School Year: **2021-2022**

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	June 2021	

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)

X 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 to increase 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, teachers, 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: Engage, Educate, Empower
GOAL #2: Educational Equity through College and Career Readiness
GOAL #3: Equity-Centered Effective Employee Engagement
GOAL #4: Valuing Diversity, Equity, and Inclusion with Families and Communities
GOAL #5: Environmental and Technology Equity

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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 surveys 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 through our McKinley website and community meetings such as School Site Council (SSC), English Language Advisory Committee (ELAC), and Parent Square.

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, weekly family learning series, 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 2020 to June 2021
September 2020 - SSC reviewed SPSA and LCAP summary and input for 2020-2021
October 2020 - Annual Title 1 Meeting, ELAC review of Title 3 Funding
November 2020 - ELAC reviewed LCAP data from 2019/2020 and reviewed and provided input for SPSA for 2020/2021; SSC approved SPSA for 2020-2021
January 2021- California Healthy Kids Survey distributed to all stakeholders; site LCAP meetings held
February 2021 - 2 Community LCAP Input Meetings
April 2021 - SSC Budget Review, Feedback, and SPSA Timeline
May 2021 - Staff Budget Review, Feedback, and SPSA Timeline
May 2021 - ELAC Budget Review, Feedback, and SPSA Timeline
June 2021 - SSC/ELAC Review SPSA Draft and Approval of Site Plan

Resource Inequities

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

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School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.2%	0.41%	0.5%	1	2	2
African American	13.61%	13.07%	13.9%	69	63	62
Asian	13.81%	11.2%	11.0%	70	54	49
Filipino	4.54%	5.39%	4.5%	23	26	20
Hispanic/Latino	52.86%	52.28%	52.1%	268	252	233
Pacific Islander	2.56%	2.49%	1.6%	13	12	7
White	5.92%	5.81%	4.9%	30	28	22
Multiple/No Response	1.78%	5.6%	4.7%	9	18	21
			Total Enrollment	507	482	447

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	98	96	80
Grade 1	76	82	71
Grade 2	76	75	83
Grade3	76	74	72
Grade 4	84	72	73
Grade 5	97	83	68
Total Enrollment	507	482	447

Conclusions based on this data:

1. The data shows there has been an increase in enrollment at Grade 2 over three school years.
2. The data shows the school population decreased by 60 students over three school years.
3. The data shows that Hispanic/Latino students make up over 50% of the enrollment.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	205	137	105	40.4%	28.4%	23.5%
Fluent English Proficient (FEP)	55	87	77	10.8%	18.0%	17.2%
Reclassified Fluent English Proficient (RFEP)	24	52	10	11.4%	25.4%	7.3%

Conclusions based on this data:

1. The data shows the percent of RFEP students decreased from 25.4% in 2019-2020 to 7.3% in 2020-2021.
2. The data show the percent of IFEP students has increased from 10.8% to 17.2% over the past three academic years.
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

SBAC Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21
Grade 3	79	74	71	77	68	63	80	68	63	97.5	92	89
Grade 4	90	72	73	86	67	66	93	67	66	95.6	93	90
Grade 5	97	83	66	97	74	63	64	74	63	100	89	95
All	266	229	210	260	209	192	237	209	192	97.7	91.3	91.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21
Grade 3	2393.	236	340	9.09	22	12	28.57	25	19	19.48	31	25	42.86	22	43
Grade 4	2431.	372	489	16.28	34	17	19.77	21	24	22.09	36	24	41.86	11	35
Grade 5	2451.	460	530	6.19	11	11	25.77	22	31	24.74	22	20	43.30	46	38
All Grades	N/A	N/A	N/A	10.38	22.3	13.3	24.62	22.7	24.7	22.31	29.7	23	42.69	26.3	38.7

**STAR Reading

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 3rd and 4th grade students scoring in "Above Standard" decreased from 2019-2020 to 2020-2021 in English Language Arts.
2. The percentage of 5th grade students scoring in "Above Standard" increased from 2018-2019 to 2020 -2021 in English Language Arts.
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

