



THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **MCKINLEY ELEMENTARY SCHOOL**

2022-23

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: Morello, Jonathan

Contact Person: Morello, Jonathan

Position: Principal

Telephone Number: 619/282-7694;

Address: 3045 Felton St, Mckinley Elementary, San Diego, CA, 92104-5218,

E-mail Address: jmorello@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent&Family Engagement Policy
- School Parent Compact

Board Approval: January 24, 2023

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.*

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: McKinley Elementary PHONE: 858-988-2400 FAX: 619-281-3478
SITE CONTACT PERSON: Jonathan Morello E-MAIL ADDRESS: jmorello@sandi.net

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

- Title I Schoolwide Programs (SWP) CSI School ATSI 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 composed correctly, and 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: _____
 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): _____ Date of presentation: _____

1. 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.
2. The site plan composition is rooted in 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.
3. The site plan or revisions to the site plan were adopted by the SSC on: 10/4/22

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.

Jonathan Morello
Type/Print Name of School Principal

[Signature] 9/26/22
Signature of School Principal / Date

Amanda Robinson
Type/Print Name of SSC Chairperson

[Signature] 10/5/22
Signature of SSC Chairperson / Date

Type/Print Name of ELAC Representative

Signature of ELAC Representative / Date

Mitzi Menno
Type/Print Name of Area Superintendent

[Signature] 10/5/22
Signature of Area Superintendent / Date

Email & Submit Document with Original Signatures
Strategic Planning for Student Achievement Department
Eugene Brucker Education Center, Room 3126

Due October 7th 2022

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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, specifically our Students with Disabilities and our Second Language Learners. We recognize the wide spectrum of student needs and plan accordingly for the academic, social, and emotional needs of all learners. The tenants of the International Baccalaureate Program and the Common Core Standards adopted by the State of California are critical components in all planning. For the 2022-2023 school year, our challenge is to ensure all students are reaching end-of-year grade-level standards through high-quality instruction while providing additional support to students in need. Alignment of our International Baccalaureate Units of Study and high-impact instructional strategies are the focus of our professional learning during the current school year.

McKinley is a highly sought-after school with families from throughout the San Diego community applying through school choice. We attribute this to our instructional offerings, our stellar staff, and the 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.

ENGAGING EDUCATIONAL PARTNERS

Throughout the year, various groups convene to ensure we are making progress toward our SPSA goals. These groups include but are not limited to, the School Site Council, Instructional Leadership Team, and Certificated Staff.

February 2022 - Site staff met to establish site-wide and grade-level priorities for 2022-2023 LCFF and Discretionary site-level funds. These budget priorities were reviewed by all staff and sent to SSC/SGT members for review, potential revision, and subsequent approval.

The School Site Council met on May 17th, 2022 to review and approve the 2022-2023 LCFF and Discretionary site-level budget.

The School Site Council met on October 4th, 2022 to review and approve the 2022-2023 SPSA goals.

No significant budget revisions have occurred in the past six months.

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 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 that 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. Schools are required to allocate site funding for the remaining 38 hours in order to ensure we provide adequate supervision for our 505 students and ensure classroom teachers have a duty-free lunch. This allocation consumes 46% of our Discretionary Budget. It is our hope that future district funding for Noon Duty Aides will be formulaic and based on enrollment vs a flat allocation regardless of the number of enrolled students at a site. In the event a formulaic approach to NDA allocations was to be established, our site would use those funds (\$13,502) to provide two full planning days for each grade level team.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Krista Mills	Classroom Teacher
Jonathan Morello	Principal
Jodie Fragiskatos	Other School Representative
Scott Ghahary	Classroom Teacher
Matt Stucky	Parent
Amanda Robinson	Parent
Francis Mackenzie	Classroom Teacher
Dr. Edeama O. Onwuchekwa	Parent
Brent Fosnaught	Parent
Christina Schoppert Devereux	Parent

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District

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.

Black Youth: Developing antiracist and restorative school communities.

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2021-22

*Analysis

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

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 2018-2019 school year was 98%. Due to COVID restrictions put in place during the 2021-2022 school year, chronic attendance jumped to 28%. This year we will be looking to lower this number back to our 2018-2019 pre-pandemic levels.

Chronic absenteeism subgroup data for students on free and reduced lunch, students with disabilities, and Hispanic Latinos are listed in the chart below. The percentage of chronically absent students in these three subgroups is an average of 20 percentage points higher. We will analyze chronic absenteeism data to ensure that the percentage of students who are chronically absent declines overall and in all subgroups.

*Major Differences

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

McKinley Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

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. The District doubled our Counseling allocation which has resulted in having an onsite counselor three days a week. Attendance Clerk and Counselor update weekly to address chronic absences and offer support to those families who are struggling. The attendance clerk will update attendance using Google Docs and communicate with classroom teachers, site counselor, and site administrator in an effort to work collaboratively to improve attendance.

*Changes

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

As COVID restrictions are scaled back, we expect to see a decrease in students who are chronically absent. We are also implementing Positive Behavior Interventions and Support to develop Tier 1 behavior interventions across the school. The goal is to have these fully implemented by the end of the 22-23 school year. PBIS will improve behavior on campus creating a learning environment where children thrive and want to be, thus increasing attendance.

*Identified Need

CHRONIC ABSENTEEISM - (defined as 10 or more school days per school year) - Decrease chronic absences, and 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

Parent involvement at McKinley is high and 98% of our parent population indicates attendance at one or more school events a year. McKinley has a vibrant and involved parent population who work to support enrichment opportunities for the students that enhance our academic offerings as an International Baccalaureate School. This year we implemented a weekly newsletter to increase communication within the school. These newsletters typically get over 700 views per week.

