1392.6	38	38
Grade 1	1484.2	1436.9	1473.1	1435.8	1494.8	1437.4	30	18
Grade 2	1500.7	1479.2	1499.5	1484.2	1501.4	1473.7	30	17
Grade 3	1476.9	1474.5	1474.0	1468.3	1479.4	1480.0	31	15
Grade 4	1509.5	1511.9	1498.3	1502.7	1520.1	1520.7	29	30
Grade 5	1502.2	1500.8	1492.7	1489.6	1511.4	1511.6	27	25
All Grades							185	143

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	34.21	5.26	34.21	28.95	28.95	55.26	*	10.53	38	38
1	60.00	0.00	*	22.22		61.11	*	16.67	30	18
2	60.00	11.76	*	52.94	*	29.41		5.88	30	17
3	*	0.00	35.48	46.67	*	26.67	*	26.67	31	15
4	*	23.33	55.17	50.00	*	16.67	*	10.00	29	30
5	*	4.00	48.15	36.00	*	48.00	*	12.00	27	25
All Grades	32.97	8.39	38.92	38.46	18.38	40.56	9.73	12.59	185	143

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	2.63	47.37	36.84	*	44.74	*	15.79	38	38
1	63.33	0.00	*	38.89	*	55.56	*	5.56	30	18
2	76.67	29.41	*	52.94	*	5.88		11.76	30	17
3	*	13.33	48.39	46.67	*	13.33	*	26.67	31	15
4	*	36.67	48.28	50.00	*	3.33	*	10.00	29	30
5	*	16.00	55.56	48.00	*	32.00	*	4.00	27	25
All Grades	41.08	16.08	40.54	44.76	11.35	27.27	7.03	11.89	185	143

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	50.00	2.63	47.37	84.21	*	13.16	38	38
1	66.67	22.22	*	61.11	*	16.67	30	18
2	76.67	35.29	*	52.94		11.76	30	17
3	*	0.00	67.74	60.00	*	40.00	31	15
4	37.93	20.00	44.83	70.00	*	10.00	29	30
5	*	0.00	62.96	80.00	*	20.00	27	25
All Grades	46.49	11.89	44.86	71.33	8.65	16.78	185	143

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	28.95	18.42	57.89	60.53	*	21.05	38	38
1	66.67	0.00	*	88.89	*	11.11	30	18
2	76.67	35.29	*	52.94		11.76	30	17
3	38.71	40.00	45.16	40.00	*	20.00	31	15
4	62.07	56.67	*	33.33	*	10.00	29	30
5	48.15	56.00	40.74	36.00	*	8.00	27	25
All Grades	52.43	34.97	39.46	51.05	8.11	13.99	185	143

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	28.95	2.63	65.79	71.05	*	26.32	38	38
1	70.00	5.56	*	66.67	*	27.78	30	18
2	60.00	0.00	*	76.47	*	23.53	30	17
3		0.00	45.16	40.00	54.84	60.00	31	15
4	*	6.67	51.72	66.67	*	26.67	29	30
5	*	8.00	44.44	60.00	*	32.00	27	25
All Grades	32.97	4.20	42.70	65.03	24.32	30.77	185	143

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	50.00	31.58	36.84	44.74	*	23.68	38	38
1	40.00	11.11	50.00	66.67	*	22.22	30	18
2	46.67	0.00	50.00	82.35	*	17.65	30	17
3	*	20.00	54.84	66.67	35.48	13.33	31	15
4	*	16.67	55.17	70.00	*	13.33	29	30
5	*	4.00	51.85	84.00	*	12.00	27	25
All Grades	35.68	16.08	49.19	66.43	15.14	17.48	185	143

Conclusions based on this data:

1. The data shows there was a decrease in the number of students in Kindergarten through 2nd grades scoring an overall level 4 on the ELPAC from 2017-2018- to 2018-2019.
2. The data shows there was an increase in the number of students in third through fifth grades scoring an overall level 4 on the ELPAC from 2017-2018- to 2018-2019.
3. The data shows we need to continue to focus Professional Development in increasing ELL's language production and peer interaction as well as increasing ELL parent involvement.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
507	**74.2**	**40.4**	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.	