SBAC Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21
Grade 3	79	74	71	78	69	63	78	69	63	98.7	93	89
Grade 4	90	72	73	87	64	66	87	64	66	96.7	89	90
Grade 5	97	83	66	97	70	63	97	63	70	100	84	95
All	266	229	210	262	203	192	262	203	192	98.5	88.7	91.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21
Grade 3	2394.	449	570	3.85	15	8	24.36	29	25	33.33	42	33	38.46	15	33
Grade 4	2419.	573	638	5.75	6	6	16.09	27	23	35.63	41	39	42.53	27	32
Grade 5	2438.	626	653	6.19	6	5	7.22	16	8	32.99	34	19	53.61	44	68
All Grades	N/A	N/A	N/A	5.34	9	6.6	15.27	24	18.7	33.97	39	30.3	45.42	28.7	44.3

**STAR Math

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 number of students with scores decreased from 2019-2020 to 2020-2021
2. The percentage of students scoring in "Standards not met" increased from 2019-2020 to 2020 2021 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	
	18-19	*19-20	18-19	*19-20	18-19	*19-20	18-19	*19-20
Grade K	1407.1		1413.2		1392.6		38	
Grade 1	1436.9		1435.8		1437.4		18	
Grade 2	1479.2		1484.2		1473.7		17	
Grade 3	1474.5		1468.3		1480.0		15	
Grade 4	1511.9		1502.7		1520.7		30	
Grade 5	1500.8		1489.6		1511.6		25	
All Grades							143	

*OPTIONAL Summative ELPAC

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	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
K	5.26		28.95		55.26		10.53		38	
1	0.00		22.22		61.11		16.67		18	
2	11.76		52.94		29.41		5.88		17	
3	0.00		46.67		26.67		26.67		15	
4	23.33		50.00		16.67		10.00		30	
5	4.00		36.00		48.00		12.00		25	
All Grades	8.39		38.46		40.56		12.59		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	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
K	2.63		36.84	36.84	44.74		15.79		38	
1	0.00		38.89	38.89	55.56		5.56		18	
2	29.41		52.94	52.94	5.88		11.76		17	
3	13.33		46.67	46.67	13.33		26.67		15	
4	36.67		50.00	50.00	3.33		10.00		30	
5	16.00		48.00	48.00	32.00		4.00		25	
All Grades	16.08		44.76	44.76	27.27		11.89		143	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
K	2.63		84.21		13.16		38	
1	22.22		61.11		16.67		18	
2	35.29		52.94		11.76		17	
3	0.00		60.00		40.00		15	
4	20.00		70.00		10.00		30	
5	0.00		80.00		20.00		25	
All Grades	11.89		71.33		16.78		143	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
K	18.42		60.53		21.05		38	
1	0.00		88.89		11.11		18	
2	35.29		52.94		11.76		17	
3	40.00		40.00		20.00		15	
4	56.67		33.33		10.00		30	
5	56.00		36.00		8.00		25	
All Grades	34.97		51.05		13.99		143	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
K	2.63		71.05		26.32		38	
1	5.56		66.67		27.78		18	
2	0.00		76.47		23.53		17	
3	0.00		40.00		60.00		15	
4	6.67		66.67		26.67		30	
5	8.00		60.00		32.00		25	
All Grades	4.20		65.03		30.77		143	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
K	31.58		44.74		23.68		38	
1	11.11		66.67		22.22		18	
2	0.00		82.35		17.65		17	
3	20.00		66.67		13.33		15	
4	16.67		70.00		13.33		30	
5	4.00		84.00		12.00		25	
All Grades	16.08		66.43		17.48		143	

Conclusions based on this data:

1. ELPAC was suspended because of COVID-19

School and Student Performance Data

Student Population

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

2019-20 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.	

2019-20 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

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 39		Increased Significantly ++38.6 points 27	13
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 137	6	8	Increased Significantly ++27.3 points 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 67	Increased Significantly ++17.2 points 54	Increased ++12.5 points 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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 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

Engage, Educate, Empower

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

Every classroom and program at McKinley 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.