*Goal 1 - Safe, Collaborative and Inclusive Culture

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	UTK - 5 (n=566)	Decrease the overall schoolwide chronic absenteeism rate	28%	3%	Attendance	Monthly Monitoring, End of Year Overview

*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK - 5 (n=177)	Hispanic or Latino	Decrease chronic absenteeism	45%	6%	Chronic Absenteeism	Monthly
June 2023	TK - 5 (n=62)	Students with Disabilities	Decrease chronic absenteeism	48%	6%	Chronic Absenteeism	Monthly
June 2023	TK - 5 (n=137)	Socioeconomically Disadvantaged	Decrease chronic absenteeism	46%	6%	Chronic Absenteeism	Monthly

Supporting Black Youth - Additional Goals

- ✓ 1. McKinley Elementary's Site Equity Team and/or pre-identified school committee will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance and discipline data. The Site Equity Team will also monitor the staff diversity goal.
- ✓ 2. The staff diversity goal at McKinley Elementary is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. McKinley Elementary's site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)
- ✓ 3. In the 2022-23 school year, McKinley Elementary will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services and to determine if student groups are being disproportionately referred and the appropriate supports.
- ✓ 4. McKinley Elementary will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.
- ✓ 5. McKinley Elementary's Site Equity Team and/or pre-identified school committee will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming workplaces for employees so that educators of color are retained.
- ✓ 6. McKinley Elementary will intentionally engage parents, staff and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.
- ✓ 7. Increase access to advanced classes--gate, seminar, advanced placement for black youth.
- ✓ 8. McKinley Elementary will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

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, Hispanic & Latino students, and Students with Disabilities.

*Strategy/Activity - Description

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. The Counselor and other school staff 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).

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.

McKinley's JEDI Committee is a community-initiated committee to support and celebrate justice, equity, diversity, and inclusion in our community and across our school. The committee brings a forum for rich and rewarding community conversations involving staff, students, and our school community at large.

*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.

LCAP 2 and 3: Access to Broad and Challenging Curriculum Accelerating Student Learning with High Expectations for All

Call to Action Belief Statements

ELA: 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.

Math: 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.

English Learners: 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.

Students with Disabilities: 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.

Graduation/Promotion Rate: 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. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2021-22***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

McKinley's 2021-2022 academic data is strong. 73.5% of students are meeting or exceeding grade-level standards in ELA (rank of 30 out of 172 district schools) and 65.9% in math (rank of 29 out of 172 district schools). These scores are contributed to strong instruction and the following:

-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 are 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 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

McKinley has met or exceeded CAASPP ELA's 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. Using 18/19 pre-pandemic numbers as a goal, we fell short of our 77% goal ending up at 73.5%.

Grade levels provided a list of priorities outlining how they wished to spend LCFF funds to support instruction.

We are committed to collective assessments district-wide and will administer F&P in all TK-2nd grade classrooms and FAST in Grades 3rd - 5th. These assessments are administered each trimester and that data is used to target upcoming instruction. Regular data analysis will occur to ensure all students are growing at expected rates.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

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, TK - 2nd-grade teachers will administer the F&P and all 3rd-5th grade teachers will administer the FAST. Assessment data will be analyzed during PLCs to identify student strengths and areas of struggle and instruction will be modified accordingly.

Eliminating the purchase of additional library time will allow McKinley to provide professional development opportunities and supplemental software instructional support 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.

***Identified Need - English Language Arts**

TK - 2nd-grade goals are based on a variety of assessments including F&P. Goals for grades 3rd-5th are based on either the FAST assessment administered during the first trimester.

***Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd - 5th (n=221)	Increase % of students who meet or exceed	82%	90%	FAST aReading	Trimester
June 2023	3rd (n=77)	Increase % of students who meet or exceed	87%	95%	FAST aReading	Trimester
June 2023	4th (n=72)	Increase % of students who meet or exceed	78%	86%	FAST aReading	Trimester
June 2023	5th (n=72)	Increase % of students who meet or exceed	81%	89%	FAST aReading	Trimester
June 2023	TK - 2nd (n=262)	Students meet or exceed grade level in reading	83.7%	90%	Fountas and Pinnell	Trimester

***Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd - 5th (n=5)	English Learner	Increase in % of students who meet or exceed	0%	40%	FAST aReading	Trimester

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June 2023	3rd - 5th (n=36)	Students with Disabilities	Increase in % of students who meet or exceed	47%	57%	FAST aReading	Trimester
June 2023	TK - 2nd	English Learner	Increase in % of students who meet or exceed	45%	65%	Fountas and Pinnell	Trimester

*Identified Need - Math

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

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd - 5th (n=223)	Increase % of students who meet or exceed	66%	76%	CAASPP Math	Annually
June 2023	3rd (n=79)	Increase % of students who meet or exceed	71%	81%	CAASPP Math	Annually
June 2023	4th (n=70)	Increase % of students who meet or exceed	69%	79%	CAASPP Math	Annually
June 2023	5th (n=74)	Increase % of students who meet or exceed	58%	70%	CAASPP Math	Annually
June 2023	3rd-5th (n=223)	Increase the % of students who meet or exceed in COMMUNICATION of their math thinking	64%	74%	DEMI	Trimester

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd - 5th (n=223)	English Learner	Increase % of students who meet or exceed	63%	73%	DEMI	Trimester & end of year
June 2023	3rd - 5th (n=223)	Hispanic or Latino	Increase % of students who meet or exceed	60%	70%	DEMI	Trimester & end of year
June 2023	3rd - 5th (n=223)	Students with Disabilities	Increase % of students who meet or exceed	37%	47%	DEMI	Trimester & end of year

*Identified Need - English Learners

In previous years, CAASPP data was reviewed to establish this goal. Currently, we administer the ELPAC as an initial assessment at the beginning of the year for all new/incoming students. A summative ELPAC is administered in the Spring. Teachers will also use FAST data at the end of each trimester to assess growth toward goals.

