



School Plan for Student Achievement (SPSA) Template

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

School Name

County-District-School
(CDS) Code

Schoolsite Council
(SSC) Approval Date

Local Board Approval
Date

Purpose and Description

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

Schoolwide Program

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

McKinna has developed the School Plan for Student Achievement (SPSA) to align with the approved Local Control and Accountability Plan (LCAP) for the Oxnard Elementary School District as well as the goals stated within the OSD biliteracy-literacy pedagogy. This plan ensures equal opportunities for all students which is essential in meeting the ESSA requirements. McKinna has established Professional Learning Communities where teachers understand the value of grade level and cross grade level collaboration in grades K-5. Teachers have opportunities for bi-weekly grade level and cross grade level collaboration. This is especially important for building school wide capacity within the DLI program in K-3 and Standards Based instruction across grade levels. In addition, the PLC model is essential to help McKinna teachers build and implement effective instruction within our Learning Management System - Canvas. All grade level teams are committed to the PLC Guiding Goals to improve first instruction for all students.

- We will build a data driven culture school wide to increase student achievement.
- We will implement high leverage teaching and learning practices school wide to increase student achievement.
- We will teach, model and reinforce school wide expectations and social-emotional strategies to increase self-regulation, resilience and peaceful problem solving.
- We will commit to standards based teaching and learning within a balanced literacy model.
- We will focus on strategic teaching of writing across all content areas.
- We will focus on oracy and the development of academic language through scaffolds, strategies and supports across all content areas.
- We will focus on strategic lesson planning to ensure our students are exposed to rigorous learning opportunities.
- We will communicate regularly with families through various means including: Canvas, Parent Connect, email, school website, phone calls, video bulletins, flyers, our school marquee and social media.
- We will hold parent meetings to provide information on effective methods for supporting student learning.
- We will focus on the OSD Student profile to guide our decisions in preparing students to be confident, solutions oriented, college and career ready, compassionate, multilingual, multicultural and global thinkers.
- We will connect families with resources to ensure basic needs are met such as shelter, food, clothing, social emotional supports and more.
- We will focus on strengthening our DLI instruction to ensure our students are developing as bilingual, biliterate and bicultural students.

McKinna teachers and staff are committed to ensuring that each of our students reaches his or her full potential through high expectations, ongoing collaboration, and targeted, focused instruction. Our school's priority is to provide a safe learning environment where all students are supported academically, emotionally and socially, to develop to their fullest potential. We consider families our most essential partners in achieving this mission!

The McKinna School Site Council meets regularly throughout the school year to ensure the SPSA is being implemented as written, and any necessary adjustments are made as authorized by the school site council. The school site council members will include an equal representation of school staff members and McKinna parents/community members. Throughout the school year, the school site council will continuously analyze the goals within this plan, along with the corresponding action items, to ensure that we are making necessary adjustments to serve the needs of our students.

Table of Contents

SPSA Title Page	1
Purpose and Description.....	2
Table of Contents.....	4
Comprehensive Needs Assessment Components	6
Data Analysis	6
Classroom Observations.....	6
Analysis of Current Instructional Program.....	7
Stakeholder Involvement	16
Resource Inequities	16
School and Student Performance Data	18
Student Enrollment.....	18
Star Early Literacy.....	20
Star Reading	21
Star Math.....	22
Goals, Strategies, & Proposed Expenditures.....	23
Goal 1.....	23
Goal 2.....	48
Goal 3.....	61
Budget Summary	69
Budget Summary	69
Other Federal, State, and Local Funds	69
Budgeted Funds and Expenditures in this Plan.....	70
Funds Budgeted to the School by Funding Source.....	70
Expenditures by Funding Source	70
Expenditures by Budget Reference and Funding Source	70
Expenditures by Goal.....	71
School Site Council Membership	72
Recommendations and Assurances	73
Instructions.....	74
Instructions: Linked Table of Contents.....	74
Purpose and Description.....	75
Stakeholder Involvement.....	75
Resource Inequities	75
Goals, Strategies, Expenditures, & Annual Review.....	76
Annual Review	77
Budget Summary	78