Identified Need

All students including those who are performing below grade level and English Learners continue to need support in reading and math as they grow to become critical thinkers; communicators and collaborators; healthy in mind and body; and, ethical and cultural leaders.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Indicator for English Language Arts - Student Performance based on Distance from Standard (CA School Dashboard) Connected to LCFF Priority: 4, 7, and 8	Academic Indicator for English Language Arts Student Performance based on Distance from Standard (from 2019 Dashboard) a. Overall = 41 pts below standard b. English Learners = 48 pts below standard c. Socioeconomically Disadvantaged = 48 pts below standard d. Students with Disabilities = 127 pts below standard e. African American = 60 pts below standard f. Hispanic/Latino = 50 pts below standard	Will improve Distance from Standard by: Overall + 8 pts English Learners + 15 pts Socioeconomically Disadvantaged + 10 Students with Disabilities + 15pts African American + 8 Hispanic/Latinx + 10
Academic Indicator for Mathematics - Student	Academic Indicator for Mathematics Student	Will improve Distance from Standard by:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Performance based on Distance from Standard (CA School Dashboard) Connected to LCFF Priority: 4, 7, and 8	Performance based on Distance from Standard (from 2019 Dashboard) a. Overall = 64 pts below standard b. English Learners = 68 pts below standard c. Socioeconomically Disadvantaged = 70 pts below standard d. Students with Disabilities = 155 pts below standard e. African American = 101 pts below standard f. Hispanic/Latino = 73 pts below standard	Overall + 10 pts English Learners + 10 pts Socioeconomically Disadvantaged + 12 Students with Disabilities + 15pts African American + 22 Hispanic/Latinx + 12
CAST Scores Connected to LCFF Priority: 4, 7, and 8	CAST Scores = Percent of students who met or exceeded standards a. Overall = 8.3% b. English Learners = 0% c. Socioeconomically Disadvantaged = 7% d. African American = 0% e. Hispanic/Latino = 7%	Will increase percent of students who met or exceed standards by: Overall 4% English Learners 4% Socioeconomically Disadvantaged 4% Students with Disabilities 4% African American 4% Hispanic/Latinx 4%
STAR Math Proficiency Rate (1-12): Percent of students who met or exceeded standard based on State Benchmark Connected to LCFF Priority: 4, 7, and 8	2020-2021 Percent of Students who met or exceeded standards based on state benchmark: 1st Grade: 41% 2nd Grade: 37% 3rd Grade: 33% 4th Grade: 29% 5th Grade: 13%	Increase the percentage of students who met or exceeded standards based on state benchmark by 10%.
STAR Reading Proficiency Rate (2-12): Percent of students who met or exceeded standard based on State Benchmark	2020-2021 Percent of Students who met or exceeded standards based on state benchmark: 2nd Grade: 52% 3rd Grade: 31% 4th Grade: 41%	Increase the percentage of students who met or exceeded standards based on state benchmark by 10%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Connected to LCFF Priority: 4, 7, and 8	5th Grade: 42%	
STAR Early Literacy (K-1): Percent of students at or above district benchmark Connected to LCFF Priority: 4, 7, and 8	2020-2021 Percent of students at or above district benchmark At/Above Kinder Benchmark = No Data At/Above 1st Grade Benchmark = 76.8%	Increase the percentage of students who met or exceeded standards based on state benchmark by 10%.
Attendance Rate a. All Students b. English Learners c. Student with Disabilities d. Foster Youth e. Homeless Connected to LCFF Priority: 5	SLUSD 2019-2020 Attendance Rate a. All Students = 95.4% b. English Learners = 95.4% c. Student with Disabilities = 94.9% d. Homeless = 92.2% (Local Data)	Increase attendance rate by 2%.
Suspension Rate a. All Students b. African American c. American Indian/Alaskan Native d. Hispanic/Latinx e. White f. Two or More Races Connected to LCFF Priority: 6	2019-2020 Suspension Rate a. All Students = 3.8% b. African American = 8.5% c. American Indian/Alaskan Native = 8.0% d. Hispanic/Latinx = 3.7% e. White = 3.9% f. Two or More Races = 4.4%	Decrease by half
[MIISS] Percent of students being referred to Tier 2 Intervention, as logged in AERIES Connected to LCFF Priority: 4, 6, and 8	Percent of students referred to intervention 2020 - 2021 Total Number of Referrals = 122	Decrease by half

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Appropriately Assigned Teachers Connected to LCFF Priority: 1	For SY 2020-2021 100% of SLUSD teachers are appropriately assigned	100% of SLUSD teachers are appropriately assigned.
Access to Standards-aligned instructional materials Connected to LCFF Priority: 1	All SLUSD students have access to standards-aligned instructional materials. 100% William Compliant	100% of SLUSD teachers are appropriately assigned.