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	205	40.4
Homeless	7	1.4
Socioeconomically Disadvantaged	376	74.2
Students with Disabilities	31	6.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	69	13.6
American Indian	1	0.2
Asian	70	13.8
Filipino	23	4.5
Hispanic	268	52.9
Two or More Races	24	4.7
Pacific Islander	13	2.6
White	30	5.9

Conclusions based on this data:

1. English Learners make up 40.4% of the student population.
2. Hispanic students make up the majority of the enrollment by race at 52.9%
3. The majority of students are classified as socioeconomically disadvantaged.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The data shows that we are in the yellow for English Language Arts, Mathematics and Chronic Absenteeism.
2. The data shows that we are in the blue for suspension rate.
3. The data shows that we are not in the red for any of the overall performances indicators on the California dashboard indicator.

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:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	4	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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
40.8 points below standard	48.4 points below standard	0 Students
Increased Significantly ++22.2 points	Increased Significantly ++29.4 points	
244	121	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	48 points below standard	127.1 points below standard
3	Increased Significantly ++27.9 points	Increased ++11.5 points
	181	22

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Yellow	No Performance Color	No Performance Color	No Performance Color
59.8 points below standard	0 Students	3.9 points below standard	23.2 points above standard
Increased Significantly ++33.2 points		Increased Significantly ++38.6 points	13
39		27	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
49.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	50.7 points below standard
Increased Significantly ++15.4 points	6	8	Increased Significantly ++27.3 points
137			13

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
98.2 points below standard	13.4 points above standard	37.8 points below standard
Increased ++12.6 points	Increased Significantly ++17.2 points	Increased ++12.5 points
67	54	113

Conclusions based on this data:

1. The data shows that all student groups increased in English Language Arts as measured by the California Dashboard.
2. The data shows that all ethnicity groups increased in English Language Arts as measured by the California Dashboard.
3. The data shows the majority of all subgroups are in the yellow range as measured by the California Dashboard. There is still an ongoing need for continued progress towards meeting the standards in English Language Arts.

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:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	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 Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow	 Yellow	
64 points below standard	67.8 points below standard	
Increased ++3.6 points	Increased ++12.9 points	
244	121	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Yellow	 No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	70.2 points below standard	155.2 points below standard
3	Increased ++6.4 points	Declined -6.4 points
	181	22

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red		No Performance Color	No Performance Color
100.9 points below standard		0.7 points below standard	1.2 points above standard
Declined Significantly -19.9 points		Increased Significantly ++29.3 points	13
39		27	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
72.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	74.2 points below standard
Increased ++3.8 points	6	8	Maintained ++2.8 points
137			13

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
112.1 points below standard	12.8 points below standard	65.2 points below standard
Declined -9.8 points	Increased Significantly ++19.2 points	Declined -11 points
67	54	113

Conclusions based on this data:

1. The data shows that are African American students are in the red for mathematics on the California dashboard.
2. The data shows that Reclassified Students and English Learners increased on the California dashboard while all other subgroups and race groups declined.
3. There is still an ongoing need for continued progress towards meeting the standards in mathematics.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Color
41.7 making progress towards English language proficiency
Number of EL Students: 96
Performance Level: Low

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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
21.8	36.4	2.0	39.5

Conclusions based on this data:

1. The data shows most students maintained or progressed at least one EPL Level.
2. The data shows 21.8% of students decreased one ELP level.
3. There is still an ongoing need for consistent implementation of integrated and designated ELD instruction.

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:

Lowest Performance  Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
11.5	10.8	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -3.3	Declined Significantly -3.9	0
529	212	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Yellow
Less than 11 Students - Data Not Displayed for Privacy	12.5	17.1
8	Declined Significantly -3.6	Declined -9.2
	399	41

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Yellow	No Performance Color	Blue	No Performance Color
13.2	Less than 11 Students - Data Not Displayed for Privacy	0	8.7
Declined -2.1	1	Declined -5.1	Declined -6.3
76		71	23
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
12.6	10.5	38.5	16.7
Declined Significantly -4.1	Increased +3.4	13	Declined -10.9
277	38		30

Conclusions based on this data:

1. The data shows that all student groups and ethnicity groups declined in chronic absenteeism as measured by the California Dashboard.
2. The data shows that the Asian group is in the blue for Chronic Absenteeism.
3. The data suggest we need to continue to partner with parents to increase student engagement, as evidenced by increased attendance; greater access to mental, behavioral, and social supports.