Appendix A: Plan Requirements80
Appendix B:83
Appendix C: Select State and Federal Programs85

Comprehensive Needs Assessment Components

Data Analysis

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

Classroom Observations

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

Classroom observations are conducted on a regular basis at McKinna. The purpose of these observations is for school staff to be knowledgeable about the standards, and have an opportunity for measuring progress towards school wide and district wide goals. Furthermore, classroom observations provide an opportunity to give specific and constructive feedback with the intent of helping teachers reflect on their instruction, incorporate best practices and research proven strategies to maximize instructional effectiveness. These observations are followed up with an email providing immediate constructive feedback. During classroom observations an emphasis is placed upon noting areas of need and identifying areas in which staff are doing an exemplary job particularly in light of school wide goals.

This year, McKinna's school wide focus for the 2021-22 school year is to strengthen "First Instruction" adhering to the Oxnard School District's literacy/biliteracy pedagogy, that promotes a balanced literacy approach to teaching and learning. Aligned with the OSD pedagogy and student profile, McKinna's emphasis is on standards based instruction and the strategic teaching of writing across all content areas. Additionally, during the 2021-2022 school year, McKinna will continue the use of "Instructional Look Fors", to gather data around observed instructional practices that are aligned with the OSD literacy/biliteracy pedagogy, the OSD Student Profile, and school wide commitments. This year classroom observations will provide feedback to strengthen our instruction.

McKinna Look Fors:

1. Student Engagement: Students are doing most of the talking and participating in meaningful, cooperative learning with varied work groupings. Conversations are purposeful, academically focused & linked to content/text.
2. Student Engagement and Scaffolds for Oracy: Active participation of all students with scaffolded support provided by teachers and students.
3. Standards based instruction and focus on writing tied to content: Evidence of standard-based writing in content areas. Student writing is connected with content (Social Studies, Science, Math)
4. Clear learning objectives for both language and content: Students have a clear understanding of the activity. Frequent checking for understanding and corrective feedback.
5. Evidence of well-established routines and practices.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

McKinna staff is committed to utilizing available state and local assessments during the 2021-22 school year to inform and improve instruction. This includes but is not limited to the California Assessment of Student Performance and Progress (CAASPP), ELPAC state assessments and formative local assessments like STAR 360 Reading and Math tests as well as writing assessments administered throughout the year per the OSD Assessment Calendar. Within DLI K-3rd grade, assessments will be administered in both English and Spanish based on language of instruction.

The formative assessments in the Fall help evaluate learning gaps created in the 15 months students were unable to attend traditional school due to the COVID- 19 Pandemic. This information is utilized to plan targeted first instruction that is scaffolded and differentiated to provide access to grade level standards for all students. Multiple data points for language, reading, writing and math are reviewed within 6-8 week assessment cycles to monitor student growth percentiles and determine instructional needs. In addition to formative assessment data, teachers also review data with learning applications like Myon/AR, Lexia and ST Math. Grade level teams utilize rubrics for evaluating student progress in language, literacy, writing and math, calibrating student results to create grade level instructional and intervention plans centered on research based practices. Teachers share student progress on attendance, student engagement, assessments, independent work and homework on a weekly basis through CANVAS and other communication venues. Student monitoring meetings will be scheduled with teachers and the principal to review data results and discuss ways to support all students to attain academic gains. Report cards have been revised to a standard based format. Student progress on grade level standards will be shared with families during conferences and on report cards 3 times a year.

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

McKinna teachers and principal hold student monitoring meetings with the principal to discuss assessment data results as a way to provide academic supports for all students. Additionally, McKinna's grade level teams utilize curriculum-embedded assessments to inform and refine instruction for English Language Arts and math. Grade level teams identify a writing focus for every unit to include the first 3 writing anchor standards: opinion, informative and narrative writing. Teachers administer writing pre-tests to help plan instructional needs collaboratively. Rubrics and graphic organizers are utilized for explicit scaffolding leading up to the post-test which teachers calibrate utilizing the rubrics. These assessments help inform instructional focus during the next unit. Opportunities for cross grade level articulation within PLCs are integrated throughout the year to inform and refine teaching and learning in standards based instruction, English Language literacy, writing and math.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that all site staff meet requirements to be considered "highly qualified." This is monitored by the district's Human Resources Department.

