THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT MCKINLEY ELEMENTARY SCHOOL

2020-21

37-68338-6039978
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.
For additional information on school programs and how you may become involved, please contact the following person:

Principal: Ganderton, Debra
Contact Person: Ganderton, Debra
Position: Principal
Telephone Number: 619-282-7694
Address: 3045 Felton St, Mckinley Elementary, San Diego, CA, 92104-5218,
E-mail Address: dganderton@sandi.net

The following items are included:

- ☒ Recommendations and Assurances
- ☒ Data Reports
- ☒ 2019-20 SPSA Evaluation of LCFF Funded Actions and Activities
- ☒ Parent&Family Engagement Policy
- ☒ School Parent Compact

Board Approval: *12/15/2020*

SAN DIEGO UNIFIED SCHOOL DISTRICT

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

San Diego Unified
SCHOOL DISTRICT

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME:

SITE CONTACT PERSON:

DUE: October 5, 2020

PHONE: **FAX:** **E-MAIL ADDRESS:**

Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):

☐ **Title 1 Schoolwide Programs (SWP)** ☐ **CSI School**

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

- ☑ English Learner Advisory Committee (ELAC) — Date of presentation: 10·28·2020
- ☐ Community Advisory Committee for Special Education Programs (CAC) — Date of presentation: _____
- ☐ Gifted and Talented Education Program Advisory Committee (GATE) — Date of presentation: _____
- ☑ Site Governance Team (SGT) — Date of presentation: _____
- ☐ Other (list): SPSA — Date of presentation: 9·29·2020

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon 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.
6. The site plan or revisions to the site plan were adopted by the SSC on: 9·29·2020

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Deb Ganderton, McKinley
Type/Print Name of School Principal

Deb Ganderton
Signature of School Principal / Date

Clare Crawford
Type/Print Name of SSC Chairperson

Signature of SSC Chairperson / Date

Jesse Carrillo
Type/Print Name of ELAC Chairperson

Signature of ELAC Chairperson / Date

Mitzi Merino
Type/Print Name of Area Superintendent

Mitzi Merino 12/3/2020
Signature of Area Superintendent / Date

Submit Document With Electronic Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, **Room 3126**

TABLE OF CONTENTS

1. Introduction

2. Executive Summary

3. SPSA Template

4. Appendix

    A. Budget Summary

    B. Parent & Family Engagement Policy

    C. School Parent Compact

    D. Data Reports

    E. 2019-20 SPSA Evaluation of LCFF Funded Actions and Activities

SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

PURPOSE AND DESCRIPTION

This School Plan for Student Achievement fulfills the requirements of a comprehensive school plan. The mission of McKinley Elementary, an International Baccalaureate World School,is to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. These attributes represent a broad range of human capacities and responsibilities that support both intellectual development and academic success. Our specific area of focus continues to be closing achievement gaps for all of our significant sub-groups (eg: English Learners, Students in Poverty, Students with Disabilities). We recognize that the wide spectrum of student needs and plan accordingly embedding the tenants of I.B. and the Common Core Standards adopted by the State of California. For the 2020-2021 school year, our challenge is to deliver an effective education online or onsite. We are committed to increasing our math scores for all students and will access opportunities for Professional Development related to the delivery of math instruction.
McKinley is a highly sought after school with families from throughout the San Diego community applying for the School of Choice lottery. We attribute this to our stellar staff and unparalleled involvement of our parent population.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.
LCAP Goal 1: Closing the achievement gap with high expectations for all.
LCAP Goal 2: Access to broad and challenging curriculum.
LCAP Goal 3: Quality leadership, teaching and learning
LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.
LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

STAKEHOLDER INVOLVEMENT (REQUIRED)

Throughout the year, various groups convene to ensure we are making progress toward our SPSA goals. These groups include, but are not limited to School Site Council, Instructional Leadership Team, and Certificated Staff.
February 2020 - Site staff met to establish site-wide and grade level priorities. Staff input drove the preliminary budget proposals which were submitted on a draft budget and sent to all staff and SSC/SGT members.
The initial 2020-2021 budget was reviewed, revised, and approved on February 4, 2020.
COVID compelled our district to transition to online learning in the Fall which resulted in staff requests to revise initial proposed expenditures to best support online instruction. Proposed revisions were sent to SSC for review on September 26th, 2020.
SSC/SGT reviewed and approved the revised 2020-2021 budget on September 29, 2020.

RESOURCE INEQUITIES

LCFF budget - In previous years, 98% of our LCFF funding was allocated to the salary and benefits inherent in one classified position. Although this position brought added value, it precluded us from allocating necessary funding to additional curricular supports for students, planning days for staff, and additional instructional supplies and materials. In an effort to eliminate resource inequities, our staff examined 2020-2021 budget allocations and determined we needed to reduce the number of hours for our Library Clerk and solely utilize the .2 position our district currently funds. Sitewide expenditures were then established by staff. We examined expenditures that would benefit staff and students sitewide and then allocated remaining funds to grade levels who prioritized expenditures to support their instructional program.

Discretionary Budget - Currently, our district funds six weekly hours of Noon Duty Aide (NDA) at elementary sites regardless of enrollment. We are required to allocate funding for the remaining 38 hours in order to ensure we provide adequate supervision for our 525 students and ensure classroom teachers have a duty-free lunch. The second most significant expenditure is the fixed cost of rental and repair for our site level copiers. This consumes approximately 30% of this budget.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Clare Crawford	Parent, Chair
Jessica McKean	Parent
Krista Mills	Staff - Teacher
Robin Weersing	Parent
Deb Ganderton	Staff - Principal
Sylvia Chavira	Staff - Teacher
Erika Oortgiese	Staff - Other
Blair Hartwell	Parent
Amanda Robinson	Parent
Zosha Schoonmaker	Staff - Teacher

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

Goal 1 - Safe, Collaborative and Inclusive Culture

Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

District LCAP Goals

4. Positive school environment, climate, and culture – with equity at the core and support for the whole child.

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

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

CDE Dashboard Analysis of previous attendance goal: 2019-2020 Attendance Goal was to improve attendance from 90% - 92% sitewide. District data shows our overall percentage for the previous school year was 98%. The abrupt transition to online learning resulted in a more fluid definition of attendance. During our four months of distance learning, an overall percentage of 98% attended school daily.
Chronic absenteeism - According to the CDE Dashboard, our 2019-2020 overall percentage of chronically absent student average was 5.7%, which reflects a decline by 4%. State data analysis of all subgroups shows all are above the state average with the exception of our Socioeconomically Disadvantaged students. Although we are still below the state average of 12.9%, we witnessed an increase of 1.5% in chronic student absences for these students. We will be exploring this more closely as the 2020-2021 school year progresses to determine if there is a relationship between our students who attend McKinley and live outside of our attendance area. Regardless of the relationship, the site will focus on targeting the top 10% of students who are chronically absent or tardy in an effort to support the family in attending school in a timely and consistent manner.

***Major Differences**

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

Although fiscal resources will not be reallocated, our Attendance Clerk will focus additional task time on home school contact with those families whose children are tardy or absent more than three days a month. Site Counselor is on campus one day a week and Attendance Clerk, Counselor, and Site Admin will update weekly to address chronic absences and offer support to those families who are struggling. The attendance clerk will update

attendance using google doc and communicate with classroom teachers, site counselor, and site administrator in an effort to work collaboratively to improve attendance.
The transition to online learning has been a struggle for many of our students and efforts are being made to virtually connect those students with peers outside of the academic classroom. When students new to McKinley registered over the summer, registration was monitored and site administration "connected" current students with students new to the site in an effort to establish a connection and create community. These efforts will continue moving forward, regardless of on or off-site learning with the hope that connections will further support consistent school attendance.

***Changes**

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 transition to online learning has been challenging for many of our students and concerted efforts have been made to encourage attendance and participation. Classroom teachers have focused on establishing a sense of collective community and connection in an effort to foster a sense of belonging. An attendance team comprised of an Attendance Clerk, Site Counselor, Site Administrator, and a District Support Teacher worked collaboratively to concentrate our efforts on those students who had excessive absences. Our initial focus was three-fold - Do you have a computer? Do you have adequate internet? Are you able to log on? The responses to those questions served to frame our approach to problem-solving.
As a staff, we quickly convened to reconfigure our budget as our anticipated expenditures were initially based on on-site learning. All grade levels submitted their revised requests and orders were submitted and requests were made to have items (software and materials) fast-tracked. This rapid turn-around served to provide some support to teachers in effectively implementing online learning.
We have accessed district resources to provide hot spots for both employees and students. Online information has been provided to parents with links to District IT resources. In addition, teachers who are tech-savvy, have offered to meet with parents and students who are struggling with the transition to online learning. Collectively and collaboratively, we are turning "rocks in the road" into "stepping stones".
We have witnessed a decrease in our anticipated Transitional Kinder and Kindergarten enrollment (of approximately 25 students). Attendance at these grade levels is not mandated and parents who have opted out of TK and Kinder classrooms have communicated a reluctance to engage in online learning (primarily related to the amount of screen time and developmental readiness of their children.) Primary programs incorporate many pre-reading skills and number sense development. Our greatest concern is the prospect of learning loss for those families who opt out of TK or Kinder instruction.
Several families have opted to pursue private school placement during the pandemic and also communicated their plans to return once we are onsite. We anticipate this may result in higher than average class sizes upon return which has been communicated to those parents. The challenge, with respect to metrics, is that it will be more challenging to assess the academic effectiveness of our program when/if students are not here for the entire school year.

***Goal 1 - Safe, Collaborative and Inclusive Culture**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK - 5	Decrease the overall schoolwide chronic absenteeism rate. CA -B	6%	5%	Attendance	Weekly Analysis

June 2021	TK - 5	Decrease suspension rate CA-B	1.1%	1.0%	Suspension	Trimester Analysis
June 2021	TK - 5	Improve percentage of parent involvement rate (strongly agree to all 4 indicators) when averaging	55%	60%	CAL-SCHLS (CHKS)	End of Year Analysis
June 2021	TK - 5	Decrease chronic absences for Hispanic or Latino students	3%	2%	Attendance	Weekly Analysis

***Identified Need**

Due to the abrupt transition to offsite learning, the 2019-2020 California Healthy Kids Survey was not administered. As a result, we are using analysis of 2018-2019 California Dashboard Data to establish the following:

CHRONIC ABSENTEEISM - (defined as 10 or more school days per school year) - Decrease chronic absences, improve attendance percentage for all students with a focus on the following subgroups:

English Language Learners, & Hispanic and/or Latino Students & Students with Disabilities.

PARENT INVOLVEMENT

The 2018 California School Parent Survey provides five response options (strongly agree, agree, disagree, strongly disagree, don't know).

Historically, our SSC has examined the results of (Parent, Student & Staff) CHKS, by combining "strongly agree/agree" as we believe this allows us to define our best next steps. 92% of McKinley parents strongly agree or agree with six of the seven indicators.

Parent Involvement Indicators –

Initial Percentage indicates Strongly Agree

The second percentage noted indicates "strongly agree *and* agree"

	Strongly Agree	Strongly Agree ***and*** Agree
Parent contributions valued	53%	97%
Active partners	57%	96%
Seek input before decisions	*29%*	*75%*
Parents welcomed	64%	97%
Staff respects parents	65%	97%
Parent concerns taken seriously	57%	91%
Staff helpful to parents	63%	97%
AVERAGE	**55%**	**92%**

***Online Learning Implications**

We significantly surpassed our 2019-2020 attendance goals which is celebration-worthy.