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:

Lowest Performance  Highest Performance

Red | Orange | Yellow | Green | Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	8

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Blue	
0.2	0	
Declined -0.4	Maintained 0	
555	215	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	Blue
0	0	0
Maintained 0	Declined -0.3	Maintained 0
11	411	42

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Blue	No Performance Color	Blue	No Performance Color
0	Less than 11 Students - Data 1	0	0
Declined -1.3		Maintained 0	Maintained 0
80		74	23
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	Blue	No Performance Color	Blue
0.3	0	0	0
Maintained 0	Maintained 0	14	Declined -3.2
292	39		32

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.6	0.2

Conclusions based on this data:

1. The data shows that all student groups are in the blue for suspension rate as measured by the California Dashboard.
2. The data shows all students maintained or declined in suspension rate as measured by the California Dashboard.
3. The data shows the staff should continue to focus efforts on implementing Tier 2 and Tier 3 behavioral supports; greater access to mental, behavioral, and social supports.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Teach, Learn, and Achieve

LEA/LCAP Goal

Every classroom and program in the district will provide students with engaging, responsive and personalized learning experiences that emphasize academic excellence, global competencies (i.e. critical thinking, problem solving, communication, collaboration, and creativity) and civic engagement.

Goal 1

McKinley Elementary School will provide every student with engaging, responsive and personalized learning experiences that emphasize academic excellence, global competencies (i.e critical thinking, problem solving, communication, collaboration, and creativity) and civic engagement. We will continue to implement quality instruction that is aligned with newly adopted standards in ELA, Math, ELD, Science and Social Studies. In addition, we will utilize a multitiered intervention framework for academic and behavioral support to increase performance outcomes school wide

Identified Need

Based on our 2018-2019 CAASPP data 35% of students met or exceeded the standard for ELA and 20.61% of students met or exceeded the standard for math. There is an ongoing need for continued achievement in ELA and mathematics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCFF Priority 1 - Basic Conditions • Compliance with Williams textbook and materials audit • Appropriately Assigned Teachers as indicated on the CA State Dashboard LCFF Priority 2 - Implementation of State Standards • Implementation of core academic standards reported to the local governing board and indicated on CA State Dashboard	LCFF Priority 1 - Basic Conditions • Maintain 100% Williams Audit • Maintain 100% of all teachers appropriate assigned LCFF Priority 2 - Implementation of State Standards • Maintain a comprehensive core curriculum TK-12 as reported to the local school board LCFF Priority 4 - Pupil Achievements	LCFF Priority 1 - Basic Conditions • Maintain 100% Williams Audit • Maintain 100% of all teachers appropriate assigned LCFF Priority 2 - Implementation of State Standards • Maintain a comprehensive core curriculum TK-12 as reported to the local school board LCFF Priority 4 - Pupil Achievements

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCFF Priority 4 - Pupil Achievement • Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator will be reported annually via the CA State Dashboard • Attendance rates	• Increased the Academic ELA status for all students and student groups by 22.2 points from the previous year. • Increased the Academic Math status for all students and student groups by 3.6 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decreased the Chronic Absentee rate by 3.3% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year	• Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate by 0.5% to 2% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year

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

1.1 Provide time for staff to collaborate on District Adopted Programs, Project Based Learning, Designated and Integrated English Language Development, Culturally Responsive Teaching strategies, and Computer based Blended Learning platforms that support the effective, consistent implementation of standards in ELA, Math, ELD, Science and Social Studies school-wide.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Multilingual Learners

Strategy/Activity

1.2 Prioritize time during staff meetings and collaboration time for teachers to analyze student work and curriculum to determine best strategies/practices for Designated and Integrated ELD Instruction targeted for multilingual learners. English Language Paraprofessionals: These staff members continue to support EL students. Paras, alongside the teachers, support the delivery of and designated and integrated ELD in a virtual capacity.