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

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and strategies for effective classroom management. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials. In addition, McKinna teachers support new teachers in various ways including providing in time support, collaboration, and guidance on classroom management and instruction.

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

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a District assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly. Student monitoring meetings are scheduled with the principal to review student STAR 360 Data and identify ways to support all students to attain academic supports and gains.

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

The Educational Services Department includes Directors and Managers who provide support for Curriculum, Instruction, Assessment, Accountability, Biliteracy Programs, Special Education, Special Programs, Pupil Services, Equity and Family and Community Engagement. An Instructional Specialist for Science and a Math Manager work directly with teachers to support instruction in Science and Math. Site administration also functions as instructional leaders. Our regular school year calendar was revised to include three additional professional development days for all teachers prior to the start of school. Professional development was provided in the following areas:
All grade levels: Literacy, math and Culturally Responsive Teaching
TK-5: new standards-based report cards, math strategies
Grades 6-8: PBIS strategies; SEL data collection; math, science and PE for content teachers
Special Education: Curriculum, NCI Training, SEL behavior support

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

McKinna has established Professional Learning Communities where teachers understand the value of grade level and cross grade level collaboration and school wide professional development. In addition to bi-weekly grade level collaboration, the McKinna Leadership team plans cross grade level collaboration and professional development. The focus during the 2021-22 school year is effective "First Instruction" and writing across all content areas. Teachers will focus on standards based instruction, clear learning objectives, active student engagement, multiple ways to check for understanding, and differentiation.

McKinna's PLC Guiding Goals to improve first instruction include the following commitments throughout the 2021-22 school year.

- We will build a data driven culture school wide to increase student achievement.
- We will implement high leverage teaching and learning practices school wide to increase student achievement
- We will teach, model and reinforce school wide expectations and social-emotional strategies to increase self-regulation, resilience and peaceful problem solving.
- We will commit to Standards Based teaching and learning within a balanced literacy model
- We will focus on strategic teaching of writing across all content areas: science, social studies, and math
- We will focus on the development of academic language through oracy strategies, integrating strategic scaffolds and supports within teaching and learning across all content areas

Teaching and Learning

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

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

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

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

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

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

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

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

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

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

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

At time of publication of the SPSA for 2021-22 school year, McKinna's current enrollment in K-5 is at 568. McKinna is a Title I school within a Title I district. As a result, all students receive free breakfast and lunch due to the high percentage of students who are within these under-served sub groups. The high percentage of Socioeconomically Disadvantaged, English Learner, and homeless sub groups are considered historically under-served, under-performing and/or at risk populations. McKinna is committed to full consideration of the district values of equity, integrity, service and accountability when planning goals and actions for all McKinna students. The district has provided iPads to all K-5th grade students as well as Hot Spots to families without wi-fi to ensure continued instructional access while at home. In addition, McKinna will utilize the district provided learning management system, Canvas, for instruction with students and communication with students and families. McKinna has an After School Program which provides extracurricular activities such as dance and art, as well as a time to work on reading and homework. McKinna will have two para educators to provide students academically before, during and afterschool. Furthermore, a social worker is housed at McKinna to support all students and families.

The McKinna community works collaboratively to foster responsive, restorative systems within a Multi-Tiered Systems of Support (MTSS) framework to create a healthy learning environment. This is especially important in a school like McKinna with a high percentage of students who come from under-served, high risk sub groups. McKinna students were greatly impacted by the disruption of traditional schooling during Distance Learning starting at the end of the 2019-2020 through the 2020-21 school year. Now more than ever, the McKinna staff is committed to supporting the social-emotional development of students through the implementation of a proactive and positive behavior support system (PBIS). The PBIS Leadership Team works within the Safe and Civil School model through a continuous improvement process to guide the entire staff through the construction and implementation of a comprehensive approach to behavior support. This approach is proactive, positive, and instructional; offering an alternative means of correction to address student behavior that preserves student attendance and builds student responsibility, self-control and civic awareness. The goal of the Safe and Civil Schools model is to reduce all behavioral and motivational barriers to learning by promoting safety and pro-social behavior, by supporting both academic and social emotional learning, and by enhancing staff consistency in teaching positive behavior expectations school wide. At the same time, our counselor organizes school wide activities to support our Tier 1 students and ensure they engage in positive activities during lunch and recess. These activities include Anti- Bullying activities, catch of the day, Unity Day and more. The McKinna staff will continue to incorporate a collaborative approach and common language for teaching students self-regulation strategies and school wide expectations for success, essential approaches for fostering social-emotional development in children. Staff has reviewed school expectations and guidelines with students and families to promote success during the return to in person learning.