English Learner Baseline 17.3% - Goal was 15% - **Achieved 7%**

Hispanic/ Latino Baseline 14.2% - Goal was 13% -**Achieved 9%**

SWD Baseline 12.3% - Goals was 11% - **Achieved 9%**

Attendance/Chronic Absenteeism

Tier 1 - Classroom Teachers are required to take attendance daily in Power School. Parents of students who are absent will be notified through School Messenger that their child was absent from the days' learning. Teachers will adjust daily participating and attendance records when students submit completed assignments or assessments.

Tier 2 – Site Administrator, Counselor, and Attendance Clerk will monitor attendance and participation on a weekly basis. The Attendance Clerk will contact families of students who have multiple days of absence. During the first five weeks of the school year, contact will be updated daily on a google doc and disseminated to classroom teachers, counselor, and site administrator. Additional measures will be taken to support families of students who are chronically absent or tardy.

Tier 3 – The District's Family and Community Engagement Team will follow up with a family that cannot be reached by school site staff. This team will also conduct home visits and wellness checks with the students who are not engaging in online learning. The Attendance Clerk will adjust work to focus on monitoring attendance and working with families to ensure access to online resources and instruction. Contacts will be recorded.

Social-Emotional Learning – Students are supported by including social-emotional learning into daily lessons and International Baccalaureate units of study. During onsite instruction, our Speech Therapist also pushes into some primary classrooms to teach Social-Emotional curriculum to both SWD and Gen Ed students.

Restorative Justice Support services were accessed through a District contractor. Although the services were appreciated, they were conducted over an extended period of time which diluted the potential effectiveness. In an effort to cultivate staff's ability to provide this support in a timely and effective manner, our new site counselor has attended trainings and will be able to offer these services to students onsite. If additional staff are interested in that training, opportunities will be made available at the district level and through site-based professional learning opportunities.

Our certificated and classified staff will be attending professional development on Culturally Responsive-Sustaining Practices.

Our Wellness Committee is led by our Physical Education teacher who works closely with a cadre of committed parents and interested staff in offering wellness efforts. Significant changes have occurred the past two years as a result of her leadership in this arena and our school garden has provided produce to both our school cafeteria and local restaurants for school-related Dine-Out Evenings. VEBA resources are also available to staff to access as needed.

Both the Counselor and Site Administrator have received Trauma-Informed Training and are well versed in the complexities of students who have experienced Adverse Childhood Experiences. In addition, outreach to a community agency that offers Loss and Bereavement Support services for students was established and students impacted by loss will be provided with small group counseling support either online or, upon return to school, onsite.

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK - 5	English Learner	Decrease chronic absenteeism	6.7%	6%	Chronic Absenteeism	Monthly
June 2021	TK - 5	Hispanic or Latino	Decrease chronic absenteeism	9.3%	9%	Chronic Absenteeism	Monthly
June 2021	TK - 5	Students with Disabilities	Decrease chronic absenteeism	9.1%	9%	Chronic Absenteeism	Monthly
June 2021	TK - 5	Socioeconomically Disadavantaged	Decrease chronic absenteeism	11.8%	11%	Chronic Absenteeism	Monthly

Strategy/Activity 1

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

All students will benefit from this strategy in the area of Chronic Absenteeism, specifically our English Language Learners, Hispanic & Latino students, and Students with Disabilities.

***Strategy/Activity - Description**

The California Dashboard shows McKinley met or exceeded our 2019-2020 attendance goals. Specifically, chronic absenteeism for SWD declined by 3.2%, EL students declined by 10.6%, Hispanic students by 4.8%and White students by 2.1%. There is a possibility that the abrupt transition to distance learning in the Spring and the revised criteria for attendance contributed to some degree to the significant increases we experienced.

In an effort to support consistent on-time attendance which supports student learning, the Attendance Clerk will provide weekly attendance updates to the Counselor and Principal. When safe, the Counselor will conduct home visits every other week to ensure families understand the importance of consistent attendance and on-time arrival of each and every student. In addition, the Counselor will work collaboratively with students, parents, principal, district counselor, office staff, nurse, Health Technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism. ELAC and/or SSC will continue to monitor attendance for our targeted subgroups on a trimester basis. Note: Many of the students who are chronically tardy or absent, are students who attend McKinley under School of Choice (they reside outside of the site attendance area and are generally transported by a parent to/from school each morning). We have discovered that our inability to revoke SOC as a result of chronic absences makes it exceptionally challenging to remedy this specific situation.

Historically, McKinley has struggled to establish an ELAC. Extensive outreach efforts were made by multiple staff members to communicate the importance of this committee and encourage participation. Last year, two parents attended our scheduled meetings. In spite of limited parent involvement in this arena, we schedule and publicize ELAC meetings for the school year. We are hopeful our persistent efforts will result in the establishment of a fully functioning McKinley ELAC Committee and, as a result, improved awareness of the importance of student attendance and a reduction in the percentage of chronic absences for our ELL students and our Hispanic/Latino student population.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

***Additional Supports for this Strategy/Activity**

There will be no additional fiscal resources attached to this goal, however, the Attendance Clerk will focus on daily updates to parents of absent students via School Messenger, email and follow-up phone calls. All contact attempts will be recorded in google docs in an effort to support full-staff access and live time updates.

Goal 2 - English Language Arts

Call to Action Belief Statement

We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

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

-In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.
-Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews, and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages, and other presentations.
-It is critical that summative assessments be used to assess mastery toward grade-level standards and in determining student grades.
-English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners
-Standards-Based Grading
-Structures and digital tools to support student collaboration
-Flexibility for teachers to provide both whole group, small group, and individual instruction
-Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
-Professional development for educators

***Major Differences**

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

McKinley has met or exceeded CAASPP ELA annually established goals for the past five years. During that period of time, the percentage of students who met or exceeded ELAC goals has grown from 58% in 2014/15 to 77% in 2018/19. COVID precluded CAASPP testing throughout the state, however, our 2020 Trimester 2 SBAC Interim assessment data reflected that we were on target to meet our established goal.
Reallocation of LCFF resources resulted in access to funds that were previously committed to funding a .5 Classified position. This resulted in the purchase of additional ELA instructional materials for all second-grade classes in an effort to align their ELA phonics instruction with the programs of our Kinder and First-grade teams. In addition, staff generated a priority list of materials that would support and enrich their academic offerings during online instruction. Funds were also allocated for a full release day for each grade level to work in collaboration.
Benchmark is a new curriculum for our site and all Gen Ed and SPED teachers attended Benchmark training prior to the beginning of the school year. Additional training opportunities will be included during the school year in an effort to support the effective implementation of this district-wide program.

***Changes**

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.

All 3rd - 5th-grade classrooms will administer a variety of formative assessments throughout the year and results are used to inform instruction. Examples include but are not limited to teacher generated formative assessments, writing rubrics, and exit tickets. At the end of each trimester, teachers will be administering Benchmark. All 3rd – 5th-grade teachers will administer IAB assessments in an effort to ensure students develop format familiarity for the annual summative CAASPP assessment. These assessments will be one piece of data our PLCs to inform instruction. Eliminating the purchase of additional library time will allow McKinley to provide professional development opportunities and supplemental software instructional supports in support of online learning. The one day of library time provided by the district allows us to continue our IB wheel with the assistance of our Foundation.

***Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd - 5th	Increase % of students who meet or exceed	77%	80%	CAASPP ELA	Annually
June 2021	3rd	Increase % of students who meet or exceed	77%	80%	CAASPP ELA	Annually

June 2021	4th	Increase % of students who meet or exceed	74%	77%	CAASPP ELA	Annually
June 2021	5th	Increase % of students who meet or exceed	80%	81%	CAASPP ELA	Annually

***Identified Need**

These goals are based on CAASPP data from 2018-2019. 2019-2020 Data is not available due to school closures.

***Online Learning Implications**

Online learning has compelled us to make dramatic revisions to our delivery of instruction while simultaneously maintaining our focus on mastery of grade-level standards. Teachers are utilizing grade level Critical Concepts and Priority Standards to ensure alignment as they plan instruction.
In order to monitor, staff will use trimester data will allow us to better determine the impact of online learning and academic outcomes.

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd - 5th	English Learner	Increase in % of students who meet or exceed	17%	20%	CAASPP ELA	Annually
June 2021	3rd - 5th	Hispanic or Latino	Increase in % of students who meet or exceed	64%	66%	CAASPP ELA	Annually
June 2021	3rd - 5th	Students with Disabilities	Increase in % of students who meet or exceed	27%	30%	CAASPP ELA	Annually

Strategy/Activity 1

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

All students will be served by this strategy, specifically English Language Learners, Hispanic/Latino Students and Students with Disabilities.

***Strategy/Activity - Description**

Teachers will support identified English Language Learners in grades K – 3 with literacy supports and interventions in phonological awareness, fluency, and comprehension.
Professional Development will focus on the following areas:
International Baccalaureate Program, Inclusion, Differentiated Instruction, & Designated ELD instruction

PLCs will utilize data to influence ELA instruction with a focus on writing sitewide. Formative writing assessments will be generated by grade levels and rubrics will be used to score both pre and post-assessments. DRA will be used for all students TK - 3rd and SBA and Benchmark Interim Assessments will be used for grades 3rd, 4th and 5th to monitor progress toward goals.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02035B	Supplies		$8,280.00	$8,280.00	0203-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Instructional materials and supplies to support student learning such as pencils, folders, Handwriting with Tears program supplies.
N02036F	Software License		$4,476.00	$4,476.00	0203-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Software such as Open Court, RAZKids, Literacy Footprints, Spelling City, Flocabulary in support of literacy development.
N020397	Prof&Curriclm Dev Vist Tchr		$5,734.00	$7,012.11	0203-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Visiting teachers provide release time for PLC participation (analyzing student need and planning responsive instruction). Visiting teachers are also scheduled to administer ELPAC summative assessments.

***Additional Supports for this Strategy/Activity**

LCFF funding was dedicated to provide support reading materials to our 2nd-grade team as they work to ensure alignment in phonics and language arts instruction across all primary grades. Additional funding sources include: Our PTC Foundation funds additional literacy support through an annual subscription to Newsela which provides students with access and an opportunity to increase proficiency when working with Informational Text. In addition, our PTC commits funding to teachers to pursue professional development to support the delivery of instruction. This year, additional funding will be provided for teaches to have access to Distance Learning Playground which serves to support and increase student engagement during online learning. Our Foundation also provides financial support for supplementary instruction which allows teachers to collaborate weekly for PLCs. Grade level teams collaborate and work together to analyze student performance in ELA, adjust instructional plans to accommodate student needs, and consult with Educational Specialists.

Goal 3 - Mathematics

Call to Action Belief Statement

All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

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

CAASPP Assessment data for 2019-2020 not available and based our analysis on data from 2018-2019 school year data.
Despite the overall implementation of math strategies, we failed to achieve our articulated goal by 2% and maintained our past percentage of 77% of all students meeting or exceeding grade-level Math Standards.

***Major Differences**

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

Teachers will be ensuring grade level implementation of a "launch, explore, summarize" approach to math instruction. This approach is effective with all students and has proven to be especially effective with our second language learners and students with disabilities when used with fidelity.
Online learning was further supported by our District Math Department. They worked over the summer to streamline Critical Concepts and Priority Standards and tied those standards to a scope and sequence. Teachers have communicated that this was valued and allowed them to target critical concepts when delivering instruction.
Primary teachers have been sending home math manipulatives to further support students in online learning.