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)
0	District Funded 0000: Unrestricted Prioritize time during staff meetings and collaboration time for teachers to share best practices to support the delivery of Designated and Integrated ELD using centrally funded resources

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

1.3 Provide professional development to certificated and classified staff to address teaching and learning, student needs and socio-emotional development for the unique needs associated with distance learning and hybrid environments. Staff will attend district and site based led PD.

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)
0	District Funded

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Multilingual Learners

Strategy/Activity

1.4 An English Language Development paraeducator will assist in the implementation of ELD instruction. This will be done by pushing into the classroom and pulling students out for small group instruction. English Language Paraprofessionals: These staff members continue to support EL students. Paras, alongside the teachers, support the delivery of and designated and integrated ELD in a virtual capacity.

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)
0	District Funded 2000-2999: Classified Personnel Salaries Centrally funded

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

1.5 Utilize a multi-tiered intervention framework for academic and behavioral support. Provide Tier 1 instructional and behavioral supports in all classrooms for all students; continue to develop and implement Tier 2 instructional and behavioral interventions for students identified through formative and summative assessments and tracked disciplinary actions. Utilize COST process to provide site, district, and community resources for students and their families in need of Tier 3 interventions

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)
7714	Title I 4000-4999: Books And Supplies Fund behavioral and academic interventions according to the MISS Maps . This funding will be used for instructional materials: additional or supplemental textbooks and workbooks, not adopted textbooks (ELD,CCSS, Early Literacy)
0	District Funded 1000-1999: Certificated Personnel Salaries Centrally Funded COST coordinator

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1.6 General education paraeducator will work with classroom teachers and the principal to provide targeted intervention in reading, math and behavioral support based on district and teacher made assessments. This will be done by pushing into the classroom and pulling students out for small group instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
16036.00	Title I 2000-2999: Classified Personnel Salaries This funding will be used to hire a para-educator to support Tier 2 academic intervention to

	students identified by state, district and/or classroom assessments.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1.7 Purchase classroom materials that supplement the implementation of differentiation and provide intervention for identified 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)
18412.00	Base 4000-4999: Books And Supplies This funding will be used to purchase classroom and office material that support the implementation of action items in this SPSA plan.
3991.00	Title I 4000-4999: Books And Supplies This funding will be used for instructional materials: additional or supplemental textbooks and workbooks, not adopted textbooks (ELD,CCSS, Early Literacy)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1.8 Provide diverse enrichment and intervention experiences to enhance learning outside of the classroom in conjunction with staff, independent vendors and ASES after-school care program staff

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded

	5000-5999: Services And Other Operating Expenditures Sylvan and ASES Contracts
0	

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Nearly all planned actions and services were implemented as planned. However, our on-site work was cut short due to the COVID 19 pandemic. We are currently working to adapt these actions steps to a distance learning environment.

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 were no major differences between the budgeted expenditures and implementation. Due to the school closure in March 2020 our site work focused on focal students was interrupted.

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.

The goal was not changed. However, due to COVID-19, professional development will focus on needs associated with distance learning and hybrid environments.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Equity and Inclusion through College and Career Readiness

LEA/LCAP Goal

All schools will create inclusive environments and more equitable outcomes for all students through actions and services that promote the development of our students' college and career readiness and positive personal development.

Goal 2

McKinley School will create inclusive environments and more equitable outcomes for all students through actions and services that promote positive personal development and college and career readiness. In addition, we will increase the reclassification rates of English Learners in order to ensure access to college going course programming. Also we will implement strategic parent education efforts about how to support student success at home.

Identified Need

Based on the 2019 California dashboard 74.2% of our students are identified as socioeconomically disadvantaged. It is vital that McKinley provide college and career knowledge to students before leaving elementary school, so they have the tools to interrupt the cycle of poverty.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCFF Priority 3 - Parent Engagement • The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
representatives from each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics • Academic Indicator for English Language Arts, for pupils in grades 3-8, as reported on the CA State Dashboard • Academic Indicator for Mathematics, for pupils in grades 3-8, as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator will be reported annually via the CA State Dashboard • Attendance rates	groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year	groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year

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

2.1 Provide all students with individual technology use and materials to provide equitable access during distance learning and hybrid environments.