In addition to school wide systems for supporting social-emotional needs for students, the McKinna school counselor and outreach specialist also serve to support student and family needs. The counselor provides classroom lessons in social emotional learning and both small group and individual counseling sessions. In addition, the school counselor serves as crisis intervention coordinator, following up with outside counseling services for students needing higher level interventions. The school outreach specialist (ORC) monitors attendance and student engagement and helps families connect to essential services for food, clothing, housing and technology. Both the school counselor and ORC assist with the COST/SST referral process and help with student intervention plans. In addition, they both host parent educational meetings, conduct home visits, and work with outside agencies for referrals for behavioral health services. Our social worker and her assistant support our students and families as well and are essential to McKinna students. They welcome our students in front of the school, are visible during the school day, provide students and families resources such as clothing, food and other essential resources. Our social worker is in

constant collaboration with our teachers, administrator, counselor and outreach specialist as a way of supporting all students. During the 2021-22 school year, students and families will continue to receive support through District funded support staff which includes the counselor, outreach support, special education team and social worker. Staff will also continue to receive training and guidance to ensure trauma informed practices are embedded throughout the school community.

McKinna is following the District guidelines and will continue to ensure ELD, special education and the Dual Language Immersion program are implemented effectively. This year the DLI program will be implemented with K-3rd grade students in a 50/50 model which means students receive instruction in both English and Spanish daily through a teacher teaming model that protects the language of instruction. Every year over the next 2 years, McKinna will offer the DLI program to an additional grade level following this 50/50 model. The goal is for all McKinna's K-5th grade students to have the opportunity to become biliterate, bilingual and multicultural through a rigorous academic program so they can develop to their fullest potential as global citizens. Teachers within the DLI program follow the OSD literacy/biliteracy pedagogy and the DLI instructional maps created with the partnership of the Biliteracy Institute.

McKinna will continue to offer other programs and resources to support English Learners and facilitate successful academic English language acquisition. In addition, all English Learners in K-5th grade are supported with highly trained teachers and support staff who develop academic language through oracy strategies throughout the day to scaffold rigorous Common Core Standards across content areas. Numerous teachers and para-educators are bilingual and available to offer support for students in English and Spanish as needed within Sheltered English Instruction (SEI) classes. All English Language Learners receive differentiated ELD (English Language Development) instruction daily within designated and integrated ELD to further support acquisition of academic English language.

McKinna is a multi-media- STEAM "Strand Focus" that continues to utilize technology along with science, math and art to foster high student engagement. McKinna holds the honor of an Apple Distinguished School and has also been recognized by VC STEM Network, a group of diverse stakeholders including educators, business and community agencies, that seek to improve access to opportunities that will improve educational outcomes for all students. McKinna's goal is to move students from consumers to creators utilizing digital content. Staff members consistently work on improving skills in the delivery of technology and curriculum in order to provide McKinna students with the best possible educational experience as 21st Century Learners.

Evidence-based educational practices to raise student achievement

This school year, our teachers and staff participated in a 3 day professional development opportunity focusing on literacy, math, culturally responsive teaching, and Canvas. This training allowed our teachers and staff to have a strong focus on supporting our students in those areas. Our McKinna staff will continue to engage in ongoing professional development and collaboration that strengthens first instruction around math, language and literacy across all grade levels throughout the day. Additionally, our staff engaged in understanding our OSD Student Profile at a deeper level to ensure our work supports our students to be confident, digital learners, collaborative, problem solvers, college and career ready, compassionate, multilingual and multicultural and global thinkers. This focus will continue throughout the 2021-2022 school year.