*Goal 4 - English Learners							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	English Learner	Reclassification	36%	47%	Reclassification Rates	Annual
*Identified Need - Graduation/Promotion Rate							
CAASPP Data was used to determine these objectives.							
*Goal 5- Graduation/Promotion Rate							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2023	3rd (n=79)	Meet or exceed grade level	72%	82%	CAASPP ELA	Annually	
June 2023	4th (n=70)	Meet or exceed grade level	71%	81%	CAASPP ELA	Annually	
June 2023	5th	Meet or exceed grade level	77%	87%	CAASPP ELA	Annually	
June 2023	3rd (n=79)	Meet or exceed grade level	71%	81%	CAASPP Math	Annually	
June 2023	4th (n=70)	Meet or exceed grade level	69%	79%	CAASPP Math	Annually	
June 2023	5th	Meet or exceed grade level	58%	70%	CAASPP Math	Annually	
*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd - 5th (n=5)	English Learner	Non-reclassified English Learners Meet or exceed grade-level standards	0% (5 students)	40%	CAASPP ELA	Annually
June 2023	3rd - 5th (n=5)	English Learner	Non-reclassified English Learners Meet or exceed grade-level standards	0% (5 students)	40%	CAASPP Math	Annually
June 2023	TK - 5th (n=22)	English Learner	Non-reclassified English Learners Grow by one or more levels as measured on the ELPAC	.	75%	Other (Describe in Objective)	Annually
June 2023	3rd - 5th (n=82)	Hispanic or Latino	Meet or exceed grade-level standards	63%	73%	CAASPP ELA	Annually

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June 2023	3rd - 5th (n=82)	Hispanic or Latino	Meet or exceed grade-level standards	48%	58%	CAASPP Math	Annually
June 2023	3rd - 5th (n=36)	Students with Disabilities	Increase % of students who meet or exceed	37%	47%	CAASPP ELA	Annually
June 2023	3rd - 5th (n=36)	Students with Disabilities	Increase % of students who meet or exceed	31%	41%	CAASPP Math	Annually

Strategy/PDs and PLCs

*Students to be served by this Strategy/Activity

Collaborative conversations are a high-impact instructional strategy that will be used across the school. Teachers will strategically plan for and implement conversation opportunities in their IB units. All students will be served by this strategy, specifically English Language Learners and Students with Disabilities.

*Strategy/Activity - Description

Teachers will support identified English Language Learners in grades TK – 5th with instructional materials which support literacy development at their point of need and provide subsequent interventions and support in phonological awareness, fluency, and comprehension.

Professional Development will focus on the following areas:

International Baccalaureate Program, collaborative conversations, writing.

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. F& P Assessment will be used for all students TK - 3rd and FAST assessments administered each trimester to assess progress toward year-end goals.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02031H	Prof&Curriclm Dev Vist Tchr		\$2,432.16	\$3,011.26	0203-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		Visiting teachers provide classroom coverage for teachers to attend conferences and planning.

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N020390	Prof&Curriclm DevHrlyClstrmTchr		\$555.24	\$687.44	0203-09800-00- 1170-2130-0000- 01000-0000	LCFF Intervention Support	English Learners, Low-Income		Teachers will meet in PLCs to plan and review data, analyze students' needs, and plan lessons.
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*Additional Supports for this Strategy/Activity

LCFF funding has supported the acquisition of Language Arts grade level standards at all grade levels with instructional supplies and software. We have also made a concerted effort to provide funding for our primary grade levels in an effort to align our instructional program. Grades 3rd - 5th requested and received funding from our PTC Foundation for the purchase of Achieve 3000. This program provides expansive reading passages to assess reading comprehension and also serves as an additional data point when assessing progress toward annual reading growth goals. 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.

Strategy/Assessments and Data Analysis

*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

- 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.
- Summative assessments will be used to assess mastery toward grade-level standards and in determining student grades.
- Flexibility for teachers to provide both whole group, small group, and individual instruction
- Multiple assessment opportunities are 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	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02037V	Non Clsrm Tchrr Hrly		\$693.95	\$859.17	0203-09800-00-1957-3160-4760-01000-0000	LCFF Intervention Support	English Learners, Low-Income		Teachers will monitor students' data for performance growth and plan for instruction.
*Additional Supports for this Strategy/Activity									
<p>Collective Staff commitment to implement Number Talks with fidelity across all grade levels. 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. DEMI assessments will be administered each trimester and results used to influence instruction.</p>									
Strategy/English Learners									
*Students to be served by this Strategy/Activity									
All English Learners will benefit from this strategy.									
*Strategy/Activity - Description									
<p>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.</p>									
Strategy/Monitoring Student Growth									
*Students to be served by this Strategy/Activity									
All students with disabilities will be served by this strategy.									
*Strategy/Activity - Description									
<p>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.</p>									

*Additional Supports for this Strategy/Activity
We will continue to monitor student progress through data collection systems. This will benefit all students, including students with disabilities.
Strategy/PBIS
*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, <ol style="list-style-type: none"> 1. In the 2022-2023 school year, McKinley will develop and implement a site-specific system for tracking classroom referrals. 2. McKinley will create a process for ensuring a student is assigned a Student Champion (generally site counselor) to help them through any suspension or expulsion process. 4. A cadre of McKinley staff members will attend Justice, Equity, Diversity & Inclusion Community meetings throughout the year and 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 goals. 5. In the 2022-23 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 the current year to the following years.
*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.
Strategy/Student Monitoring and Differentiation
*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 collaborate to develop quality interventions and support for students who are not at grade level in ELA and Math and track student response to interventions.