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)
0	District Funded 6000-6999: Capital Outlay Chromebooks, headsets, etc.

Strategy/Activity 2

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

Multilingual Learners

Strategy/Activity

2.2 Ensure that EL students continue to make growth on state and district assessments in order to reclassify them as RFEP as soon as they meet district criteria for reclassification in 1st through 5th grades. Monitor and complete the reclassification process with the support of ELLevation online platform.

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)
0	District Funded 5000-5999: Services And Other Operating Expenditures Platform

Strategy/Activity 3

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

Students with disabilities

Strategy/Activity

2.3 Strengthen the connection between general education and Special Education services to improve options for our students with special needs and provide professional development for staff on inclusion strategies for our diverse learners.

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)
0	Unrestricted 1000-1999: Certificated Personnel Salaries Provide professional development on inclusion strategies utilizing centralized supports including instructional coaches and intervention specialists

Strategy/Activity 4

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

All Students.

Strategy/Activity

2.4 Promote prevention and intervention programs that focus on health, wellness, and positive personal social development by implementing opportunities for movement throughout the day; Toolbox Social Emotional Learning (SEL) curriculum, Positive Behavior Intervention Support (PBIS), and Mindfulness practices schoolwide.

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)
0	Unrestricted 0000: Unrestricted Promote prevention and intervention programs through the support of centralized services such as facilitation from intervention specialists.

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

2.5 Teachers and staff will target focus students and all students using equity strategies (multicultural education, social justice education and culturally responsive pedagogy) to increase social harmony, critical consciousness and independent learning.

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

Amount(s)	Source(s)
0	District Funded

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Nearly all planned actions and services were implemented as planned. However, our on-site work was cut short due to the COVID 19 pandemic. We are currently working to adapt these actions steps to a distance learning environment.

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 were no major differences between the budgeted expenditures and implementation. Due to the school closure in March 2019 site based professional development and family engagement were modified to support staff and families with distance learning.

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.

The goal was not changed. However, PBIS will be modified so that it can be used effectively across leaning environments (in person, distance or hybrid). The staff will approach social emotional learning through an equity lens.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Collaborative and Engaged District Culture

LEA/LCAP Goal

Same as LCAP Goal

Goal 3

McKinley staff and district partners will effectively collaborate and remain fully engaged around our goals of student learning in order to provide outstanding educational experiences to all students. We will enhance new employee onboarding and mentorship experiences at McKinley. Also we will promote health and wellness efforts for employees that support improved teaching and learning in the classroom.

Identified Need

Staff indicated a need for more intentional health and wellness efforts embedded within their work day.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCFF Priority 3 - Parent Engagement • The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year.	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics • Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator as reported on the CA State Dashboard • Attendance rates LCFF Priority 6 - School Climate • SLUSD reports annually on the Suspension Rate Indicator as indicated on the CA Dashboard. • Expulsion Rates for the district • SLUSD administers the students survey, every other year and reports findings to the local school board and the CA State Dashboard.	• Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year LCFF Priority 6 - School Climate • Decrease the Suspension rate status by 0.3% to 2% from the previous year. • Maintain the district expulsion rate at or below the state average for all students and student groups. • Maintain a high rating for Student Engagement and	• Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year LCFF Priority 6 - School Climate • Decrease the Suspension rate status by 0.3% to 2% from the previous year. • Maintain the district expulsion rate at or below the state average for all students and student groups. • Maintain a high rating for Student Engagement and

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Supports and report findings from Student Survey.	Supports and report findings from Student Survey.

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

3.1 Provide ongoing professional development that reflects the district's wellness policy to staff. Promote health and wellness efforts for employees that support improved teaching and learning in a distance learning and/or in person environment (movement breaks, mindfulness, reflection, social emotional strategies, and access to mental health resources)

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)
0	District Funded 4000-4999: Books And Supplies Promote health and wellness utilizing centrally funded resources.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

3.2 Utilize the instructional leadership team to maintain a cohesive school and execute the school's most important priorities focused on student achievement.