Special focus will be placed on effective delivery of first instruction that will increase student engagement and provide opportunities to differentiate instruction and will also focus on writing across all content areas. McKinna staff utilizes research based educational practices that are responsive through data-driven instruction, ongoing reflection and collaboration and professional development to strengthen teaching and learning practices school wide. As a community of learners, we will focus on high leverage, research based instructional practices to increase opportunities for students to communicate thinking and reasoning, with differentiated instructional strategies to foster language and literacy development aligned with Common Core Standards. For example, teachers focus on the 8 math practices as well as math claims within the CAASPP system: concepts & procedures, problem solving/data analysis, and communicating reasoning. During the 2021-22 school year, emphasis to reinforce CAASPP claims in literacy development will be centered on a balanced literacy approach that includes reading, writing, listening, speaking across all content areas. ELD focus includes both designated ELD and integrated ELD to support language development and access to rigorous standards across content areas through scaffolding and supports for oracy and writing development in literacy, ELD, math, science and social science.

Teachers utilize District adopted resources, assessments and technology to promote high student engagement and achievement, utilizing data to inform and refine instruction. Capacity building for data driven instruction and intervention is fostered through PLCs, including Teaching- Learning, Culture-Climate Leadership Teams, and Intervention Support Teams. Collaborative opportunities encourage grade level and cross grade level articulation to inform and refine teaching and learning practices around ELA/literacy and math. Teachers utilize assessments such as STAR 360, Performance Task Interim Assessments from the CAASPP system and Curriculum Benchmark assessments in reading, writing, math and ELD to inform instruction. Teachers participate in scheduled grade level Intervention Review Team meetings to analyze data collected from on-going progress-monitoring. The data is used to determine adjustments to students' instructional programs as needed.

Parental Engagement

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

McKinna considers families the most essential partners in achieving goals within the SPSA. Ongoing communication and educational opportunities for families is our priority. Family informational webinars and video bulletins will keep our families informed. The McKinna staff will foster meaningful partnerships and authentic family engagement which will support our family contributions through communication venues such as SSC, ELAC and PTA, as well as educational opportunities and forums to contribute to the educational opportunities for their children. Parent education will be offered through teachers, the counselor, ORC, and social worker. In addition, workshops in partnership with outside agencies like Interface and VCBH will be provided. Site based personnel will continue to partner with District and county staff to connect students and families to both school based and outside resources and educational opportunities.

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

This year McKinna's Leadership team will be meeting monthly to review school wide goals which are aligned with the District LCAP goals in teaching and learning, culture and climate and family engagement. Staff PLCs will be held bi-weekly. The practice of ongoing data review informs teaching and learning with action steps and funding listed within the SPSA. The SPSA is reviewed with staff as well as families during SSC and ELAC meetings.

Funding

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

At McKinna, this year's Title I and Title III funds will be used to bolster instruction and intervention for all students through added resources, personnel and professional development. Funding will be used towards resources and materials utilized within the classroom for instruction like headsets, writing journals, and basic supplies and the hiring of ISPs to provide reading intervention. Title I and III funding will also be used for Goals 2 and 3 to support student and family needs. The District is funding the ORC & School Counselor who support students and families within the MTSS model. Bilingual instructional assistants (IAs) will continue to be District funded for the Kindergarten program. Title I and Title III funds are utilized to provide resources to support all goals stated above.

Fiscal support (EPC)

The District receives Title I funding as we are considered a Title I District. All of our sites are considered "schoolwide." Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The District also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

McKinna's SPSA is created and reviewed with ongoing collaboration from both site based Leadership teams and the School Site Council. In addition, members from McKinna's Teaching & Learning, PBIS and Family Engagement Leadership teams attended a retreat held on August 6, 2021 to identify goals to strengthen instruction as we return to in person learning. During this retreat our Leadership and PBIS team began looking at our SPSA goals for this academic year. This additional information was utilized to determine a school wide focus and goals for ongoing improvement for the 2021-22 school year. The focus on "Best First Instruction" goals was shared with the full staff on SIP day held on August 20, 2021 to help frame the work for the year ahead. During this time our staff looked at STAR 360 trends during the last few years and agreed that the year which showed the highest results, the McKinna staff had focused on writing across all content areas. Therefore, all staff agreed this would continue to be a focus. Our Leadership team also provided feedback and input on our SPSA by completing a survey. In addition, the information was reviewed and discussed with ELAC members on October 18, 2021 and School Site Council on October 25, 2021 prior to the final review and approval of McKinna's SPSA for 2021-22. McKinna will continue to utilize and review the SPSA throughout the year at Leadership team meetings, staff PLCs and with SSC and ELAC members.