McKinley Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non-Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02031M	Supplies		\$13,478.00	\$13,478.00	0203-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		Purchase of supplies such as guided reading books, level classroom library books, and other supplemental materials to support instruction in all areas.
N02034I	Software License		\$2,670.00	\$2,670.00	0203-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		Software licenses for intervention include RAZ Kids, Achieve 3000, and Open Court.
*Additional Supports for this Strategy/Activity									

LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools

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 2021-22

***Analysis**

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

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, weekly newsletters, 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 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.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

McKinley implemented the plan as written.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

McKinley Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

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.

*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 2021-2022, we scheduled ELAC Committee meetings which were attended by only a few parents.

We will continue our efforts to establish an ELAC committee should we have 20 or more English learners.

Ongoing School Site Council updates will be posted on the new district website and shared in our weekly newsletter in an effort to inform all families of the decisions made by this elected body of community and staff members.

*Goal 6- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
November 2022	ELAC	Form ELAC Committee	100%	100%	Other - Describe in objective
June 2023	SSC	Share information discussed in SSC with all parents via the school website with ongoing updates.	10%	100%	Other - Describe in objective

*Annual Measurable Outcomes

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Increase parent attendance at bi-monthly PTC meetings	15%	20%	Attendance
June 2023	Foundation	Increase % of parents volunteering on a Foundation Committee in order to support Foundation events	5%	10%	Committee Attendance

Strategy/Parent Volunteers

*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.

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 Elementary 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)	\$ 20,706

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)	\$ 20,706
[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): \$ 20,706

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 20,706

School	Resource Description	Job Code Title	Account Description2	Account Description	FTE	Budgeted Amount
McKinley Elementary	09800 LCFF Intervention Support	(blank)	1170 Prof&Curriclm DevHrlyClsmTchr	Prof&Curriclm DevHrlyClsmTchr	0	\$555.24
McKinley Elementary			1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	0	\$2,432.16
McKinley Elementary			1957 Non Clsm Tchr Hrly	Non Clsm Tchr Hrly	0	\$693.95
McKinley Elementary			3000 Benefits		0	\$876.52
McKinley Elementary			4301 Supplies	Supplies	0	\$13,478.00
McKinley Elementary			5841 Software License	Software License	0	\$2,670.00
McKinley Elementary		(blank) Total			0	\$20,705.87
McKinley Elementary	09800 LCFF Intervention Support Total				0	\$20,705.87

APPENDIX B**PARENT & FAMILY ENGAGEMENT POLICY**



San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

McKinley Elementary

Parent and Family Engagement Policy 2022-23

McKinley Elementary has developed a written parent and family engagement policy with input from parents. *McKinley Elementary* has developed a written parent & family engagement policy with parent input gathered from, but not limited to, the following groups: 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.

It has distributed the policy to all parents and guardians.

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).

Family involvement is a critical component and vital in our vision of our school's success. We view our families as authentic partners in supporting an educational program for the children in our charge.

The International Baccalaureate Program (IB) is at the foundation and forefront of our curriculum and instruction and IB Units of Study incorporate the California State Standards. Ours is a rich and rigorous educational experience.

McKinley Elementary convenes multiple meetings throughout the year to inform and encourage parents about their rights and responsibilities to be involved in our school programs. These include, but are not limited to, Back to School Night, Open House, Exhibition (a component of the IB program for all 5th grade students), Parent Teacher Club (PTC), PTC Foundation meetings, PTC meetings, publishing parties, JEDI Committee meetings, and School Site Council meetings. Communication regarding the meetings above are communicated weekly through the McKinley Weekly Update.

There are non-academic events as well that are supported by our school community. In partnership with the PTC, our school has organized an annual play that is of professional caliber, a variety show that is open to each and every student, an annual camp out in our joint use park, the SONO Fest, outdoor movie nights, new student orientations, and many more.

School functions are structured with the needs of families as a factor in our planning. We are mindful to offer flexible times for meetings to best support different schedules including virtual meeting options.

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

Our school involves parents of students in an organized, ongoing, and timely manner. We enthusiastically encourage all families to subscribe to the McKinley Weekly newsletter and the PTC website so that updates are delivered to their inbox. Another venue for home/school communication is School Messenger which allows the school to call, email, or text parents information. In addition, each grade level commits to a home/school communication plan. Our primary grades send information home weekly, or intermediate grades twice a month, and our upper grades monthly. Room parents are also a vehicle for communicating information on behalf of both the classroom teacher and the school site as a whole. Translation services are available.

The school provides parents with assistance in understanding the California academic content standards, assessments, and how to monitor and improve the achievement of their children. Information regarding state assessments and data is available to parents in many ways. Links to the California Dashboard are posted on the SDUSD McKinley website. Links to the California State Standards are posted by grade level on our SDUSD McKinley website. IB Units are available for review as well. In addition, rubrics which reflect performance criteria are available to parents to support them in better understanding their child's strengths and areas of struggle.

The school provides parents with materials and training to help them work with their children to improve academic achievement. Our general education and special education teachers also make a concerted effort to meet with parents and provide at-home supports which are designed to support student learning outside of the school environment.

The McKinley staff is keenly aware of the value of parent contributions and works with our parent community as equal partners.