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. Effective & Meaningful Teaching and Learning
a. Deliver comprehensive, standards-based TK-12 science and history-social science education through the newly adopted board curriculum and the development of corresponding assessments and projects.

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)
6502	Unrestricted 4000-4999: Books And Supplies Instructional Materials

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

1.1. Effective & Meaningful Teaching and Learning

b. Engage students in daily cross-curricular instruction using Project-Based Learning methods, arts integration, and social justice standards to address real-world, relevant issues and themes.

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)
735	Unrestricted 1000-1999: Certificated Personnel Salaries Lead Team Hourly
3309	Title I 1000-1999: Certificated Personnel Salaries 9 Lead Team Meetings

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

1.1. Effective & Meaningful Teaching and Learning
c. Improve performance outcomes for students in mathematics to ensure that every student, including multilingual students, students with disabilities, and other historically marginalized student groups, have powerful, joyful learning experiences that foster positive mathematical identities.

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)
6730	Supplemental and Concentration" 5000-5999: Services And Other Operating Expenditures After school intervention and enrichment programs
6730	Supplemental and Concentration" 1000-1999: Certificated Personnel Salaries Teacher hourly for after school intervention and enrichment

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

1.1. Effective & Meaningful Teaching and Learning
d. Foster critical literacy in English Language Arts and across the content areas for all students by centering complex texts and systematic language development opportunities throughout the instructional day that intentionally develops our English Language Learners' multilingual success.

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)
5000	Supplemental and Concentration" 4000-4999: Books And Supplies Additional Library Books

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

1.2. Responsive Support Structures for Student Success
a. Strengthen comprehensive and inclusive assessment systems that provide students multiple and varied a. opportunities to make learning visible and support equitable grading practices.

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	

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

1.2. Responsive Support Structures for Student Success
b. Explore and expand alternative education and expanded learning opportunities for students TK-12 to support both intervention, enrichment, and multimodal ways of teaching and 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)

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

1.2. Responsive Support Structures for Student Success
c. Enhance implementation of our Multi-tiered Integrated Intervention Support System to comprehensively address academic and behavioral goals of TK-12 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)
16323	Title I 2000-2999: Classified Personnel Salaries Salary for Para Educator
4200	Title I 1000-1999: Certificated Personnel Salaries 10 Sub days for teachers to participate in COST and SSTs
1623	Title I 2000-2999: Classified Personnel Salaries Extra hours for after school enrichment and intervention

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

1.2. Responsive Support Structures for Student Success
d. Systematize supportive, collaborative transitions from elementary to middle to high school through inter-school programs.

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	
0	

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

1.2. Responsive Support Structures for Student Success
e. Build educators' capacity to support students by using anti-racist and culturally linguistically responsive practices, arts-integrated methodology, and Universal Design for 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)

Annual Review

SPSA Year Reviewed: 2020-21

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

Educational Equity through College and Career Readiness

LEA/LCAP Goal

Comprehensive, adaptive, and productive TK-12 career and college programming, with work-based learning and post-secondary opportunities, robust mentoring, aligned with the SLUSD Graduate Profile.

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
Broad Course of Study	McKinley Elementary offers courses described in Education Code 51210 and 51220 to all students	McKinley Elementary offers courses described in Education Code 51210 and 51220 to all students
English Learner Reclassification Connected to LCFF Priority: 2, 4, and 7	Reclassification Rate for SY 2020-21 is 7.3% (Most Recent Data from 2020 California Dashboard)	Increase the reclassification rate for SY 2021-22 to 8%.
English Learning Progress Indicator as reported on the CA School Dashboard Connected to LCFF Priority: 2, 4, and 7	Percentage of current English Learners making progress towards English language proficiency or maintaining the highest level for SY 2018-2019: 42% of	Increase the percentage of current English Learners making progress towards English language proficiency or maintaining the highest level for SY 2021-2022 to 65%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	(Most Recent Data from 2020 California Dashboard)	

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. Centering Ethical and Cultural Leadership
a. Foster civic engagement and leadership through community partnerships, work-based learning, and implementation of the State Seal of Civic Engagement program and Ethnic Studies Model Curriculum.
b. Develop and apply critical media and information literacies at school and in the community.
c. Cultivate career, college, and lifelong goal achievement by strengthening mentoring, academic counseling, career & college counseling, community partnerships, and local and national programming access.