***Changes**

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.

SBA Interim Assessments will be used by all 3rd, 4th, and 5th-grade classrooms. The site will request support from the District Math Specialist to provide a PD refresher for TK-5th.
Kindergarten teachers are using a Guided Math approach to math instruction with the intent to develop a strong foundation of number sense in the primary grades.
Entire staff committed to attend a series of math trainings offered by our District that focus on supporting math during online instruction.

***Goal 3 - Mathematics**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd - 5th	Increase % of students who meet or exceed	73%	78%	CAASPP Math	Annually
June 2021	3rd	Increase % of students who meet or exceed	79%	81%	CAASPP Math	Annually
June 2021	4th	Increase % of students who meet or exceed	65%	73%	CAASPP Math	Annually
June 2021	5th	Increase % of students who meet or exceed	73%	78%	CAASPP Math	Annually

***Identified Need**

This goal is based on schoolwide and grade level CAASPP Data. Interim math assessments are also administered at the conclusion of each math unit and serve to monitor progress toward grade-level standards.

***Online Learning Implications**

-In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.
-Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.
- It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades.
-Structures and digital tools to support student collaboration
-Flexibility for teachers to provide both whole group, small group and individual instruction
-Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
-Professional development for educators

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd - 5th	English Learner	Increase % of students who meet or exceed	22%	25%	CAASPP Math	Annually
June 2021	3rd - 5th	Hispanic or Latino	Increase % of students who meet or exceed	60%	64%	CAASPP Math	Annually
June 2021	3rd - 5th	Students with Disabilities	Increase % of students who meet or exceed	30%	33%	CAASPP Math	Annually

Strategy/Activity 1

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

Reviewing our math data, we recognize the need to improve student achievement in math, specifically for our English Learners and our students with disabilities.

***Strategy/Activity - Description**

-In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.
-Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews, and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages, and other presentations.
- It is critical that summative assessments be used to assess mastery toward grade-level standards and in determining student grades.
-Structures and digital tools to support student collaboration
-Flexibility for teachers to provide both whole group, small group, and individual instruction
-Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
-Professional development for educators
-In grade-level planning, explicit attention will be paid to identifying and sharing effective strategies that support academic growth with a focus on our English Language learners and Students with Disabilities

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

	Prof&Curriclm Dev Vist Tchr				0203-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts | Ref Id : N020397	Visiting teachers provide release time for PLC participation (analyzing student need and planning responsive instruction).
	Supplies				0203-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts | Ref Id : N02035B	Instructional materials and supplies to support student learning such as pencils, folders, Handwriting with Tears program supplies.

***Additional Supports for this Strategy/Activity**

Collective Staff commitment to attend professional development opportunities designed to support effective online instruction in math.
End of chapter math assessments offered at the conclusion of each unit will be shared both grade level and site wide to monitor progress throughout the year and respond to identified student areas of need.

Goal 4- Supporting English Learners

Call to Action Belief Statement

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

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

McKinley exceeded our reclassification goal of 75% and 100% of eligible students reclassified and no longer qualify as English Language Learners. The challenge has been in the small number of students that qualify to be reclassified. We may have 3-5 students who are eligible to reclassify in any given year. If only one of those students fails to reclassify, this exponentially impacts our established percentages (eg: Three students are eligible to be assessed to determine if they reclassify. If only one of those three fails to qualify, our reclassification goal of 75% would not be met as our percentage would be 66%).
The number of English Language Learners at McKinley has been steadily decreasing over the past five years. This results in one to two ELL students in the average K – 5th-grade classroom. We have explored different models to ensure we provide 30 minutes of dedicated English Language instruction and saw significant gains in a Designated/Differentiated Instructional Block offered to all EL students.

***Major Differences**

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 intended implementation and/or budgeted expenditures to implement strategies to meet the articulated goal.

***Changes**

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This year we will engage in professional development for designated ELD instruction and establish intentional monitoring of progress toward reclassification and meeting grade-level standards as we implement SBA Interims. In addition, a Designated/Differentiated Instructional Block will be implemented in the 2nd, 3rd and 4th grade to provide dedicated English Language instruction to all English language learners.

***Integrated English Language Development**

Informal walkthroughs by the site-level administrator will be conducted to observe integrated ELD instruction in all classrooms. Examples of best practices will be shared with the staff. All ELL students will be target students and ongoing data will be gathered and reviewed to ensure continual growth toward grade level and ELD goals.

- The Integrated Model approach will build the educator's capacity in effective practices that support teaching practices and learning interactions as well as strategies to support English language development.
- Online professional development modules with iELD (integrated English Language)
- The district will also provide professional development and direct site support for Newcomer/Immigrant students as well as Under-schooled students (former SIFE - Student with Interrupted Formal Education)
    - These students will receive direct instruction
    - Instruction for language through newcomer classes
    - Direct instruction for how English works, direct instruction for comprehension activities, and participation activities will be implemented by the Office of Language Acquisition.

Formative assessment data will be collected, analyzed, and feedback given to students.
Professional development will also be offered to teachers across the district serving this English Learner group
The District English Language Instructional Resource Teacher (ELI) will collaborate with the school administrator and classroom educators to analyze student data in order to prepare information to present to EL families.
This information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise

***Designated English Language Development**

Professional Development for K - 5th-grade teachers in Differentiated Instruction to support English Language Learners. Support from OLA, ELI-RT (English Language Instruction Resource Teacher), and District Leadership to support Dedicated and Integrated ELD instruction in all classrooms. We have allocated funding for an ELPAC Coordinator to ensure we have inter-rater reliability when administering assessments. The ELPAC Coordinator also communicates with teachers to ensure they are aware of their ELL student's language levels and best next steps instructional.
Ongoing attempts to establish an ELAC at McKinley have been unsuccessful which resulted in our SSC assuming all legal requirements in serving and supporting our EL population of learners. We are hopeful we will be successful in establishing an ELAC this year, however, if we are unable to establish it, SSC will resume those requirements once more.
Designated ELD reflected in all classroom schedules.

*Goal 4 - English Learners							
By Date	**Grade**	**Student Group**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2021	3rd - 5th	English Learner	Increase % of non-reclassified EL students who meet or exceed ELA grade level standards	17%	20%	CAASPP ELA	Annually
June 2021	3rd - 5th	English Learner	Increase % of non-reclassified EL students who meet or exceeds math grade level standards	22%	25%	CAASPP Math	Annually

***Identified Need**

CAASPP data was reviewed to establish this goal. ELPAC Initials and annual ELPAC assessment data is also monitored.

***Online Learning Implications**

The site will request district support via English Language Instructional Resource Teacher (ELI) to collaborate with classroom teachers in teaching online designated ELD and well as support planning integrated ELD in content courses.

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5th	English Learner	Sustain reclassification rate for students on the potential list for reclassification.	100%	100%	Summative ELPAC	Annually

Strategy/Activity 1

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

All English Learners will benefit from this strategy.

***Strategy/Activity - Description**

Teachers will engage in professional development for Designated ELD during modified days with support from District assigned ELI-RT (English Language Instruction Resource Teacher). ELPAC Coordinator will conduct ELPAC testing to identify appropriate language development levels and responsive instruction.
EL Coordinator will provide classroom teachers with detailed information, including results of Initial and Summative ELPAC assessments. Grade levels will monitor the progress of EL students monthly during PLC.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N020396	Prof&Curriclm Dev Vist Tchr		$1,456.00	$1,780.54	0203-09800-00-1192-1000-4760-01000-0000	LCFF Intervention Support	English Learners		Release time for site staff (teachers) to conduct ELPAC testing and coordinate/analyze materials and results.
N020398	Non Clsrm Tchr Hrly		$400.00	$489.16	0203-09800-00-1957-3160-4760-01000-0000	LCFF Intervention Support	English Learners		ELPAC testing.
N020399	Retired NonClsrm Tchr Hrly		$1,635.00	$1,999.45	0203-09800-00-1986-3160-4760-01000-0000	LCFF Intervention Support	English Learners		Retired classroom teacher to conduct ELPAC testing.

Goal 5 - Supporting Students with Disabilities

Call to Action Belief Statement

Ownership: Principals, teachers, and support staff take ownership of all their students, including students with disabilities.
Access: Students with disabilities are general education students first and should have access to a meaningful course of study.
Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

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

Unanticipated school closures in Spring 2020 precluded schools from administering CAASPP assessments.
We will carry over our previous goal of 35% of our SWD meeting or exceedingly grade-level standards as measured on the CAASPP.

***Major Differences**

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

In addition to CAASPP goals for SWD, we have added a goal related to annual IEP goals. 90% of our SWD will meet or exceed the goals identified in their IEPs.

***Changes**

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.

Ensuring SWD meet their annual IEP goals will positively impact their ability to access and meet or exceed grade-level standards.

***Goal 5- Students with Disabilities**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency

June 2021	3rd - 5th	SWD meet their annual IEP goals. The baseline is 0% because we have no previous data point	0%	90%	Progress Reports on IEP Goals	Trimester Progress Reports and Annual IEP Reports
June 2021	3rd - 5th	Increase % of SWD who meet or exceed grade level ELA standards as measured on the CAASPP	27%	32%	Other (Describe in Objective)	Annual
June 2021	3rd - 5th	Increase % of SWD who meet or exceed math grade level standards as measured on the CAASPP	30%	33%	Other (Describe in Objective)	Annual

***Identified Need**

Although CAASPP data has been useful in reflecting the annual growth of our SWD on a statewide summative assessment tool, it is administered annually and we want to capture summative data more frequently. We will be more closely monitor progress using percentages (vs narratives) trimester progress reports and progress toward IEP goals as a more effective approach to monitoring SWD progress toward grade-level goals.

***Online Learning Implications**

-Implementation of IEP Services in Online Learning Setting
-Educators will be receiving professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc).
-All students with IEP's have access to assistive technology support to provide access to online learning as needed. Some students with equipment needs will have access to this equipment in their homes
-The integrated team will consist of general education teachers, educational specialists, related services providers and paraeducators.
-All staff will be working as a team to support all students to accelerate their learning.

***Annual Measurable Outcomes**

By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK - 5th	Students with Disabilities	Ensure SWD meet annual IEP goals	.	90%	Progress Reports on IEP Goals	Trimester & Annual IEP

Strategy/Activity 1

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

All students with disabilities will be served by this strategy.

***Strategy/Activity - Description**

McKinley teachers will participate in professional development related to inclusion and differentiation for students with disabilities. Ed Specialists, School Psychologist, Speech Therapists, PT, and OT teachers will provide support strategies to Gen Ed teachers to best support SWD in the Gen Ed classroom. Online and print resources will be secured to address needs related to phonemic awareness, number sense, and other areas of need as revealed through analysis of student data throughout the year.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

***Additional Supports for this Strategy/Activity**

We will continue to monitor students for additional supports as needed in technology The software will benefit all students, including students with disabilities.

Goal 6 - Supporting Black Youth

Call to Action Belief Statement

Developing antiracist and restorative school communities.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

***Goal 6 Supporting Black Youth - Additional Goals**

1. Beginning in the Fall of 2020, McKinley site selection/hiring panel will complete anti-bias training before conducting any interviews.
2. In the 2020-21 school year, McKinley will develop and implement a site-specific system for tracking classroom referrals.
3. McKinley will create a process for ensuring a student is assigned a Student Champion (staff member) to help them through any suspension or expulsion process.
4. McKinley will develop a Site Equity Team that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth as well as staff diversity goal.
5. In the 2020-21 school year, McKinley will develop and implement a site-specific system for tracking school police detainments.
6. The staff diversity goal at McKinley is to maintain or increase the percentage of qualified diverse educators from current year to following years.