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)
2836.00	Title I 1000-1999: Certificated Personnel Salaries Provide support for professional learning to collaborate on PBIS Health and Wellness and School safety topics

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

3.3 Continue to improve communication and collaboration between all staff via frequent staff check ins, breakout room discussions, Parent Square Posts, shared collaboration tools, and weekly staff newsletters.

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)
0	District Funded 0000: Unrestricted Provide various communication strategies to reach all stakeholders utilizing centralized resources

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Nearly all planned actions and services were implemented as planned. However, our on-site work was cut short due to the COVID 19 pandemic. We are currently working to adapt these actions steps to a distance learning environment. Staff will continue to participate in and lead short physical activity breaks that integrate physical activity into any moment of the school (alongside their students).

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 were no major differences between the budgeted expenditures and implementation. Due to the school closure in March, the first school wide Walkathon was cancelled. The walkathon was supposed to the culminating activity for our staff/student walking club.

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.

The goal was not changed. However, due to distance learning, health and wellness will be incorporated into virtual teaching and learning spaces (scheduled movement breaks, virtual lunch and learns, TGIF).

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Family and Community Involvement

LEA/LCAP Goal

SLUSD will actively engage with families and the community at large to build reciprocal relationships that promote and support the positive social, emotional and academic development of our students

Goal 4

McKinley will actively engage with families and the community at large to build reciprocal relationships that promote and support the positive social, emotional and academic development of our students. We will deepen the understanding of the English Learner pathways and their intended educational outcomes for our English Learner parents. In addition, we want to improve parent feedback loops.

Identified Need

Our enrollment is greater than 450. Most parent engagement events have less than 10 participants. We need to continue to focus our efforts on increasing parent engagement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCFF Priority 3 - Parent Engagement • The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year.	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics • Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator as reported on the CA State Dashboard • Attendance rates	• Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year	• Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year

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)

Multilingual Learners

Strategy/Activity

4.1The school newsletter and other parent communication will be translated into Spanish and Chinese. Translators will be available at ELAC, Title 1 Meetings, SST, IEP and parent conferences.

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)
1000.00	Title I 5000-5999: Services And Other Operating Expenditures This funding will be used to provide multilingual communication.
2854.00	District Funded 2000-2999: Classified Personnel Salaries This funding will be used to provide multilingual communication.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide a monthly virtual parent learning series to support parents and families through their at home learning transition. Topics might include but are not limited to Self Care, Social Emotional Strategies, Meeting my child's needs, Monitoring Students' Progress, Common Core Math and Health and Wellness, 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)	Source(s)
0	District Funded None Specified Certificated and classified staff

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

4.3 Multilingual families will be encouraged to participate in the school community. They will be invited to ELAC meetings, parent engagement nights and other school wide and classroom events.

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)
0	None Specified Outreach efforts

Strategy/Activity 4

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

All students

Strategy/Activity

4.4 Provide opportunities for parents to provide feedback on school-wide programs and procedures (California Healthy Kids Survey)

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)
0	District Funded 0000: Unrestricted Parent opportunities for feedback on programs with centrally funded resources

Strategy/Activity 5

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

Strategy/Activity

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

0	

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Nearly all planned actions and services were implemented as planned. However, our on-site work was cut short due to the COVID 19 pandemic. We are currently working to adapt these actions steps to a distance learning environment.

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 were no major differences between the budgeted expenditures and implementation.

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.

The goal was not changed. However, due to COVID-19, parent learning events will be hosted virtually until it is safe to host in person events. Parent learning sessions will be tailored to meet the demands of distance learning.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Facilities and Technology

LEA/LCAP Goal

SLUSD will effectively maintain and improve its facilities and technology infrastructure in order to provide an optimal learning environment for all students.

Goal 5

McKinley Elementary School Staff will effectively maintain and improve its facilities and technology infrastructure in order to provide an optimal learning environment for all students. We will utilize the following Measure J1 bond projects successfully: HVAC and library modernization.