The school distributes information related to school and parent programs, meetings, and other activities to parents in a format and language that the parents understand. Updates on school, district, and community events are shared frequently, are posted, and can be printed upon request.

The school provides support for parental involvement as requested by the McKinley community as evidenced by the formation of the JEDI Committee.

Our school provides opportunities for the participation of all parents including parents with limited English proficiency, parents with disabilities, and parents of migratory students. That said, we have struggled to generate enough interest to form an English Language Advisory Committee (ELAC) for multiple years. ELAC has been absorbed by our School Site Council.

This policy was adapted by McKinley Elementary on October 4th, 2022 for a period of 15 months.

The Family Engagement Policy will be distributed to all parents on or before October 31st, 2022.

APPENDIX C**SCHOOL PARENT COMPACT**



San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

School-Parent Compact 2022-2023 McKinley Elementary

As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.

McKinley Elementary distributes to parents and family members a School Parent Compact. This Compact, which has been jointly developed with staff and parents, outlines how McKinley staff, students, and parents/guardians will

- Share the responsibility for student academic achievement
- Partner to help children achieve the State's high academic standards
- Support the tenets of the International Baccalaureate Program in a collective effort to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect

School Responsibilities

McKinley Elementary School Staff will:

- 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 as follows:
 - Create a safe and welcoming learning environment where students can thrive
 - Curriculum aligned with grade level standards in all areas (language arts, math, social studies, and science)
 - Ongoing assessments to monitor student progress and plan for instruction
 - Supplementary instructional materials to support all students
 - Differentiated instruction to address diverse student needs such as systematic instruction for multilingual learners and special academic instruction
- Hold parent-teacher conferences during which this compact will be discussed as it relates to the students individual achievement. Translation services will be provided as needed.
 - Midpoint conferences will be offered the sixth week of school for students who are below grade level academically
 - Fall parent teacher conferences will be held the week of November 14th
 - Spring parent teacher conferences will be held during the week of March 20th

- Provide parents with frequent reports on their child’s progress
 - Teachers report progress to parents by ongoing communication through phone, conferences, emails or other electronic communication, and progress reports.
- Provide parents reasonable access to staff with:
 - Back to School Night which took place on September 1st
 - Regular scheduled conferences
 - Before and after school meetings by appointment
 - Email access to all staff
 - Provide parents opportunities to volunteer and participate
- Staff will respond to parent concerns as soon as possible or within two business days

Parent Responsibilities

We, as parents and guardians, will support our child’s learning by:

- Monitoring attendance
- Ensuring my child arrives at school on time each day
- Ensuring my child is rested and prepared to learn each day
- Ensuring school work that goes home is completed and turned in to the teacher
- Monitoring the amount of screentime and use of social media
- Participating, as appropriate, in decisions relating to my child’s education
- Promoting positive use of my child’s education and communicating with the school by promptly reading all notices from the school or school district received by my child or by email and responding as appropriate
- Subscribing to weekly communication newsletters
- Serving, to the extent possible, on advisory groups such as School Site Council, the District Advisory Council for Compensatory Education, the English Learner Advisory Committee, JEDI (Justice, Equity, Diversity, and Inclusion) or other school advisory groups
- Maintaining open communication with my child’s teacher and principal
- Contacting my child’s teacher with questions and concerns prior to contacting the site administration

Student Responsibilities

As a student, I will share the responsibility to improve my academic achievement and achieve California’s high standards.

- Follow all school rules as outlined in the student and family handbook
- Strive to demonstrate the IB learner profile traits
- View challenges as an opportunity to learn and grow
- Ask for help when I need it
- Give to my parents/guardians all notices and information received by me from my school everyday
- Be on time and ready to learn each day
- Value all members of the learning community

APPENDIX D

DATA REPORTS

Data Reports: Attached Data comes

from https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school :ELA/Math Multi-year Demographic Summary. Additional data for schools can be found in:

- Illuminate
- California Dashboard

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



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
McKinley
All Grades Combined