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

Amount(s)	Source(s)
0	

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

2.1. Centering Ethical and Cultural Leadership
b. Develop and apply critical media and information literacies at school and in the community.

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	

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

2.1. Centering Ethical and Cultural Leadership
c. Cultivate career, college, and lifelong goal achievement by strengthening mentoring, academic counseling, career & college counseling, community partnerships, and local and national programming access.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	

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

2.2. Fostering Multilingualism
a. Expand initiatives and efforts that prioritize multilingualism and raise multilingual student achievement across all content areas, including expansion and maintenance of Dual Language Immersion programs, world language programs, and access to the state Seal of Biliteracy.

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	

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

2.2. Fostering Multilingualism
b. Systematize structured supports that address the needs of long-term English learners and newcomer 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)
0	

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

2.3. Healthy Minds & Bodies
a. Develop self and social awareness for collaborative solutions to community issues that impact students' day-to-day lives.

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)
4025	Unrestricted 2000-2999: Classified Personnel Salaries

	Playground supervisors before and after school

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

2.3. Healthy Minds & Bodies
b. Implement an integrated teaching model that embeds social-emotional learning competencies across the content areas.

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

Amount(s) Source(s)

Strategy/Activity 8

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

All Students

Strategy/Activity

2.3. Healthy Minds & Bodies
c. Utilize an assets-based multi-tiered intervention and post-intervention framework for ongoing student mental health and wellness, emphasizing anti-racist, trauma-informed care, healing-centered engagement, and restorative practices to reduce disparities in discipline and better respond to students' needs.

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: 2020-21

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

Equity-Centered Effective Employee Engagement

LEA/LCAP Goal

All staff and district partners meaningfully collaborate and remain fully engaged around our student learning goals to provide outstanding educational experiences to all students.

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
Completion of SLUSD modules on safety and safe, inclusive school environments Connected to LCFF State Priority: 1 and 6	Inventory current modules and align to strategic plan goals	100% completion of all existing modules and new required training
Log attendance rate to employee onboarding events, career lattice, and additional professional development opportunities Connected to LCFF State Priority: 1 and 6	Inventory current participation rates	95% attendance
Log attendance at cultural competency training	Use implementation rate for year 1 to establish baseline	95% attendance

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Connected to LCFF State Priority: 1 and 6		
Assess and increase staff diversity by disaggregating current staff diversity in line with current student demographics Connected to LCFF State Priority: 1 and 6	School Staff Demographics African American/Black = 9% Asian = 14% Filipino = 5% Hispanic = 18%	Increase district proportionality of staff to student population of the four underrepresented groups African American = 12% Asian = 17% Filipino = 7% Hispanic = 38%

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. Employee Relations
a. Cultivate support for employees with the goal of delivering gold standard customer service
b Improve fiscal processes and planning to maximize funds, staff and other resources for equity and excellence
c. Celebrate staff contributions to the District
d. Attend to employee safety and wellness in the workplace and awareness about resources in the district and community

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

Amount(s) Source(s)

Strategy/Activity 2

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

All students

Strategy/Activity

3.2. Talented and Diverse Workforce

a. Attract, hire and retain the best employees in the District to meet district-wide goals for cultural competency
b. Develop the skills for all employees through professional development and create pathways for professional advancement within the organization
c. Recruit teachers and administrators that reflect the diversity of our students
d. Engage staff with ongoing training to create school environments that support all students, staff, & families to thrive regardless of race, ethnicity, religion, gender, LGBTQ+ identities, or abilities.