Identified Need

Based on LCAP summary feedback (2019), the appearance and cleanliness of the school is important . McKinley is over 100 years old. There is a need to continue to modernize and update the building.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCFF Priority 1 - Basic Conditions • Compliance with Williams facilities audits • Monitor maintenance requests and the average time to complete requests by categories.	LCFF Priority 1 - Basic Conditions • Maintain 100% positive reporting on all Williams and local facilities audit for cleanliness and supplies. • Decrease the average completion rate times by 1% to 5% over the previous year.	LCFF Priority 1 - Basic Conditions • Maintain 100% positive reporting on all Williams and local facilities audit for cleanliness and supplies. • Decrease the average completion rate times by 1% to 5% over the previous year.

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

Facilitate opportunities that create access to Chromebooks and hotspots for students and their families during distance and hybrid learning. Provide headphones 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)
0	District Funded 6000-6999: Capital Outlay Utilize centrally funded resources to provide hotspots, Chromebooks and headphones.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

5.2 Continue to improve the appearance of our school site with Staff, District, and community support including adherence to site and district COVID 19 cleaning and safety protocols.

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)
0	District Funded None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Nearly all planned actions and services were implemented as planned.

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 were no major differences between the budgeted expenditures and implementation.

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.

The goal was not changed.

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	$31,577
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$52,843.00

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 ($)
Title I	$31,577.00

Subtotal of additional federal funds included for this school: $31,577.00

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 ($)
	$0.00
Base	$18,412.00
District Funded	$2,854.00
None Specified	$0.00
Unrestricted	$0.00

Subtotal of state or local funds included for this school: $21,266.00

Total of federal, state, and/or local funds for this school: $52,843.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	31577	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Base	18,412.00
District Funded	2,854.00
None Specified	0.00
Title I	31,577.00
Unrestricted	0.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0000: Unrestricted	0.00
1000-1999: Certificated Personnel Salaries	2,836.00
2000-2999: Classified Personnel Salaries	18,890.00
4000-4999: Books And Supplies	30,117.00
5000-5999: Services And Other Operating Expenditures	1,000.00
6000-6999: Capital Outlay	0.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

		0.00
4000-4999: Books And Supplies	Base	18,412.00
	District Funded	0.00
0000: Unrestricted	District Funded	0.00
1000-1999: Certificated Personnel Salaries	District Funded	0.00
2000-2999: Classified Personnel Salaries	District Funded	2,854.00
4000-4999: Books And Supplies	District Funded	0.00
5000-5999: Services And Other Operating Expenditures	District Funded	0.00
6000-6999: Capital Outlay	District Funded	0.00
None Specified	District Funded	0.00
	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	2,836.00
2000-2999: Classified Personnel Salaries	Title I	16,036.00
4000-4999: Books And Supplies	Title I	11,705.00
5000-5999: Services And Other Operating Expenditures	Title I	1,000.00
0000: Unrestricted	Unrestricted	0.00
1000-1999: Certificated Personnel Salaries	Unrestricted	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	46,153.00
Goal 2	0.00
Goal 3	2,836.00
Goal 4	3,854.00
Goal 5	0.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Grozelia Ward	Principal
Gene Romano	Classroom Teacher
Rhonda Spencer	Classroom Teacher
Daniela Mantilla	Classroom Teacher
Dennice Pozos	Parent or Community Member
Marissa Nicolas	Parent or Community Member
Irene Toledo	Parent or Community Member
Mary DiGrazia	Parent or Community Member
Violeta Olivares Duran	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 12-1-2020.

Attested:

Principal, Grozelia Ward on 12-1-2020

SSC Chairperson, Gene Romano on 12-1-2020

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DocuSigned by: Alicia Dubon 6D7DEE9FECD2481	English Learner Advisory Committee

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Attested:

DocuSigned by: Grozelia Ward AC635EEE1CFA41F...

Principal, Grozelia Ward on 12-1-2020

DocuSigned by: Gene Romano 8980A04CF1254A1...

SSC Chairperson, Gene Romano on 12-1-2020