***Identified Need**

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

***Online Learning Implications**

-Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.
-Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

Strategy/Activity 1

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

Black youth will directly benefit from this activity and as a result, our community will benefit.

***Strategy/Activity - Description**

As stated above,
1. Beginning in the Fall of 2020, McKinley site selection/hiring panel will complete anti-bias training before conducting any interviews.
2. In 2020-21 school year, McKinley will develop and implement a site-specific system for tracking classroom referrals.
3. McKinley will create a process for ensuring a student is assigned a Student Champion (staff member) to help them through any suspension or expulsion process.
4. McKinley will develop a Site Equity Team that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth as well as staff diversity goal.
5. In the 2020-21 school year, McKinley will develop and implement a site-specific system for tracking school police detainments.
6. The staff diversity goal at McKinley is to maintain or increase the percentage of qualified diverse educators from current year to following years.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

***Additional Supports for this Strategy/Activity**

A cadre of parents has approached the School Site Council and asked if we could create a schoolwide community dedicated to diversity and inclusion. We anticipate this will result in an increased awareness of the ways in which we can continue to grow as an International Baccalaureate School dedicated to equity for all.

Goal 7 - Family Engagement

Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

District LCAP Goals

5. Family and community engagement with highly regarded neighborhood schools that serve students, families and communities

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

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

McKinley families are exceedingly engaged in our school community in a number of ways. The PTC Foundation provides significant financial support to our school, specifically, with requests related to our International Baccalaureate Program. McKinley utilizes our district-supported website and the established PTC website and School Messenger to keep families informed of school and community events throughout the year. Community centered events include but are not limited to: Joint Use Park Campout, Movie Night, SoNo (South Park/North Park Chili Fest), Jogathon, Annual Theater production, Talent Show, and After School Enrichment Programs. Our SSC utilizes CHKS (using strongly agree and agree as a defining criterion) when establishing target areas to address in further improving our Home-School connection. Our PTC meetings are well-attended (40-90 in attendance) and Foundation Board meetings are conducted every other month and open to our school community at large. In addition, we have a Monday Morning Blacktop Assembly where we celebrate students and provide parents with additional information related to our school program. In spite of the challenges inherent in COVID, a cadre of committed parents continued to conduct events virtually which resulted in impressive fundraising in support of our International Baccalaureate Program.

***Major Differences**

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

McKinley implemented the plan as written.

***Changes**

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.

When Progress Reports are issued throughout the year, parents will receive information from the Special Education Staff and Gen Ed teacher on how they can best support their children at home and best communicate with the school to partner in their child's education.

***Goal 7- Family Engagement**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	ELAC	Form ELAC Committee	100%	100%	Other - Describe in objective
June 2021	SSC	Share information discussed in SSC with all parents via school website with ongoing updates.	10%	100%	Other - Describe in objective

***Identified Need**

ELAC - Concerted efforts have been made to establish an ELAC Committee. Dialers, PTC postings, letters to parents of EL students, posters encouraging parent participation, personal appeals from SSC and staff members, etc. In 2019-2020, we scheduled ELAC Committee meetings which were attended by two parents.

We have scheduled four virtual meetings for the 2020-2021 school year and are hopeful our efforts will result in a fully established ELAC Committee at McKinley.

CHKS data was used to determine this need. When examining CHKS data, "staff seeks input before making important decisions" scored 29% strongly agree and 46% agree - 75% overall strongly agree or agree. Providing clarification on venues for decision making (e.g.: SSC for budget, SGT for non-budget related issues, PTC for site wide and community queries) may provide parents with added clarity on input opportunities and better clarify what does and does not fall within the purview of parents with regard to decision making.

A concerted effort will be made to share with parents ways in which they participate in the decision-making process at McKinley. Ongoing School Site Council updates will be posted on the new district website in an effort to inform all families of the decisions made by this elected body of community and staff members.

***Online Learning Implications**

The current school year began with a return to distance learning, albeit with additional academic rigor, training and supports for staff, students and families. Prior to the beginning of the school year, the site administrator solicited questions from parents which were factored into the creation of our home/school presentations. The principal hosted two virtual Back to School Meetings which were designed to provide an overview of online learning. These were well attended and feedback was factored into subsequent presentations.

Teachers presented Back to School Nights for families as a grade level and allowed for a Q&A session in which parent questions were answered. Students are also afforded ongoing access to their classroom teacher via office hours during our virtual learning experience.

***Annual Measurable Outcomes**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success

June 2021	Other (Describe in Objective)	Increase parent attendance at bi-monthly PTC meetings	15%	20%	Attendance
June 2021	Foundation	Increase % of parents volunteering on a Foundation Committee in order to support Foundation events	5%	10%	Committee Attendance

Strategy/Activity 1

***Families to be served by this Strategy/Activity**

All families will be served by this strategy.

***Strategy/Activity - Description**

In an effort to increase the percentage of parent volunteers, our Foundation has published a brochure that outlines volunteer opportunities for all members of our school community. Parent Involvement is also strongly encouraged during McKinley School Tours. Growth Mindset classes will be offered again to all interested parents. This topic is especially important during a time where public education, as we have known it, has been radically revised due to the restrictions inherent in the pandemic. SPED Staff has created a bulletin board of parent supports.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

***Additional Supports for this Strategy/Activity**

Goal 8- Graduation/Promotion Rate

Call to Action Belief Statement

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

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

According to the California Dashboard, McKinley students in grades 3rd - 5th are performing above the state and district average in both ELA and in Math.

***Major Differences**

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

The redistribution of LCFF funds this year has resulted in our ability to now fund teacher requests for additional materials to support instruction and professional development opportunities identified to meet student needs. We are fortunate to have an established foundation that funds requests when possible, but this situation has produced some challenges.

***Changes**

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.

Reallocation of LCFF Funds from personnel to supplies, software, materials, and training will provide significantly more opportunities for the teachers to access supports for their instructional program.

***Goal 8- Graduation/Promotion Rate**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency

June 2021	3rd	Meet or exceed grade level	77%	80%	CAASPP ELA	Annually
June 2021	4th	Meet or exceed grade level	74%	77%	CAASPP ELA	Annually
June 2021	5th	Meet or exceed grade level	80%	81%	CAASPP ELA	Annually
June 2021	3rd	Meet or exceed grade level	80%	81%	CAASPP Math	Annually
June 2021	4th	Meet or exceed grade level	65%	73%	CAASPP Math	Annually
June 2021	5th	Meet or exceed grade level	73%	78%	CAASPP Math	Annually

***Identified Need**

CAASPP Data was used to determine these objectives.

***Online Learning Implications**

Online learning has compelled us to make dramatic revisions to our delivery of instruction while simultaneously maintaining our focus on mastery of grade-level standards. Teachers are utilizing grade level Critical Concepts and Priority Standards to ensure alignment as they plan instruction.
In order to monitor, staff will use trimester data will allow us to better determine the impact of online learning and academic outcomes.

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd - 5th	English Learner	Non reclassified English Learners Meet or exceed grade level standards	17%	20%	CAASPP ELA	Annually
June 2021	3rd - 5th	English Learner	Non reclassified English Learners Meet or exceed grade level standards	22%	25%	CAASPP Math	Annually
June 2021	TK - 5th	English Learner	Non reclassified English Learners Grow by one or more levels as	.	75%	Other (Describe in Objective)	Annually

			measured on the ELPAC				
June 2021	3rd - 5th	Hispanic or Latino	Meet or exceed grade level standards	64%	67%	CAASPP ELA	Annually
June 2021	3rd - 5th	Hispanic or Latino	Meet or exceed grade level standards	60%	64%	CAASPP Math	Annually
June 2021	3rd - 5th	Students with Disabilities	Increase % of students who meet or exceed	27%	32%	CAASPP ELA	Annually
June 2021	3rd - 5th	Students with Disabilities	Increase % of students who meet or exceed	30%	33%	CAASPP Math	Annually

Strategy/Activity 1

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

All students will benefit from this strategy. Emphasis will be placed on Hispanic/Latino students, ELL and SWD in grades 3rd - 5th.

***Strategy/Activity - Description**

McKinley will participate in professional development to develop quality interventions and support for students who are not at grade level in ELA and Math. During online instruction, teachers offer daily office hours to support students who are below grade level in any core content area. Software licenses will be purchased to provide additional support.

If/when we return to onsite instruction, each grade level will have one full day dedicated to PLC where current data will be used to assess progress toward established goals in all core content areas.

Funds were allocated to support students during online learning. McKinley has established periodic pick-ups for students that include manipulatives that support math instruction.

(35% UPP)

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0203-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts | Ref Id : N020397	Visiting teachers to provide release time for PLCS (data analysis and respond planning).
	Prof&Curriclm Dev Vist Tchr				0203-09800-00-1192-1000-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 4- Supporting English Learners | Ref Id : N020396	Visiting teachers to provide release time for PLCS (data analysis and respond planning) with an emphasis on English Learner needs.

	Software License				0203-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts | Ref Id : N02036F	Software to provided differentiated and reteaching instructional opportunities.
	Supplies				0203-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts | Ref Id : N02035B	Instructional materials and supplies to support student learning such as pencils, folders, Handwriting with Tiers program supplies.

School Leadership Actions

Leadership Practice

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

McKinley's administrative team consists of the site level principal and Instructional Leadership Team. We work collaboratively and strategically to ensure that all students at McKinley are positioned to access the grade-level curriculum and achieve their educational goals. Principal and ILT develop a focused and meaningful plan for PD which is organized around a school-wide focus of International Baccalaureate Program requirements, Inclusion (with a focus on SWD & ELL learners). Classroom walkthroughs are identified in our Site Level Strategic Plan which is disseminated to all teachers. Site administration values staff input and is fortunate to work with a staff that is exceedingly competent and capable. Significant budget revisions were made in an effort to provide teachers with increased access to instructional supplies and materials and time for both professional development and PLC. Systems have been established to support scheduling of SWD prior to scheduling teacher prep time which ensures students are not removed from Gen Ed classrooms during core instruction. Site administration capitalizes on teacher expertise and cultivates opportunities for teachers to present to colleagues in their area of expertise. Monitoring meetings with a focus on our ELL and SWD learners occur every trimester. SPED teachers are invited to collaborate with their Gen Ed colleagues and join grade level collaborations during the week and/on modified days.

APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the School Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

APPENDIX A

BUDGET SUMMARY

McKinley ES Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	$ 0
Total Federal Funds Provided to the School from the LEA for CSI (31820)	$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	$ 24,037.26

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I Supplemental (30106)	$ 0
[List federal program here]	$[Enter amount here]
[List federal program here]	$[Enter amount here]

Subtotal of additional federal funds included for this school (30106): $ 0

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

State or Local Programs	Allocation ($)
LCFF Intervention (09800)	$ 24,037.26
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]

Subtotal of state or local funds included for this school (09800): $ 24,037.26

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): $ 24,037.26

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount
McKinley Elementary	**09800 LCFF Intervention Support**		**1192**	Prof&Curriclm Dev Vist Tchr		$ 7,190.00
			1957	Non Clsrm Tchr Hrly		$ 400.00
			1986	Retired NonClsrm Tchr Hrly		$ 1,635.00
			3000			$ 2,056.26
			4301	Supplies		$ 8,280.00
			5841	Software License		$ 4,476.00
	09800 LCFF Intervention Support Total					**$ 24,037.26**
Grand Total						**$ 24,037.26**

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY

San Diego Unified
SCHOOL DISTRICT

Deb Ganderton, Principal
McKinley Elementary
International Baccalaureate School
P 619.282.7694 F 619.281.3478

San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

McKinley Elementary
PARENT & FAMILY ENGAGEMENT POLICY 2020-2021

McKinley Elementary has developed a written parent & family engagement policy with parent and community input gathered from, but not limited to, the following groups: Staff, School Site Council, Site Governance Team, Health and Safety Committee members, California Healthy Kids Survey Results, PTC Foundation input, PTC Family meetings and informal parent conversations with both staff and administration.