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	Unrestricted 5000-5999: Services And Other Operating Expenditures Travel and conferences
7000	Supplemental and Concentration" 5000-5999: Services And Other Operating Expenditures Race and Equity Professional Development

Strategy/Activity 3

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

All

Strategy/Activity

3.3 Effective Collaboration
a. Implement effective teacher collaboration practices within and across schools to foster cycles of inquire and expand the sharing and alignment of professional expertise in service of continuous improvement and achieving success for all 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)
3991	Title I 1000-1999: Certificated Personnel Salaries Subs for 1 day grade level collaboration

Annual Review

SPSA Year Reviewed: 2020-21

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

Valuing Diversity, Equity, and Inclusion with Families and Communities

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
Rubric for standardized expectations for parent engagement Connected to LCFF State Priority: 3	Establish district audit to inform rubric design	Improve parent Engagement with special student/family groups (i.e. low-income students, English learners, foster youth, etc.)
District Events and Translation Log Zoom interpretation channel log Employee Bilingual Stipend Application Acceptance Rate Connected to LCFF State Priority: 3	Inventory translation services at district events	100% translation at all district events
Parent participation evaluations for District Event	Provide multilingual forums regarding key district initiatives	100% participation

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at Town Halls Provide and participate in various engagement forums that provide feedback Connected to LCFF State Priority: 3	to promote ongoing cycles of feedback. Participate in site-based community engagement events to increase accessibility and collaboration	
SLUSD annually conduct the California Healthy Kids Parent Survey Completion Connected to LCFF State Priority: 3	CHKS 2021 Number of Completed California Healthy Kids Parent Survey 2020-2021 = 12 Completed Parent Survey	Number of completed California Healthy Kids Surveys will increase by 10%
SLUSD uses the CHKS to gather parents/guardians input Connected to LCFF State Priority: 3, 4, and 6	CHKS 2021 Percent of parents/guardians who strongly agree and agree that in SLUSD: • Parents feel welcome to participate at this school. = 87% • Promotes academic success for all students = 91% • A safe place for their children = 94%	Parent feel welcome to participate at this school = 93 % Promotes academic success for all students = 96% A safe place for their children = 99%

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

4.1. Analyze, Audit, and Respond to Parent Needs
a. Systematize parent engagement analysis at the district and site level to respond to student needs at home and prepare for post-secondary college and career choices.
b. Deliver outstanding, consistent translation services to our multilingual community.

c. Provide and participate in various engagement forums that provide feedback.

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)
2547	Translation Budget 5000-5999: Services And Other Operating Expenditures Hourly Translation services
600	Title I 5000-5999: Services And Other Operating Expenditures Additional Translation services
1470	Unrestricted 1000-1999: Certificated Personnel Salaries 7 subs for teacher conferences and early release days

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

4.2. Connecting Schools and Community Engagement
a. Foster partnerships with families, local industries, public agencies, public foundations, and our city to maximize resources to support all students.
b. Build family leadership capacity and ensure a high standard of family engagement.
c. Provide informative, responsive school websites and communication.
d. Evaluate, analyze best practices for gender-neutral and inclusiveness in language, policies.

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)
4000	Unrestricted 4000-4999: Books And Supplies Office Supplies, Medical and Postage
500	Supplemental and Concentration" 4000-4999: Books And Supplies Library supplies

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	

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	

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: 2020-21

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

Environmental and Technological Equity

LEA/LCAP Goal

SLUSD will improve and maintain facilities and technology infrastructure to provide optimal learning environments for all students.

Goal 5

McKinley Elementary School Staff will improve and maintain facilities and technology infrastructure to provide optimal learning environments for all students.

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
1:1 Device per student Connected to LCFF State Priority: 1	100% 1:1 Device per student	100% 1:1 Device per student
On-campus bandwidth per student Connected to LCFF State Priority 1	100% on-campus bandwidth minimum 1 megabits per student	100% on-campus bandwidth minimum 2 megabits per student
Technology support Connected to LCFF State Priority 1	Average ticket response within 60 hours and average resolution within 15 days.	Average ticket response within 24 hours and average resolution within 2 days.
Maintenance work order system	Maintenance staff will conduct review of outstanding work order status	98% of work orders will be less than one month old in the district maintenance work order system