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	265	64.5	282	68.4	272	74.3	256	77.3	223	73.5	9.0	-3.8	265	53.2	282	65.2	272	68.8	256	72.7	223	65.9	12.7	-6.8
Female	120	65.8	124	75.0	121	79.3	117	80.3	117	71.8	6.0	-8.5	120	51.7	124	61.3	121	64.5	117	70.9	117	60.7	9.0	-10.2
Male	145	63.4	158	63.3	151	70.2	139	74.8	106	75.5	12.1	0.7	145	54.5	158	68.4	151	72.2	139	74.1	106	71.7	17.2	-2.4
African American	17	52.9	8	-	7	-	7	-	5	-	-	-	17	35.3	8	-	7	-	7	-	5	-	-	-
Asian	4	-	2	-	2	-	2	-	5	-	-	-	4	-	2	-	2	-	2	-	5	-	-	-
Filipino	1	-	1	-	0	-	0	-	0	-	-	-	1	-	1	-	0	-	0	-	0	-	-	-
Hispanic	137	55.5	149	55.7	134	64.2	115	63.5	82	63.4	7.9	-0.1	137	38.0	149	52.3	134	56.0	115	60.0	82	47.6	9.6	-12.4
Native American	3	-	1	-	1	-	2	-	2	-	-	-	3	-	1	-	1	-	2	-	2	-	-	-
Pacific Islander	0	-	2	-	2	-	1	-	0	-	-	-	0	-	2	-	2	-	1	-	0	-	-	-
White	93	77.4	105	81.9	113	85.8	115	89.6	96	82.3	4.9	-7.3	93	73.1	105	79.0	113	81.4	115	84.3	96	81.3	8.2	-3.0
Multiracial	8	-	13	100.0	13	92.3	14	92.9	33	72.7	-	-20.2	8	-	13	100.0	13	92.3	14	78.6	33	63.6	-	-15.0
English Learner	26	23.1	16	0.0	13	15.4	18	16.7	5	-	-	-	26	15.4	16	12.5	13	15.4	18	22.2	5	-	-	-
English-Speaking	239	69.0	266	72.6	259	77.2	238	81.9	218	75.2	6.2	-6.7	239	57.3	266	68.4	259	71.4	238	76.5	218	67.4	10.1	-9.1
Reclassified†	37	48.6	38	57.9	25	72.0	14	78.6	13	69.2	20.6	-9.4	37	35.1	38	47.4	25	64.0	14	71.4	13	61.5	26.4	-9.9
Initially Eng. Speaking	202	72.8	228	75.0	234	77.8	224	82.1	205	75.6	2.8	-6.5	202	61.4	228	71.9	234	72.2	224	76.8	205	67.8	6.4	-9.0
Econ. Disadv.*	139	51.8	125	57.6	104	61.5	90	65.6	63	54.0	2.2	-11.6	139	38.1	125	52.8	104	51.9	90	58.9	63	44.4	6.3	-14.5
Non-Econ. Disadv.	126	78.6	157	77.1	168	82.1	166	83.7	160	81.3	2.7	-2.4	126	69.8	157	75.2	168	79.2	166	80.1	160	74.4	4.6	-5.7
Gifted	82	81.7	76	90.8	53	88.7	71	94.4	9	-	-	-	82	82.9	76	93.4	53	88.7	71	95.8	9	-	-	-
Not Gifted	183	56.8	206	60.2	219	70.8	185	70.8	214	72.4	15.6	1.6	183	39.9	206	54.9	219	63.9	185	63.8	214	65.4	25.5	1.6
With Disabilities	39	20.5	32	21.9	35	25.7	37	27.0	36	38.9	18.4	11.9	39	12.8	32	21.9	35	28.6	37	29.7	36	33.3	20.5	3.6
WO Disabilities	226	72.1	250	74.4	237	81.4	219	85.8	187	80.2	8.1	-5.6	226	60.2	250	70.8	237	74.7	219	79.9	187	72.2	12.0	-7.7
Homeless	4	-	6	-	4	-	2	-	6	-	-	-	4	-	6	-	4	-	2	-	3	-	-	-
Foster	3	-	2	-	2	-	1	-	0	-	-	-	3	-	2	-	2	-	1	-	0	-	-	-
Military	8	-	5	-	8	-	10	90.0	8	-	-	-	8	-	5	-	8	-	10	70.0	8	-	-	-

* 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.



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
McKinley
Grade 3

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	93	67.7	105	64.8	82	72.0	0	-	79	72.2	4.5	-	93	63.4	105	73.3	82	70.7	86	79.1	79	70.9	7.5	-8.2
Female	43	72.1	41	73.2	34	79.4	0	-	45	66.7	-5.4	-	43	60.5	41	73.2	34	73.5	49	81.6	45	62.2	1.7	-19.4
Male	50	64.0	64	59.4	48	66.7	0	-	34	79.4	15.4	-	50	66.0	64	73.4	48	68.8	37	75.7	34	82.4	16.4	6.7
African American	3	-	1	-	4	-	0	-	2	-	-	-	3	-	1	-	4	-	2	-	2	-	-	-
Asian	1	-	0	-	1	-	0	-	3	-	-	-	1	-	0	-	1	-	2	-	3	-	-	-
Filipino	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Hispanic	47	57.4	50	52.0	44	61.4	0	-	29	58.6	1.2	-	47	48.9	50	70.0	44	63.6	36	66.7	29	55.2	6.3	-11.5
Native American	1	-	0	-	0	-	0	-	1	-	-	-	1	-	0	-	0	-	2	-	1	-	-	-
Pacific Islander	0	-	2	-	0	-	0	-	0	-	-	-	0	-	2	-	0	-	0	-	0	-	-	-
White	38	81.6	46	73.9	32	87.5	0	-	34	79.4	-2.2	-	38	81.6	46	73.9	32	81.3	40	87.5	34	85.3	3.7	-2.2
Multiracial	2	-	6	-	1	-	0	-	10	70.0	-	-	2	-	6	-	1	-	4	-	10	60.0	-	-
English Learner	15	26.7	7	-	7	-	0	-	0	-	-	-	15	26.7	7	-	7	-	9	-	0	-	-	-
English-Speaking	78	75.6	98	69.4	75	77.3	0	-	79	72.2	-3.4	-	78	70.5	98	76.5	75	74.7	77	84.4	79	70.9	0.4	-13.5
Reclassified†	5	-	6	-	4	-	0	-	5	-	-	-	5	-	6	-	4	-	3	-	5	-	-	-
Initially Eng. Speaking	73	75.3	92	68.5	71	77.5	0	-	74	70.3	-5.0	-	73	68.5	92	75.0	71	74.6	74	83.8	74	70.3	1.8	-13.5
Econ. Disadv.*	45	48.9	35	51.4	35	57.1	0	-	20	50.0	1.1	-	45	44.4	35	65.7	35	60.0	33	66.7	20	55.0	10.6	-11.7
Non-Econ. Disadv.	48	85.4	70	71.4	47	83.0	0	-	59	79.7	-5.7	-	48	81.3	70	77.1	47	78.7	53	86.8	59	76.3	-5.0	-10.5
Gifted	27	92.6	27	85.2	14	92.9	0	-	9	-	-	-	27	92.6	27	100.0	14	100.0	22	90.9	9	-	-	-
Not Gifted	66	57.6	78	57.7	68	67.6	0	-	79	72.2	14.6	-	66	51.5	78	64.1	68	64.7	64	75.0	79	70.9	19.4	-4.1
With Disabilities	16	37.5	10	20.0	12	16.7	0	-	15	33.3	-4.2	-	16	31.3	10	20.0	12	25.0	12	33.3	15	33.3	2.0	0.0
WO Disabilities	77	74.0	95	69.5	70	81.4	0	-	64	81.3	7.3	-	77	70.1	95	78.9	70	78.6	74	86.5	64	79.7	9.6	-6.8
Homeless	4	-	2	-	4	-	0	-	2	-	-	-	1	-	2	-	4	-	2	-	3	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	5	-	1	-	4	-	0	-	3	-	-	-	5	-	1	-	4	-	5	-	2	-	-	-

* 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.