The Parent and Family Engagement Policy and Home School Compact are posted on Campus Community Bulletin Boards and the McKinley District website. Electronic copies will also be included in home school communications from each classroom teacher.

This policy describes the means for carrying out parent and family engagement requirements pursuant to ESSA (Every Student Succeeds Act) Section 1116(c). To involve parents the following practices have been established:

Family involvement is a critical component and vital in our vision of our school's success. We view families as authentic partners in supporting an educational program where the International Baccalaureate Program is at the foundation and forefront of our curriculum and instruction. The school convenes multiple meetings throughout the year to inform and encourage parents about their right to be involved in our school program. These include but are not limited to:

Beginning of the Year Zoom meetings hosted by the principal and open to all families with an Overview of Online Learning, Beginning of the Year Grade Level Orientations, Open House, Exhibition (a core component of our International Baccalaureate Program), Parent Teacher Club (PTC), After-School Enrichment (ACE), PTC Foundation Meetings, Publishing Parties and other ongoing invitations to classroom presentations, School Site Council and Site Governance Team.

Our school offers a flexible number of meetings for families, such as meetings in the morning or evening.

Our school functions are structured with the needs of families as a factor in our planning. When onsite, food trucks are set up for evening events to facilitate feeding families and attending school events, free child care is provided at multiple home/school functions to allow parents to attend functions free of distraction and

meetings are conducted to best support the schedules of our busy families. Committee meetings, Parent Teacher Conferences and other scheduled events all commit to factor in these same variables.

The transition to online learning has resulted in the need to schedule Zoom meetings which we have found are well attended and may, in fact, better meet many family needs. Moving forward, we anticipate a transition to zoom meetings for additional home/school meetings.

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

Our parents and families are very comfortable offering suggestions to staff and administration in an invitational and supportive manner. Many school decisions are run past our School Site Council and Site Governance Team; not because we are legally compelled to do so, but because we actively seek and value the input of our parents. Teachers are diligent about home school communication and our site administration has an open door policy and is willing to meet with parents and caregivers at their convenience.

The most "formal" group to provide input and potential revisions in the planning, review and improvement of our school programs are the elected members of our School Site Council and our Site Governance Team.

The results of the California Healthy Kids Survey are also examined and SSC/SGT explores any issues that may be presented as concerns.

Our school provides parents of students with timely information about the schools programs.

We wholeheartedly encourage our entire parent and caregiver population to subscribe to the McKinley PTC website. This website is built on a platform that allows information to be disseminated quickly and families are "pinged" whenever something new is posted. This is the vehicle we find most helpful in maintaining an open avenue for timely communication. In addition, we send home weekly notices which are sent both electronically (in an effort to be mindful of our impact on our environment) and with hard copies for those families who do not regularly access email. Dialers are often used to communicate updates or critical information and each classroom has a homeroom parent who is also charged with disseminating information in a timely manner. In addition, translation services are always available for families. Our District recently update their online platform and, as a result, we will be updating our SDUSD McKinley website as the year unfolds.

Our school provides parents with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

CAASPP data and links to that website are available on the California Dashboard. In addition, teachers are responsible to communicate an overview of the formative and summative assessments they use in their classrooms to monitor student performance. This information is disseminated during our initial Parent Home School Orientation during Parent Teacher Conferences. Parents and caregivers who have additional questions are always welcome to meet with the classroom teacher or the Site Level Administration to further discuss.

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

Our School Site Council and Site Governance Team are the primary venues for parental input regarding educational decisions.

McKinley Elementary distributes two important documents to families; the Parent and Family Engagement Policy and the Home School Compact.

These documents are updated annually. The compact has been jointly developed with parents/families and outlines how our entire school community will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards.

- The school's responsibility to provide high-quality curriculum and instruction.
- The ways parents will be responsible for supporting their children's learning.
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities.

The Home School Compact was reviewed, revised and approved by the 2019-2020 School Site Council. Upon completion of elections for our 2020-2021 SSC members, new committee members, will review the document and suggested revisions will be embedded in our annual update prior to the conclusion of the school year.

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

Our teachers are quick to provide parents with math and language arts supports and manipulative and suggestions for how to best support their children in core content areas.

In addition, our site's Special Education Team provides resources to parents to best support Students with Disabilities outside the school environment. In addition, we provide opportunities for parents to observe instruction in the classroom and replicate the approaches our teachers use when they work with their child at home. Parents of second language learners are provided an opportunity for an overview of the new ELPAC testing in an attempt to develop understanding of language levels and the importance of reclassification. If parents communicate a need, we are quick to attempt to address it. This can include issues related to social/emotional concerns and academics.

Another example of student support emanated as a result of several children who had recently lost a family member. Those losses impacted all aspects of their lives and outreach with an outside agency to establish Grief and Loss support was pursued. COVID precluded us from implementing those counseling groups as planned, but we are moving forward with the formation of those groups being conducted via zoom until we return to onsite learning.

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

Our staff truly views parents as partners in this educational journey. It is a reciprocal relationship - we've capitalized on information our parents have brought to us (e.g.: Tourette's syndrome, Transgender children, trauma informed care, etc.) and teachers are quick to share their bank of knowledge with parents related to their specific concerns. Teachers are quick to follow up in providing parents with a packet of support materials (e.g.: graphic organizers, tips to prepare for an IEP, information on the difference between a 504 and an IEP, etc.) and an explanation of how to best use those materials.

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

We have not found a need for a designated parent resource centers in our current school community, however we utilize the McKinley PTC website to provide information to parents about both site and community opportunities available to our school community. This can include but is not limited to: learning opportunities during school breaks, museum events at near-by Balboa Park, camps for kids and district and community educational opportunities for our parents and caregivers.

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

The large majority of our school population is English speaking, however that does not preclude us from offering translation services when needed. We are quick to inquire if parents would be more comfortable with information being presented in their native language and translation support is provided free of charge to the family whenever necessary. As we've transitioned to online learning, our Elementary School Assistant has taken it upon herself to communicate regularly with approximately 35 parents who feel most comfortable communicating in Spanish. This has resulted in closing the communication gap and addressing specific family needs in a smaller, more personal venue.

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

The parent involvement at McKinley could be used as a model nationwide. That is not a hyperbolic statement, but a statement based on facts. Virtually 100% of our parents/guardians attend one or more school events a year.

If a desire for additional events is suggested, we are quick to find a way to turn a suggestion into a reality. An example of this is the Fiesta Latina which was started by a small cadre of committed parents. Another example was a dynamic art program which a parent started after receiving a generous commitment from a neighborhood business. This resulted in a formal art show at the end of the school year and accolades from both the public and private sector.

Running Club – Another proposal made by parents that culminated in an additional opportunity for the children in our charge. Parents are scheduled to arrive at school early each weekday morning and students

can come on campus early to run our track. We have students as young as six who have run 100 miles by the end of the year.

Most recently, an example of integration and parent involvement recently occurred when a cadre of parents suggested the formation of a committee that Equity, Diversity and Inclusion. We are eager to see how this will serve to support established SPSA goals but, more importantly, eager to see the impact of action and outcomes in our student population as we move forward. Our parents are amazing. A.M.A.Z.I.N.G. They are the most incredibly committed, energetic, focused and child-centered group of parents I've ever encountered and our staff is exceedingly mindful of how lucky we are to work with such an extraordinary group.

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

This policy was adopted by McKinley Elementary on September 29th, 2020 and will be in effect for the period of the 2020-2021 academic school year.

The school will distribute the policy to all parents of students on, or before: October 15th, 2020.

Deb Ganderton

Deb Ganderton, McKinley Principal

Clare Crawford, School Site Council Chairperson

APPENDIX C

SCHOOL PARENT COMPACT

San Diego Unified School District
Finance Division
Financial Planning, Monitoring and Accountability Department

McKinley Elementary
An International Baccalaureate School

School Parent Compact

This School Parent Compact is in effect 2020-2021.

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

Required School Parent Compact provisions

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards and incorporates the tenants of the International Baccalaureate Program .

Conduct parent-teacher conferences each Fall with all families and distribute and discuss the School Parent Compacts it relates to the individual child's achievement. Conduct Spring Conferences with parents of all children who are below grade level and other families as requested.

Provide parents with reports on their child's progress at the conclusion of each trimester.

Provide parents reasonable access to staff. Parents are encouraged to communicate with teachers via email and staff will respond to parent communication within a 48 hour work window.

Provide reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and to observe classroom activities. The current teacher's contract requests notification a minimum of 24 hours prior to a classroom observation.

August 20th & 25th, 2020	Principal's Virtual Parent Introduction to Online Learning
August 31st – September 4th, 2020	Parent Orientations to Online Learning Offered by Each Grade Level
November 16th – 20th, 2020	Fall Parent Teacher Conferences
March 23rd, 24th & 25th , 2021	Spring Parent Teacher Conferences

This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. The school provides parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.

Each General Education teacher distributes a copy of Grade Level Critical Concepts & Priority Standards so parents have a clear overview of grade level expectations for the school year.

Teachers provide parents and students with an overview of student progress toward mastery of grade level content via report cards, progress reports, and home school communications.

Overview & understanding of ELPAC Assessments for parents of students and students who are second language learners.

The school provides parents and family members with materials and training to help them improve the achievement of their children.

Online learning has presented new challenges and teachers have worked to provide materials and supports students can use in their home to support online learning. A series of "Pick-up Parties" are established and staff by classified personnel where additional materials are distributed to children throughout the month in support of engagement and understanding of academic concepts.

Site administrator hosts ongoing series of virtual meetings for parents new to our school community as well in an effort to support this unconventional transition to our learning community.

With the assistance of parents and family members, the school educates staff members in the value of parent and family member contributions, and works with parents and family members as equal partners.

The McKinley staff is well aware of the gift of our parent population as true and authentic partners in our school community. There is a reciproical respect and appreciation amongst and between all members of our school community. Parent input and suggestions are valued as evidenced by several parent-initiated programs including, but not limited to: Cesar Chavez Club, Running Club, SoNo, Jog-a-thon, Pennies for Patients, the Annual Camp Out and much more. Our school would not be what it is, a jewel in our community, if it weren't for the parents and family members of our students.

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

Due to our vibrant and engaged parent population, we have not had to establish a resource center to encourage parent and family participation. Staff members activitely invite and encourage parent involvement and this is frequently mentioned at both School Tours and PTC meetings. Our International Baccalaureate Program would not be what it is if it weren't for our dedicated parent population and their fundraising efforts which serve to support garden, dance, ceramics, and Spanish for each and every McKinley student.

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

Our two primary methods of disseminating information to our parent population are the McKinley PTC website and individual teacher home/school communications. Our district recently established a new platform for our school site webpages and we will be working to build that as the school year unfolds. In addition, our Elementary School Assistance has established consistent contact with a cadre of approximately 30 parents who feel most comfortable speaking in Spanish. She is quick to reach out and provide an overview and information to those families so they feel embraced and supported by our largely English speaking community.