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Connected to LCFF State Priority: 1		
Inventory of current district vehicle fleet Connected to LCFF State Priority: 1	District vehicle fleet will be working properly, pass all required smog tests, and will conduct vehicle fleet inventory to assess the current fleet.	District vehicle fleet will be working properly, pass all required smog tests, and the majority of fleet will be less than five years old.
SLUSD uses the CHKS to gather parents/guardians input Connected to LCFF State Priority 1 and 3	Percent of parents/guardians who strongly agree and agree that: SLUSD school have clean and well-maintained facilities/properties = 93%	Increase percent of parents who strongly agree that SLUSD schools have clean and well maintained facilities/properties to 96%
School Facilities Condition Connected to LCFF State Priority: 1	According SARCs submitted on February 2021, 100% of SLUSD schools are either good or exemplary condition	100% of SLUSD school will be in good/exemplary condition

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

5.1. District Bond Improvements
a. Implement the following Measure N bond projects successfully: New high school gymnasium, new continuation high school campus, new entryways, new field, and new middle school modular buildings.
b. Initiate planning for additional bond projects, including classroom and field renovations.

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. Strategic Maintenance
a. Continue to maintain our facilities for future generations of students.
b. Maintain our state-of-the-art technology infrastructure.

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)

All Students

Strategy/Activity

5.3. Reducing District Impact on Climate Change
a. Install and maintain energy-efficient infrastructure and utilize green building methods to reduce district impact on climate change.
b. Maintain focus on the energy efficiency of district buildings and reducing total CO2 emissions.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

5.4. Access to Internet and Technology
a. Sustain the availability of personalized learning devices for students by enacting a regular cycle of review and replacement to ensure access to modern technology.
b. Facilitate safe and secure opportunities for all students to have consistent access to the internet and software resources needed to develop 21st-century skills, whether learning on or off-campus.
c. Empower the entire SLUSD community's use of technology by creating a resilient, safe, and secure high-speed network environment.
d. Create training opportunities and resources to ensure all staff and students can efficiently and fluently utilize adopted technology platforms.

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: 2020-21

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	$76,285.00

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	$30,046.00

Subtotal of additional federal funds included for this school: $30,046.00

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
District Funded	$0.00
Supplemental and Concentration"	$25,960.00
Translation Budget	$2,547.00
Unrestricted	$17,732.00

Subtotal of state or local funds included for this school: $46,239.00

Total of federal, state, and/or local funds for this school: $76,285.00

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	1,531.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	0.00
Supplemental and Concentration"	25,960.00
Title I	30,046.00
Translation Budget	2,547.00
Unrestricted	17,732.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	20,435.00
2000-2999: Classified Personnel Salaries	21,971.00
4000-4999: Books And Supplies	16,002.00
5000-5999: Services And Other Operating Expenditures	17,877.00
6000-6999: Capital Outlay	0.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00

6000-6999: Capital Outlay	District Funded	0.00
None Specified	District Funded	0.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration"	6,730.00
4000-4999: Books And Supplies	Supplemental and Concentration"	5,500.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration"	13,730.00
1000-1999: Certificated Personnel Salaries	Title I	11,500.00
2000-2999: Classified Personnel Salaries	Title I	17,946.00
5000-5999: Services And Other Operating Expenditures	Title I	600.00
5000-5999: Services And Other Operating Expenditures	Translation Budget	2,547.00
1000-1999: Certificated Personnel Salaries	Unrestricted	2,205.00
2000-2999: Classified Personnel Salaries	Unrestricted	4,025.00
4000-4999: Books And Supplies	Unrestricted	10,502.00
5000-5999: Services And Other Operating Expenditures	Unrestricted	1,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	51,152.00
Goal 2	4,025.00
Goal 3	11,991.00
Goal 4	9,117.00
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:

2 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Grozelia Ward	Principal
Rachel Vatannia	Principal
Gene Romano	Classroom Teacher
Rhonda Spencer	Classroom Teacher
Daniela Mantilla	Parent or Community Member
Dennice Pozos	Parent or Community Member
Marissa Nicolas	Parent or Community Member
Irene Toledo	Parent or Community Member
Violeta Olivares Duran	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.

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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
DocuSigned by: Alicia Durán 6D7DEE9FECD2481...	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 6-1-2021.

Attested:

	Principal, Rachel Vatannia on 6/22/2021
DocuSigned by: Gene Romano 6612D9C968774AA...	SSC Chairperson, Gene Romano on 6/22/21