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
McKinley
Grade 4

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	88	70.5	87	73.6	103	72.8	0	-	70	71.4	0.9	-	88	51.1	87	67.8	103	68.0	74	64.9	70	68.6	17.5	3.7
Female	40	72.5	43	76.7	41	78.0	0	-	40	75.0	2.5	-	40	52.5	43	60.5	41	58.5	31	58.1	40	70.0	17.5	11.9
Male	48	68.8	44	70.5	62	69.4	0	-	30	66.7	-2.1	-	48	50.0	44	75.0	62	74.2	43	69.8	30	66.7	16.7	-3.1
African American	7	-	2	-	1	-	0	-	3	-	-	-	7	-	2	-	1	-	4	-	3	-	-	-
Asian	1	-	1	-	0	-	0	-	1	-	-	-	1	-	1	-	0	-	0	-	1	-	-	-
Filipino	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
Hispanic	51	60.8	45	62.2	46	63.0	0	-	25	60.0	-0.8	-	51	35.3	45	51.1	46	52.2	37	54.1	25	48.0	12.7	-6.1
Native American	0	-	1	-	0	-	0	-	1	-	-	-	0	-	1	-	0	-	0	-	1	-	-	-
Pacific Islander	0	-	0	-	2	-	0	-	0	-	-	-	0	-	0	-	2	-	0	-	0	-	-	-
White	26	80.8	33	90.9	45	80.0	0	-	26	84.6	3.8	-	26	73.1	33	90.9	45	77.8	31	77.4	26	84.6	11.5	7.2
Multiracial	2	-	4	-	9	-	0	-	14	78.6	-	-	2	-	4	-	9	-	2	-	14	78.6	-	-
English Learner	10	20.0	5	-	4	-	0	-	2	-	-	-	10	0.0	5	-	4	-	5	-	2	-	-	-
English-Speaking	78	76.9	82	78.0	99	74.7	0	-	68	73.5	-3.4	-	78	57.7	82	72.0	99	70.7	69	69.6	68	70.6	12.9	1.0
Reclassified†	11	72.7	15	53.3	8	-	0	-	5	-	-	-	11	36.4	15	46.7	8	-	4	-	5	-	-	-
Initially Eng. Speaking	67	77.6	67	83.6	91	73.6	0	-	63	74.6	-3.0	-	67	61.2	67	77.6	91	69.2	65	69.2	63	69.8	8.6	0.6
Econ. Disadv.*	51	64.7	41	58.5	34	58.8	0	-	19	47.4	-17.3	-	51	39.2	41	48.8	34	50.0	29	51.7	19	42.1	2.9	-9.6
Non-Econ. Disadv.	37	78.4	46	87.0	69	79.7	0	-	51	80.4	2.0	-	37	67.6	46	84.8	69	76.8	45	73.3	51	78.4	10.8	5.1
Gifted	18	83.3	26	92.3	24	83.3	0	-	9	-	-	-	18	88.9	26	88.5	24	87.5	14	100.0	9	-	-	-
Not Gifted	70	67.1	61	65.6	79	69.6	0	-	70	71.4	4.3	-	70	41.4	61	59.0	79	62.0	60	56.7	70	68.6	27.2	11.9
With Disabilities	10	20.0	10	40.0	12	25.0	0	-	11	36.4	16.4	-	10	0.0	10	50.0	12	16.7	13	30.8	11	18.2	18.2	-12.6
WO Disabilities	78	76.9	77	77.9	91	79.1	0	-	59	78.0	1.1	-	78	57.7	77	70.1	91	74.7	61	72.1	59	78.0	20.3	5.9
Homeless	4	-	3	-	2	-	0	-	2	-	-	-	1	-	3	-	2	-	2	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	3	-	1	-	0	-	2	-	-	-	1	-	3	-	1	-	4	-	2	-	-	-

* 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.