The school provides support for parent and family member involvement activities requested by parents and family members.

Our parent population is unparralled. They have, as mentioned above, suggested and implemented a variety of programs that support our students and significantly enrich their educational experience. These include, but are not limited to: Annual Play, Variety Show, Running Club, Cesar Chavez Club, Girls on the Run, Annual Camp Out, Black Lives Matter Community March and much, much more. Most recently, a recommendation was made to explore the possibility of an Equity, Diversity and Inclusion Club. We will be further exploring this as an addition to our program via our Site Govwernance Team.

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

Translation services are always offered for Parent Teacher Conferences and other school events. As previously mentioned, our Elementary School Assistant also serves as a conduit for communication for our families who are most comfortable speaking Spanish. Recently, we had a family from Cambodia join our school community, and we capitalized on the support of a teacher who is a native Cambodian speaker. If translation services were not available withinour staff, we would reach out to the district for additional translation support services.

This Compact was adopted by the McKinley Elementary on September 29th, 2020, and will be in effect for the period of the 2020-2021 school year. .

The school will distribute an electronic copy of the Compact to all parents and family members of students participating on, or before: October 30th, 2020.

Deb Ganderton, Principal

Clare Crawford, SSC Chairperson

Approved 9/29/2020

APPENDIX D

DATA REPORTS

Data Reports can be retrieved from
https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school

- ELA/Math Multi-year Demographic Summary 2015-2019
- CHKS 2018-2019
- CSPS 2018-2019

Reclassification data results can be requested from the school site.

Additional data for schools can be retrieved from the California Dashboard for 2017-2019.

* Enrollment, participation date, ethnicity demographics, and language demographics will affect the results of data. Data is organized and reported differently amongst the data sources above

SCHOOL PERFORMANCE OVERVIEW

McKinley Elementary

Explore the performance of McKinley Elementary under California's Accountability System.

Chronic Absenteeism

Green

Suspension Rate

Green

English Learner Progress

No Performance Color

English Language Arts

Blue

Mathematics

Blue

School Details

NAME
McKinley Elementary

ADDRESS
3045 Felton Street
San Diego, CA 92104-5218

WEBSITE
http://new.sandi.net/sch...

GRADES SERVED
K-5

MCKINLEY ELEMENTARY

Student Population

Explore information about this school's student population.

Enrollment

555

Socioeconomically Disadvantaged

35.3%

English Learners

7.9%

Foster Youth

0.4%

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

Blue

56.3 points above standard

Maintained 2 Points

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	1 Orange	1 Yellow
2 Green	1 Blue	

LEARN MORE

Mathematics

Blue

48.4 points above standard

Increased 9.1 Points ▲

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	2 Yellow
2 Green	1 Blue	

LEARN MORE

English Learner Progress

46.2% making progress towards English language proficiency

Number of EL Students: 26

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

MCKINLEY ELEMENTARY

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Chronic Absenteeism

Green

5.7% chronically absent

Declined 4% ▼

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	1 Yellow
4 Green	1 Blue	

MCKINLEY ELEMENTARY

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate

Green

1.1% suspended at least once

Declined 0.5% ▼

EQUITY REPORT

Number of Student Groups in Each Color

0	0	1
Red	Orange	Yellow

1	4
Green	Blue

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

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

All Students

Blue

56.3 points above standard

Maintained 2 Points

Number of Students: 254

Student Group Details

All Student Groups by Performance Level

5 Total Student Groups

Red

No Students

Orange

English Learners

Yellow

Students with Disabilities

Green

Hispanic

Socioeconomically Disadvantaged

Blue

White

No Performance Color

African American

American Indian

Asian

Foster Youth

Homeless

Two or More Races

Pacific Islander

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

English Learners

Orange

23.1 points below standard

Declined 28.2 Points ▼

Number of Students: 32

Students with Disabilities

Yellow

55.8 points below standard

Increased 8.1 Points ▲

Number of Students: 39

Hispanic

Green

18.5 points above standard

Declined 8 Points ▼

Number of Students: 113

Socioeconomically Disadvantaged

Green

12.4 points above standard

Declined 7 Points ▼

Number of Students: 89

White

Blue

89.9 points above standard

Maintained 0.5 Points

Number of Students: 115

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	35.3 points above standard	54.3 points above standard	56.3 points above standard

English Language Arts Data Comparisons: English Learners

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

Current English Learners	Reclassified English Learners	English Only
91.4 points below standard	64.7 points above standard	67.5 points above standard
Declined 25.9 Points ▼	Increased 23.2 Points ▲	Increased 5 Points ▲
Number of Students: 18	Number of Students: 14	Number of Students: 217

Mathematics

All Students

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

All Students

Blue

48.4 points above standard

Increased 9.1 Points ▲

Number of Students: 254

Student Group Details

All Student Groups by Performance Level

5 Total Student Groups

Red

No Students

Orange

No Students

Yellow

English Learners

Students with Disabilities

Green

Hispanic

Socioeconomically Disadvantaged

Blue

White

No Performance Color

African American

American Indian

Asian

Foster Youth

Homeless

Two or More Races

Pacific Islander

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

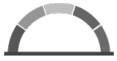
Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless

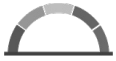


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

English Learners

Yellow

14.7 points below standard

Maintained -0.7 Points

Number of Students: 32

Students with Disabilities

Yellow

47.4 points below standard

Increased 7.8 Points ▲

Number of Students: 39

Hispanic

Green

17.9 points above standard

Increased 3.8 Points ▲

Number of Students: 113

Socioeconomically Disadvantaged

Green

8.9 points above standard

Increased 4.1 Points ▲

Number of Students: 89

White

Blue

75.3 points above standard

Increased 5.5 Points ▲

Number of Students: 115

Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	26 points above standard	39.4 points above standard	48.4 points above standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

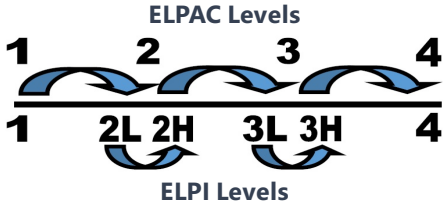
Current English Learners	Reclassified English Learners	English Only
64.1 points below standard	48.9 points above standard	57.1 points above standard
Declined 4.2 Points ▼	Increased 39.1 Points ▲	Increased 9.1 Points ▲
Number of Students: 18	Number of Students: 14	Number of Students: 217

English Learner Progress Indicator

All English Learner Students

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

Assessments: ELs take the ELPAC exam to measure progress towards Eng-lish language proficiency. The ELPAC has 4 levels.



Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

LEARN MORE

English Learner Progress

46.2% making progress towards English language proficiency

Number of EL Students: 26

Performance Level

Medium

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore 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.

All Students

Green

5.7% chronically absent

Declined 4% ▼

Number of Students: 559

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups

Red

No Students

Orange

No Students

Yellow

Socioeconomically Disadvantaged

Green

- Students with Disabilities
- English Learners
- Hispanic
- White

Blue

Two or More Races

No Performance Color

- American Indian
- Asian
- African American
- Filipino
- Foster Youth
- Homeless
- Pacific Islander

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

African American

No Performance Color

6.3% chronically absent

Declined 6.3% ▼

Number of Students: 16

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Socioeconomically Disadvantaged

Yellow

11.8% chronically absent

Declined 2.5% ▼

Number of Students: 203

Students with Disabilities

Green

9.1% chronically absent

Declined 3.2% ▼

Number of Students: 77

English Learners

Green

6.7% chronically absent

Declined 10.6% ▼

Number of Students: 45

Hispanic

Green

9.3% chronically absent

Declined 4.8% ▼

Number of Students: 225

White

Green

3.5% chronically absent

Declined 2.1% ▼

Number of Students: 254

Two or More Races

Blue

2% chronically absent

Declined 4.9% ▼

Number of Students: 49

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore 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.

All Students

Green

1.1% suspended at least once

Declined 0.5% ▼

Number of Students: 559

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups

Red

No Students

Orange

No Students

Yellow

Hispanic

Green

White

Blue

- English Learners
- Two or More Races
- Socioeconomically Disadvantaged
- Students with Disabilities

No Performance Color

- African American
- American Indian
- Asian
- Foster Youth
- Homeless
- Pacific Islander

African American

No Performance Color

0% suspended at least once

Declined 6.3% ▼

Number of Students: 16

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Hispanic

Yellow

1.8% suspended at least once

Maintained -0.2%

Number of Students: 225

White

Green

0.8% suspended at least once

Declined 0.3% ▼

Number of Students: 254

English Learners

Blue

0% suspended at least once

Maintained 0%

Number of Students: 45

Two or More Races

Blue

0% suspended at least once

Maintained 0%

Number of Students: 49

Socioeconomically Disadvantaged

Blue

0.5% suspended at least once

Declined 0.9% ▼

Number of Students: 203

Students with Disabilities

Blue

0% suspended at least once

Declined 4% ▼

Number of Students: 77

2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
McKinley
All Grades Combined

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	248	57.7	265	64.5	282	68.4	272	74.3	256	77.3	19.6	3.0	249	48.2	265	53.2	282	65.2	272	68.8	256	72.7	24.5	3.9
Female	117	58.1	120	65.8	124	75.0	121	79.3	117	80.3	22.2	1.0	117	41.9	120	51.7	124	61.3	121	64.5	117	70.9	29.0	6.4
Male	131	57.3	145	63.4	158	63.3	151	70.2	139	74.8	17.5	4.6	132	53.8	145	54.5	158	68.4	151	72.2	139	74.1	20.3	1.9
African American	17	52.9	17	52.9	8	-	7	-	7	-	-	-	17	35.3	17	35.3	8	-	7	-	7	-	-	-
Asian**	4	-	4	-	2	-	2	-	2	-	-	-	3	-	4	-	2	-	2	-	2	-	-	-
Filipino	0	-	1	-	1	-	0	-	0	-	-	-	0	-	1	-	1	-	0	-	0	-	-	-
Hispanic	131	45.0	137	55.5	149	55.7	134	64.2	115	63.5	18.5	-0.7	133	35.3	137	38.0	149	52.3	134	56.0	115	60.0	24.7	4.0
Indochinese**	2	-	2	-	1	-	0	-	-	-	-	-	2	-	2	-	1	-	0	-	-	-	-	-
Native American	2	-	3	-	1	-	1	-	2	-	-	-	2	-	3	-	1	-	1	-	2	-	-	-
Pacific Islander	0	-	0	-	2	-	2	-	1	-	-	-	0	-	0	-	2	-	2	-	1	-	-	-
White	89	73.0	93	77.4	105	81.9	113	85.8	115	89.6	16.6	3.8	89	65.2	93	73.1	105	79.0	113	81.4	115	84.3	19.1	2.9
Multiracial	3	-	8	-	13	100.0	13	92.3	14	92.9	-	0.6	3	-	8	-	13	100.0	13	92.3	14	78.6	-	-13.7
English Learner	33	9.1	26	23.1	16	0.0	13	15.4	18	16.7	7.6	1.3	35	17.1	26	15.4	16	12.5	13	15.4	18	22.2	5.1	6.8
English-Speaking	215	65.1	239	69.0	266	72.6	259	77.2	238	81.9	16.8	4.7	214	53.3	239	57.3	266	68.4	259	71.4	238	76.5	23.2	5.1
Reclassified†	34	55.9	37	48.6	38	57.9	25	72.0	14	78.6	22.7	6.6	32	40.6	37	35.1	38	47.4	25	64.0	14	71.4	30.8	7.4
Initially Eng. Speaking	181	66.9	202	72.8	228	75.0	234	77.8	224	82.1	15.2	4.3	182	55.5	202	61.4	228	71.9	234	72.2	224	76.8	21.3	4.6
Econ. Disadv.*	132	43.9	139	51.8	125	57.6	104	61.5	90	65.6	21.7	4.1	133	36.1	139	38.1	125	52.8	104	51.9	90	58.9	22.8	7.0
Non-Econ. Disadv.	116	73.3	126	78.6	157	77.1	168	82.1	166	83.7	10.4	1.6	116	62.1	126	69.8	157	75.2	168	79.2	166	80.1	18.0	0.9
Gifted	77	81.8	82	81.7	76	90.8	53	88.7	71	94.4	12.6	5.7	77	76.6	82	82.9	76	93.4	53	88.7	71	95.8	19.2	7.1
Not Gifted	171	46.8	183	56.8	206	60.2	219	70.8	185	70.8	24.0	0.0	172	35.5	183	39.9	206	54.9	219	63.9	185	63.8	28.3	-0.1
With Disabilities	36	8.3	39	20.5	32	21.9	35	25.7	37	27.0	18.7	1.3	36	5.6	39	12.8	32	21.9	35	28.6	37	29.7	24.1	1.1
WO Disabilities	212	66.0	226	72.1	250	74.4	237	81.4	219	85.8	19.8	4.4	213	55.4	226	60.2	250	70.8	237	74.7	219	79.9	24.5	5.2
Homeless	3	-	4	-	6	-	4	-	2	-	-	-	3	-	4	-	6	-	4	-	2	-	-	-
Foster	0	-	3	-	2	-	2	-	1	-	-	-	0	-	3	-	2	-	2	-	1	-	-	-
Military	7	-	8	-	5	-	8	-	10	90.0	-	-	7	-	8	-	5	-	8	-	10	70.0	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
McKinley
Grade 3