Resource Inequities

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

Most of our McKinna students are considered low socio-economically disadvantaged and have been especially impacted by the pandemic and distance learning. The District has addressed key issues of inequities that were evident with the transition to Distance learning starting in March of 2020-April 2021 due to inadequate access to technology and internet for all students. These inequities were addressed by the District for the 2020-2021 school year. iPads were assigned to all K-5th grade students and Hot Spots were made available for any family who needed wi-fi. Nevertheless, being on distance learning for such an extended period of time, has impacted the academic progress of students. Fortunately, the District continues to provide iPads to all K-5th grade students and continues to offer hotspots to those families who need one. Additionally, all students continue to have learning applications on their iPads like ST Math, MyOn and Lexia to reinforce practice in reading and math.

Trauma is another barrier that significantly impacts student achievement. McKinna's high percentage of referrals to Ventura County Behavioral Health, illustrate that a large number of students and families are dealing with trauma for a variety of reasons including substance abuse, domestic violence, mental health issues and immigration concerns. McKinna has over 43 students identified as McKinney Vento. In addition, the students experienced significant gaps in traditional schooling due to the COVID-19 pandemic and many families have experienced hardship with housing and other essential resources over the last several months.

To address these challenges, McKinna considers it essential to provide a systematic multi-tiered approach to connect families to community resources and to address the academic and social-emotional needs of students who have experienced trauma. The ORC, counselor and social worker work closely with McKinna families to coordinate resources and maximize services for educational,

mental and physical health through partnerships with organizations like Ventura County Behavioral Health. In addition, the COST-SST process at McKinna ensures that students receive intervention to address both academic and social-emotional needs. Restorative discipline approaches like PBIS/CHAMPS, Restorative Circles and Restorative Dialogues foster a safe and healthy climate and provide an alternative response to behavior that decreases loss of instructional time due to discipline and behavior concerns. Our social workers also connects our families with food and other resources for families in need.

McKinna staff is working diligently to increase family engagement and empower parents/guardians as essential partners in their students' education. In addition to encouraging participation in decision making bodies like SSC, PTA and ELAC, McKinna is providing educational opportunities for families through partnerships with community organizations like Interface and VCBH. Family nights are scheduled throughout the school year to ensure our families are provided with opportunities to learn and share their knowledge which empowers other parents, teachers and staff.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0%	0%	0%	0	0	0
African American	0.42%	0.15%	0.3%	3	1	2
Asian	0.14%	0.15%	0.2%	1	1	1
Filipino	0.42%	0.3%	0.2%	3	2	1
Hispanic/Latino	96.48%	97.19%	97.0%	686	657	589
Pacific Islander	0.42%	0.59%	0.7%	3	4	4
White	1.55%	1.18%	1.2%	11	8	7
Multiple/No Response	0.56%	0.44%	0.5%	4	3	3
Total Enrollment				711	676	607

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	164	120	98
Grade 1	107	108	117
Grade 2	97	109	96
Grade3	111	101	110
Grade 4	125	118	87
Grade 5	107	120	99
Total Enrollment	711	676	607

Conclusions based on this data:

Although enrollment has declined from 711 students in 2018-19 to 607 in 2020-21, enrollment by student sub group has remained consistent. McKinna's significant ethnic subgroup is Hispanic/Latino, with 97% students classified as Hispanic/Latino within the 2020-21 school year. It is important to note that a majority of McKinna's students in 2020-21 were classified as Socioeconomically Disadvantaged and English Learners. The high percentage of Socioeconomically Disadvantaged and English Learner sub groups are considered historically under-served, under-performing populations. At time of publication of the SPSA for 2021-22, McKinna's -K-5 student count is 568. McKinna is committed to full consideration of District values of Equity, Integrity, Service & Accountability when planning goals and actions for all McKinna students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	564	527	456	79.3%	78.0%	75.1%
Fluent English Proficient (FEP)	29	60	60	4.1%	8.9%	9.9%
Reclassified Fluent English Proficient (RFEP)	31	51	20	5.4%	9.0%	3.8%

Conclusions based on this data:

The data shows a slight decrease in EL percentages between the 18-19 and 20-21 school years. However, the percentage in students who are Fluent English Proficient has increased from 4.1% in 2018-2019 to 9.9% in 2020-2021. There has been a drop in the number of students who have reclassified from 2018-2019 to 2020-2021 from 5.4% to 3.8%. This drop can be explained having had distance learning for most of the 2021-2022 school year. Due to COVID, state testing was suspended for 2019-20 school year and the validity of local assessments such as STAR 360 Reading was difficult to ascertain. To be reclassified during 2021-22, students need an overall 4 on ELPAC in addition to demonstrating proficiency through the STAR 360 Assessment. Our McKinna focus to strengthen first instruction will provide our students opportunities to be stronger readers and writers and stronger candidates to meet reclassification criteria.

Because 75.1% of McKinna students are designated as English Language Learners in 2020-21, academic language acquisition is essential to access rigorous Common Core Standards in reading, writing and math, due to the complex, multi-step word problems. In order to increase the percentage of students reclassifying, they need to be exposed to higher rigor, academic language, reading and writing in all grade levels.

McKinna has made progress in building effective support systems to strengthen teaching and learning practices for all students. This is especially evident in McKinna's commitment to address the academic and social-emotional needs of our English Learners and Socioeconomically Disadvantaged students which make up the majority of our school's population. Teachers have been trained in and utilize strategies to provide scaffolding and access to rigorous Common Core Standards in ELA/Literacy and math. During the 2021-22 school year, grade level teams will continue to collaborate as Professional Learning Communities (PLCs) to provide differentiated instruction for ELA/literacy and math as well as support for English learners with designated English Language Development instruction.

English Learners are flexibly grouped based on language needs and monitored through multiple formative assessments given throughout the year. Focus of designated and integrated ELD is to strengthen reading, writing, speaking and listening skills through targeted instruction. McKinna plans to offer tutoring and enrichment opportunities in literacy and math outside of the school day as funding and staffing permit.

McKinna will continue working on bolstering the acquisition of academic English through a rigorous approach to both integrated and designated English Language Development by following the District DLI pedagogy, with an emphasis on standards based teaching and learning, writing and oracy across content areas including math where emphasis will be placed on teaching and learning in areas of problem solving, data analysis, and communicating reasoning.

School and Student Performance Data

Star Early Literacy

McKinna Elementary School										
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Star Early Literacy Average
		Level 1		Level 2		Level 3		Level 4		
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Scale Score
Grade K	92	30	33%	17	18%	17	18%	28	30%	571
Grade 1	119	30	25%	18	19%	18	15%	48	40%	699
Grade 2	90	46	51%	11	28%	11	12%	8	9%	727

Conclusions based on this data:

The Star 360 Early Literacy results from Spring 2020-2021 indicates only 30% of the students in K are At/Above Benchmark, 40% of first graders are At/ Above Benchmark, and only 9% of second graders are At/ Above Benchmark. Second grade students were in the end of their Kinder year when the pandemic began, a crucial time in their academic experience, one in which students are learning foundational reading skills. Additionally, the testing environment could not be ensured to provide optimal validity. Interestingly, 87 second grade were also assessed on the STAR 360 Reading, a more complex assessment, and 27% of these students are At/Above Benchmark. Nevertheless, as a staff, we need to ensure our focus is on strong first instruction, and a balanced literacy approach for all students to ensure students do well in reading. We also need to be strategic in our planning to meet the needs of all students so that their reading will improve.