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
McKinley
Grade 5

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	84	54.8	90	67.8	87	78.2	0	-	74	77.0	22.2	-	84	44.0	90	53.3	87	67.8	96	72.9	74	58.1	14.1	-14.8
Female	37	51.4	40	75.0	46	80.4	0	-	32	75.0	23.6	-	37	40.5	40	50.0	46	63.0	37	67.6	32	46.9	6.4	-20.7
Male	47	57.4	50	62.0	41	75.6	0	-	42	78.6	21.2	-	47	46.8	50	56.0	41	73.2	59	76.3	42	66.7	19.9	-9.6
African American	7	-	5	-	2	-	0	-	0	-	-	-	7	-	5	-	2	-	1	-	0	-	-	-
Asian	2	-	1	-	1	-	0	-	1	-	-	-	2	-	1	-	1	-	0	-	1	-	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	39	46.2	54	53.7	44	68.2	0	-	28	71.4	25.2	-	39	28.2	54	37.0	44	52.3	42	59.5	28	39.3	11.1	-20.2
Native American	2	-	0	-	1	-	0	-	0	-	-	-	2	-	0	-	1	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
White	29	69.0	26	84.6	36	91.7	0	-	36	83.3	14.3	-	29	62.1	26	73.1	36	86.1	44	86.4	36	75.0	12.9	-11.4
Multiracial	4	-	3	-	3	-	0	-	9	-	-	-	4	-	3	-	3	-	8	-	9	-	-	-
English Learner	1	-	4	-	2	-	0	-	3	-	-	-	1	-	4	-	2	-	4	-	3	-	-	-
English-Speaking	83	55.4	86	70.9	85	80.0	0	-	71	80.3	24.9	-	83	44.6	86	55.8	85	69.4	92	75.0	71	60.6	16.0	-14.4
Reclassified†	21	28.6	17	52.9	13	61.5	0	-	3	-	-	-	21	19.0	17	29.4	13	46.2	7	-	3	-	-	-
Initially Eng. Speaking	62	64.5	69	75.4	72	83.3	0	-	68	82.4	17.9	-	62	53.2	69	62.3	72	73.6	85	76.5	68	63.2	10.0	-13.3
Econ. Disadv.*	43	39.5	49	61.2	35	68.6	0	-	24	62.5	23.0	-	43	30.2	49	46.9	35	45.7	28	57.1	24	37.5	7.3	-19.6
Non-Econ. Disadv.	41	70.7	41	75.6	52	84.6	0	-	50	84.0	13.3	-	41	58.5	41	61.0	52	82.7	68	79.4	50	68.0	9.5	-11.4
Gifted	37	73.0	23	95.7	15	93.3	0	-	9	-	-	-	37	73.0	23	91.3	15	80.0	35	97.1	9	-	-	-
Not Gifted	47	40.4	67	58.2	72	75.0	0	-	65	73.8	33.4	-	47	21.3	67	40.3	72	65.3	61	59.0	65	55.4	34.1	-3.6
With Disabilities	39	20.5	12	8.3	11	36.4	0	-	10	50.0	29.5	-	13	0.0	12	0.0	11	45.5	12	25.0	10	50.0	50.0	25.0
WO Disabilities	71	64.8	78	76.9	76	84.2	0	-	64	81.3	16.5	-	71	52.1	78	61.5	76	71.1	84	79.8	64	59.4	7.3	-20.4
Homeless	2	-	1	-	2	-	0	-	2	-	-	-	2	-	1	-	2	-	2	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	2	-	1	-	3	-	0	-	3	-	-	-	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.

APPENDIX E**2021-22 SPSA ASSESSMENT AND EVALUATION**

SCHOOL NAME: MCKINLEY ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2021-22

Goal 2 - English Language Arts

Strategy/Activity 1

***Strategy/Activity - Description**

Teachers will support identified English Language Learners in grades TK – 5th with instructional materials which support literacy development at their point of need and provide subsequent interventions and support in phonological awareness, fluency, and comprehension.

Professional Development will focus on the following areas:

International Baccalaureate Program, Inclusion & the site instructional focus: *Students understand and express ideas and information confidently and creativity in a variety of modes including speaking and writing.*

Formative writing assessments will be generated by grade levels and rubrics will be used to score both pre and post-assessments. F& P Assessment will be used for all students TK - 3rd and FAST assessments administered each trimester to assess progress toward year-end goals.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	Modifications based on qualitative and quantitative data.

McKinley Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					monitoring results, etc.).	progress monitoring results, etc.).	
Prof&Curriclm Dev Vist Tchr		\$450.49	09800-1192	Support training for Ed Specialist utilizing strategies for struggling readers	Unknown	Unknown impact.	PD planned for the year is not expected have budget impact. Revisit
Non Clsrm Tchr Hrly		\$1,005.21	09800-1957	Support staff and students to train and administer state-wide required testing	Allowed mandated testing to be completed while minimizing the amount of instructional time needed for testing.		Site admin may take on this responsibility.
Software License		\$6,800.00	09800-5841	Languages Arts instructions scaffolding and supports using instructional software	Allowed for additional data collection and targeted practice		Continue
Supplies	--	--	09800-4301	Purchase of supplies to support instruction in all areas.	Allowed teachers to deliver instruction in an organized way		Continue

Goal 3 - Mathematics

Strategy/Activity 1

***Strategy/Activity - Description**

- 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.
- Summative assessments be used to assess mastery toward grade-level standards and in determining student grades.
- 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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	Modifications based on qualitative and quantitative data.

McKinley Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					monitoring results, etc.).	progress monitoring results, etc.).	
Supplies		\$12,905.00	09800-4301	Purchase of supplies to support instruction in all areas.	Allowed teachers to deliver instruction in a clear and organized way.		Continue
Non Clsrn Tchr Hrly	--	--	09800-1957	Support staff and students to train and administer state-wide required testing	Allowed mandated testing to be completed while minimizing the amount of instructional time needed for testing.		Site admin may take on this responsibility.

Goal 4- Supporting English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Non Clsrn Tchr Hrly		\$1,005.21	09800-1957	EL Coordinator will provide classroom teachers with detailed information,	Allows ELPAC to be administered while minimizing instructional time used for testing.		Continue

McKinley Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				including results of Initial and Summative ELPAC assessments. Funding is for their training and administering the testing.			
Retired NonClstrm Tchr Hrly		\$1,500.02	09800-1986	Certificated staff. Funding is for their training and administering the testing.	Allows ELPAC to be administered while minimizing instructional time used for testing.		May modify depending on

What are my leadership strategies in service of the goals?