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	89	59.6	93	67.7	105	64.8	82	72.0	86	76.7	17.1	4.7	91	48.4	93	63.4	105	73.3	82	70.7	86	79.1	30.7	8.4
Female	41	61.0	43	72.1	41	73.2	34	79.4	49	81.6	20.6	2.2	42	47.6	43	60.5	41	73.2	34	73.5	49	81.6	34.0	8.1
Male	48	58.3	50	64.0	64	59.4	48	66.7	37	70.3	12.0	3.6	49	49.0	50	66.0	64	73.4	48	68.8	37	75.7	26.7	6.9
African American	7	-	3	-	1	-	4	-	2	-	-	-	7	-	3	-	1	-	4	-	2	-	-	-
Asian**	1	-	1	-	0	-	1	-	2	-	-	-	1	-	1	-	0	-	1	-	2	-	-	-
Filipino	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
Hispanic	49	42.9	47	57.4	50	52.0	44	61.4	36	63.9	21.0	2.5	51	29.4	47	48.9	50	70.0	44	63.6	36	66.7	37.3	3.1
Indochinese**	1	-	0	-	0	-	0	-	-	-	-	-	1	-	0	-	0	-	0	-	-	-	-	-
Native American	0	-	1	-	0	-	0	-	2	-	-	-	0	-	1	-	0	-	0	-	2	-	-	-
Pacific Islander	0	-	0	-	2	-	0	-	0	-	-	-	0	-	0	-	2	-	0	-	0	-	-	-
White	30	83.3	38	81.6	46	73.9	32	87.5	40	87.5	4.2	0.0	30	76.7	38	81.6	46	73.9	32	81.3	40	87.5	10.8	6.2
Multiracial	1	-	2	-	6	-	1	-	4	-	-	-	1	-	2	-	6	-	1	-	4	-	-	-
English Learner	16	12.5	15	26.7	7	-	7	-	9	-	-	-	17	11.8	15	26.7	7	-	7	-	9	-	-	-
English-Speaking	73	69.9	78	75.6	98	69.4	75	77.3	77	84.4	14.5	7.1	74	56.8	78	70.5	98	76.5	75	74.7	77	84.4	27.6	9.7
Reclassified†	4	-	5	-	6	-	4	-	3	-	-	-	4	-	5	-	6	-	4	-	3	-	-	-
Initially Eng. Speaking	69	68.1	73	75.3	92	68.5	71	77.5	74	83.8	15.7	6.3	70	57.1	73	68.5	92	75.0	71	74.6	74	83.8	26.7	9.2
Econ. Disadv.*	44	47.7	45	48.9	35	51.4	35	57.1	33	63.6	15.9	6.5	45	35.6	45	44.4	35	65.7	35	60.0	33	66.7	31.1	6.7
Non-Econ. Disadv.	45	71.1	48	85.4	70	71.4	47	83.0	53	84.9	13.8	1.9	46	60.9	48	81.3	70	77.1	47	78.7	53	86.8	25.9	8.1
Gifted	19	84.2	27	92.6	27	85.2	14	92.9	22	86.4	2.2	-6.5	20	80.0	27	92.6	27	100.0	14	100.0	22	90.9	10.9	-9.1
Not Gifted	70	52.9	66	57.6	78	57.7	68	67.6	64	73.4	20.5	5.8	71	39.4	66	51.5	78	64.1	68	64.7	64	75.0	35.6	10.3
With Disabilities	9	-	16	37.5	10	20.0	12	16.7	12	33.3	-	16.6	9	-	16	31.3	10	20.0	12	25.0	12	33.3	-	8.3
WO Disabilities	80	63.8	77	74.0	95	69.5	70	81.4	74	83.8	20.0	2.4	82	52.4	77	70.1	95	78.9	70	78.6	74	86.5	34.1	7.9
Homeless	0	-	4	-	2	-	4	-	2	-	-	-	0	-	1	-	2	-	4	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	2	-	5	-	1	-	4	-	5	-	-	-	2	-	5	-	1	-	4	-	5	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
McKinley
Grade 4

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	92	58.7	88	70.5	87	73.6	103	72.8	74	74.3	15.6	1.5	91	54.9	88	51.1	87	67.8	103	68.0	74	64.9	10.0	-3.1
Female	43	65.1	40	72.5	43	76.7	41	78.0	31	74.2	9.1	-3.8	42	57.1	40	52.5	43	60.5	41	58.5	31	58.1	1.0	-0.4
Male	49	53.1	48	68.8	44	70.5	62	69.4	43	74.4	21.3	5.0	49	53.1	48	50.0	44	75.0	62	74.2	43	69.8	16.7	-4.4
African American	8	-	7	-	2	-	1	-	4	-	-	-	8	-	7	-	2	-	1	-	4	-	-	-
Asian**	2	-	1	-	1	-	0	-	0	-	-	-	1	-	1	-	1	-	0	-	0	-	-	-
Filipino	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-
Hispanic	42	50.0	51	60.8	45	62.2	46	63.0	37	59.5	9.5	-3.5	42	47.6	51	35.3	45	51.1	46	52.2	37	54.1	6.5	1.9
Indochinese**	1	-	1	-	0	-	0	-	-	-	-	-	1	-	1	-	0	-	0	-	-	-	-	-
Native American	2	-	0	-	1	-	0	-	0	-	-	-	2	-	0	-	1	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	2	-	0	-	-	-	0	-	0	-	0	-	2	-	0	-	-	-
White	36	66.7	26	80.8	33	90.9	45	80.0	31	93.5	26.8	13.5	36	66.7	26	73.1	33	90.9	45	77.8	31	77.4	10.7	-0.4
Multiracial	1	-	2	-	4	-	9	-	2	-	-	-	1	-	2	-	4	-	9	-	2	-	-	-
English Learner	14	7.1	10	20.0	5	-	4	-	5	-	-	-	14	28.6	10	0.0	5	-	4	-	5	-	-	-
English-Speaking	78	67.9	78	76.9	82	78.0	99	74.7	69	79.7	11.8	5.0	77	59.7	78	57.7	82	72.0	99	70.7	69	69.6	9.9	-1.1
Reclassified†	11	72.7	11	72.7	15	53.3	8	-	4	-	-	-	10	70.0	11	36.4	15	46.7	8	-	4	-	-	-
Initially Eng. Speaking	67	67.2	67	77.6	67	83.6	91	73.6	65	80.0	12.8	6.4	67	58.2	67	61.2	67	77.6	91	69.2	65	69.2	11.0	0.0
Econ. Disadv.*	46	39.1	51	64.7	41	58.5	34	58.8	29	65.5	26.4	6.7	45	40.0	51	39.2	41	48.8	34	50.0	29	51.7	11.7	1.7
Non-Econ. Disadv.	46	78.3	37	78.4	46	87.0	69	79.7	45	80.0	1.7	0.3	46	69.6	37	67.6	46	84.8	69	76.8	45	73.3	3.7	-3.5
Gifted	30	76.7	18	83.3	26	92.3	24	83.3	14	92.9	16.2	9.6	30	73.3	18	88.9	26	88.5	24	87.5	14	100.0	26.7	12.5
Not Gifted	62	50.0	70	67.1	61	65.6	79	69.6	60	70.0	20.0	0.4	61	45.9	70	41.4	61	59.0	79	62.0	60	56.7	10.8	-5.3
With Disabilities	15	0.0	10	20.0	10	40.0	12	25.0	13	23.1	23.1	-1.9	15	6.7	10	0.0	10	50.0	12	16.7	13	30.8	24.1	14.1
WO Disabilities	77	70.1	78	76.9	77	77.9	91	79.1	61	85.2	15.1	6.1	76	64.5	78	57.7	77	70.1	91	74.7	61	72.1	7.6	-2.6
Homeless	2	-	4	-	3	-	2	-	2	-	-	-	2	-	1	-	6	-	2	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	2	-	1	-	3	-	1	-	4	-	-	-	2	-	1	-	3	-	1	-	4	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
McKinley
Grade 5

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	67	53.7	84	54.8	90	67.8	87	78.2	96	80.2	26.5	2.0	67	38.8	84	44.0	90	53.3	87	67.8	96	72.9	34.1	5.1
Female	33	45.5	37	51.4	40	75.0	46	80.4	37	83.8	38.3	3.4	33	15.2	37	40.5	40	50.0	46	63.0	37	67.6	52.4	4.6
Male	34	61.8	47	57.4	50	62.0	41	75.6	59	78.0	16.2	2.4	34	61.8	47	46.8	50	56.0	41	73.2	59	76.3	14.5	3.1
African American	2	-	7	-	5	-	2	-	1	-	-	-	2	-	7	-	5	-	2	-	1	-	-	-
Asian**	1	-	2	-	1	-	1	-	0	-	-	-	1	-	2	-	1	-	1	-	0	-	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	40	42.5	39	46.2	54	53.7	44	68.2	42	66.7	24.2	-1.5	40	30.0	39	28.2	54	37.0	44	52.3	42	59.5	29.5	7.2
Indochinese**	0	-	1	-	1	-	0	-	-	-	-	-	0	-	1	-	1	-	0	-	-	-	-	-
Native American	0	-	2	-	0	-	1	-	0	-	-	-	0	-	2	-	0	-	1	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
White	23	69.6	29	69.0	26	84.6	36	91.7	44	88.6	19.0	-3.1	23	47.8	29	62.1	26	73.1	36	86.1	44	86.4	38.6	0.3
Multiracial	1	-	4	-	3	-	3	-	8	-	-	-	1	-	4	-	3	-	3	-	8	-	-	-
English Learner	3	-	1	-	4	-	2	-	4	-	-	-	4	-	1	-	4	-	2	-	4	-	-	-
English-Speaking	64	56.3	83	55.4	86	70.9	85	80.0	92	81.5	25.2	1.5	63	41.3	83	44.6	86	55.8	85	69.4	92	75.0	33.7	5.6
Reclassified†	19	36.8	21	28.6	17	52.9	13	61.5	7	-	-	-	18	22.2	21	19.0	17	29.4	13	46.2	7	-	-	-
Initially Eng. Speaking	45	64.4	62	64.5	69	75.4	72	83.3	85	82.4	18.0	-0.9	45	48.9	62	53.2	69	62.3	72	73.6	85	76.5	27.6	2.9
Econ. Disadv.*	42	45.2	43	39.5	49	61.2	35	68.6	28	67.9	22.7	-0.7	43	32.6	43	30.2	49	46.9	35	45.7	28	57.1	24.5	11.4
Non-Econ. Disadv.	25	68.0	41	70.7	41	75.6	52	84.6	68	85.3	17.3	0.7	24	50.0	41	58.5	41	61.0	52	82.7	68	79.4	29.4	-3.3
Gifted	28	85.7	37	73.0	23	95.7	15	93.3	35	100.0	14.3	6.7	27	77.8	37	73.0	23	91.3	15	80.0	35	97.1	19.3	17.1
Not Gifted	39	30.8	47	40.4	67	58.2	72	75.0	61	68.9	38.1	-6.1	40	12.5	47	21.3	67	40.3	72	65.3	61	59.0	46.5	-6.3
With Disabilities	12	8.3	39	20.5	12	8.3	11	36.4	12	25.0	16.7	-11.4	12	0.0	13	0.0	32	21.9	11	45.5	12	25.0	25.0	-20.5
WO Disabilities	55	63.6	71	64.8	78	76.9	76	84.2	84	88.1	24.5	3.9	55	47.3	71	52.1	78	61.5	76	71.1	84	79.8	32.5	8.7
Homeless	1	-	2	-	6	-	2	-	2	-	-	-	1	-	2	-	6	-	2	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	3	-	2	-	1	-	3	-	1	-	-	-	3	-	2	-	1	-	3	-	1	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

APPENDIX E

2019-20 SPSA EVALUATION OF LCFF FUNDED ACTIONS AND ACTIVITIES

SCHOOL NAME: MCKINLEY ELEMENTARY
SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800
SCHOOL YEAR: 2019-20

Goal 2 - English Language Arts

Strategy/Activity 1

***Strategy/Activity - Description**

Professional Development will focus on the following areas:
International Baccalaureate Program, Inclusion, Differentiated Instruction, & Designated ELD instruction
PLCs will utilize data to influence ELA instruction with a focus on writing site wide. Formative writing assessments will be generated by grade levels and rubrics will be used to score both pre and post assessments. DRA @ will be used for all students TK - 3rd and SBA Interim Assessments will be used for grades 3rd, 4th and 5th to monitor progress toward goals.
Library Tech will provide resources to support staff instruction and student learning in the classrooms.

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

Analysis: Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Description: Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Library Asst -	0.30000	$21,403.34	09800-2231	Provide support to staff and students with media resources to support instructional program.	Student Library Time has been a component of our "wheel" (where students rotate from Spanish, Garden, Dance and Library. Students can use this time to check in/out books for 30 minutes weekly.	Site funds .3 of Library Asst Salary and Benefits which uses our entire SBB budget. This leaves no funding for full day PLCs, supplemental class materials for teacher training. No funding remains for subs to administer ELPAC (mandated in contract) or allow teachers to attend local conferences.	Eliminate .3 Library Asst Position and allocate LCFF funds to best support classroom needs. Maintain .2 Library Assistant Position funded by District for 2020-2021 school year.

Supplies		$5,633.00	09800-4301	Instructional materials and supplies to support student learning such as pencils, journals, chart paper, etc.	We have inadequate funds for all supplies and encourage reducing paper use whenever possible. Each and every supply we purchase is a necessity and supports our instructional program.	Site LCFF and Site Discretionary funds are inadequate funding for many of the items on our supplemental lists Teachers use their personal money to provide supplemental materials to support classroom instruction. Our staff also accesses Donor's Choose and an Amazon Wish list to provide additional supplies.	2020-2021 Site LCFF funds will now be used to provide additional supplies and materials to support and enhance our instructional programs. In addition, our parent population will continue to conduct two paper drives a year to reduce that line item. Our parents also support classroom instruction through funding Donor's Choose and purchasing items on classroom Amazon Wish Lists. In addition, our PTC Foundation provides grants for classroom teachers to provide supplemental curriculum that enhances our instructional program.
Software License		$2,000.00	09800-5841	Software purchases support independent practice opportunities for students as they work toward mastery of grade level concepts.	A system has been established so each grade level convenes and prioritizes their wish list for supplemental supplies including software. Monthly student use is monitored in many of our software programs (ST Math, Achieve 3000, etc) to ensure student use is evident. Software programs are examined closely by teaching teams and revised accordingly annually.	Student use of software programs is monitored monthly and re-evaluated annually. There is ongoing exploration of programs that are cost efficient and yet that still support student achievement.	We anticipate eliminating one software program (that our Site PTC Foundation funds) and purchasing a comparable, less-costly program. Our PTC Foundation pays for this program, so site funds are not impacted. However, it is indicative of how we are rigorous in our review of our current software programs to ensure they support student achievement.

Goal 4- English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

Teachers will engage in professional development for Designated ELD during modified days with support from District assigned ELI-RT (English Language Instruction Resource Teacher).
The Library Clerk will provide support materials supports units of instruction and grade level content standards to students and staff. (35% UPP)

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Library Asst -	--	--	09800-2231	Provide support to staff and students with media resources to support instructional program.	Student Library Time has been a component of our "wheel" (where students rotate from Spanish, Garden, Dance and Library. Students can use this time to check in/out books for 30 minutes weekly.	Site funds .3 of Library Asst Salary and Benefits which uses our entire SBB budget. This leaves no funding for full day PLCs, supplemental class materials for teacher training. No funding remains for subs to administer ELPAC (mandated in contract) or allow teachers to attend local conferences	Eliminate .3 Library Asst Position and allocate LCFF funds to best support classroom needs. Maintain .2 Library Assistant Position funded by District for 2020-2021 school year.
Software License	--	--	09800-5841	Software purchases support class instruction and independent practice opportunities for students as they work toward	A system has been established so each grade level convenes and prioritizes their wish list for supplemental supplies including software. Monthly student use is monitored in many of our software programs	Student use of software programs is monitored monthly and re-evaluated annually. There is ongoing exploration of programs that are cost efficient and yet that still support student achievement	We anticipate eliminating one software program (that our Site PTC Foundation funds) and purchasing a comparable, less-costly program. This does not impact site funds, but is a factor in our site-wide expenditures.

				mastery of grade level concepts.	(ST Math, Achieve 3000, etc) to ensure student use is evident. Software programs are examined closely by teaching teams and revised accordingly annually.		
Supplies	--	--	09800-4301	Classroom materials to support instruction such as pencils, journals, chart paper.	We have inadequate funds for all supplies and encourage reducing paper use whenever possible. Each and every supply we purchase is a necessity and supports our instructional program.	Site LCFF and Site Discretionary funds are inadequate funding for many of the items on our supplemental lists Teachers use their personal money to provide supplemental materials to support classroom instruction. Our staff also accesses Donor's Choose and an Amazon Wish list to provide additional supplies.	2020-2021 LCFF budget will now support grade level requests for additional supplies to support our instructional program (eg: Open Court phonics will be purchased in 2nd to ensure continuity of instruction from Kinder and 1st phonics instruction). Our parent population conducts two paper drives a year to reduce that line item. Our parents also support classroom instruction through funding Donor's Choose and purchasing items on classroom Amazon Wish Lists. In addition, our PTC Foundation provides grants for classroom teachers to provide supplemental curriculum that enhances our instructional program.

Goal 7- Graduation/Promotion Rate

Strategy/Activity 1

***Strategy/Activity - Description**

McKinley will participate in professional development to develop quality interventions and support for students who are not at grade level in ELA and Math. Midpoint Conferences (6 weeks into the school year) will be conducted for the first time and will provide teachers with an opportunity to provides at-home supports to students who are below grade level. Software licenses will be purchased to provide additional support. (35% UPP)

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Library Asst -	--	--	09800-2231	Provide support to staff and students with media resources to support instructional program.	Student Library Time has been a component of our "wheel" (where students rotate from Spanish, Garden, Dance and Library. Students can use this time to check in/out books for 30 minutes weekly.	Site funds .3 of Library Asst Salary and Benefits which uses our entire SBB budget. This leaves no funding for full day PLCs, supplemental class materials for teacher training. No funding remains for subs to administer ELPAC (mandated in contract) or allow teachers to attend local conferences	Eliminate .3 Library Asst Position and allocate LCFF funds to best support classroom needs. Maintain .2 Library Assistant Position funded by District for 2020-2021 school year.
Software License	--	--	09800-5841	Software purchases support independent practice opportunities for students as they work toward	A system has been established so each grade level convenes and prioritizes their wish list for supplemental supplies including software. Monthly student use is monitored in many of our software programs (ST Math, Achieve 3000,	Student use of software programs is monitored monthly and re-evaluated annually. There is ongoing exploration of programs that are cost efficient and yet that still support student achievement	2020-2021 LCFF funds will now be used to support Software purchases which support student achievement. We anticipate eliminating one software program (that our Site PTC Foundation funds) and purchasing a

				mastery of grade level concepts.	etc) to ensure student use is evident. Software programs are examined closely by teaching teams and revised accordingly annually.		comparable, less-costly program. This does not impact site funds, but is a factor in our site-wide expenditures.
Supplies	--	--	09800-4301	Provide support to staff and students with media resources to support instructional program.	We have inadequate funds for all supplies and encourage reducing paper use whenever possible. Each and every supply we purchase is a necessity and supports our instructional program.	Site LCFF and Site Discretionary funds are inadequate funding for many of the items on our supplemental lists Teachers use their personal money to provide supplemental materials to support classroom instruction. Our staff also accesses Donor's Choose and an Amazon Wish list to provide additional supplies.	2020-2021 LCFF Funding will now be used to purchase additional materials to support instruction (eg: Open Court Reading Program to ensure continuity from our Primary Kinder, 1st program to now be included in 2nd.) Our parent population conducts two paper drives a year to reduce that line item. Our parents also support classroom instruction through funding Donor's Choose and purchasing items on classroom Amazon Wish Lists. In addition, our PTC Foundation provides grants for classroom teachers to provide supplemental curriculum that enhances our instructional program.

What are my leadership strategies in service of the goals?

October 2019 – Current Date: Significant staff discussion regarding the prospect of eliminating .3 of our Library Assistant to reallocate those funds to support classroom instruction. Walked staff through the pros and cons and prospective impact to our instructional program. One of the additional responsibilities classroom teachers will assume in the upcoming school year is specific, targeted instruction related to research and inquiry in the Library.

Generating the budget: Significant time was devoted to gathering staff input regarding budget. Decisions were made by grade levels (no individual teachers) in an effort to better ensure collaboration and collective commitment to our prioritized purchases.

Ongoing reminders to staff of how staff established priorities were funded. Very public, overt overview of budget (to Staff, SSC and Foundation members) of budget available to all school community members.