School and Student Performance Data

Star Reading

McKinna Elementary School											
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark			
		Level 1		Level 2		Level 3		Level 4		Star Reading Average	
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 2	87	34	39%	14	16%	15	17%	24	28%	2.3	210
Grade 3	110	55	50%	18	16%	10	9%	27	25%	2.1	266
Grade 4	87	41	47%	22	25%	7	8%	17	20%	2	327
Grade 5	96	40	42%	20	21%	17	18%	19	20%	2.1	430

Conclusions based on this data:

The Star 360 Reading results from Spring 2020-2021 indicates only 28% of second grade students are At/Above Benchmark, 25% of third grade students are At/ Above Benchmark, 20% of fourth grader students are At/ Above Benchmark, and 20% of fifth graders are At/Above Benchmark. The majority of our students in grades 2nd-5th are not fairing well on the STAR 360 Reading assessment. Clearly, being on distance learning for over 15 months has negatively impacted our students. Second grade students were in the end of their kinder year when the pandemic began, a crucial time in their academic experience, one in which students are learning foundational reading skills. This is also the case for our third graders who were at the end of their first grade year. Our fourth grade students were at the end of their second grade year, and our fifth grade students were at the end of their third grade year. Additionally, the testing environment could not be ensured to provide optimal validity. As a staff, we need to ensure our focus is on strong first instruction, a balanced literacy approach for all students to ensure students progress in reading. Our teachers need to be strategic in their planning to meet the needs of all students so their reading can improve. Currently students in third- fifth grade are reading at a second grade level. The implication is that we provide students with scaffolds, oracy to strengthen their academic vocabulary and various opportunities for guided, shared reading, and small group reading. Our PLC meetings have to be centered on first instruction, differentiating learning to ensure our students can continue to access grade level content while improving their reading skills.

School and Student Performance Data

Star Math

McKinna Elementary School											
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark			
		Level 1		Level 2		Level 3		Level 4		Star Math Average	
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 1	119	21	18%	18	15%	20	17%	60	50%	3	359
Grade 2	88	32	36%	18	20%	17	19%	21	24%	2.3	422
Grade 3	110	46	42%	24	22%	14	13%	26	24%	2.2	486
Grade 4	86	32	37%	22	26%	8	9%	24	28%	2.3	551
Grade 5	96	30	31%	24	25%	11	11%	31	32%	2.4	619

Conclusions based on this data:

Our STAR 360 Math assessments indicate 50% of our first grade students are AT/Above Benchmark and 33% below benchmark. Only 24% of 2nd grade students are At/Above Benchmark and 56% are below benchmark. 24% of third grade students are At/Above Benchmark and 64% below benchmark. 28% of fourth grade students are At/Above Benchmark and 63% are below benchmark. 32% of our 5th grade students are At/Above Benchmark and 56% are below benchmark. As educators we have a difficult job ahead of us. We need to use data to plan instruction that will ensure our students are attaining grade level content. Teachers will need to effectively collaborate with grade level colleagues to provide scaffolds, academic vocabulary and supports to make gains in math. Students need to be able to think critically while learning math.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Language Arts and Math

LEA/LCAP Goal

All students will reach high academic standards in reading and mathematics.

Goal 1

All Students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics.

Identified Need

To increase the capacity of teachers to deliver effective data-driven instruction
 To provide equipment, materials and technology resources that support high quality instruction
 To provide opportunities for teachers to collaborate to improve teaching and learning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR 360 Early Literacy	<p>STAR Early Literacy K-2, English & Spanish: Fall 2021</p> <p>Data shows percentage of students in K-2 students at levels 1-4 in Early Literacy STAR Reading per district benchmarks. In K -3 DLI, assessments in Spanish & English</p> <p>K English: results for 92 students At or above benchmark- level 4: 28 students or 30% On watch-level 3: 17 students or 18% Intervention-level 2: 17 students or 18% Urgent Intervention - level 1: 30 or 33%</p> <p>K Spanish: results for 86 students</p>	<p>STAR Early Literacy Goal K-1, English & Spanish</p> <p>By Spring 2022: Increase the percentage of students at or above benchmark (levels 3 & 4) by 10% in each grade level.</p>

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

At or above benchmark- level 4: 44 students 51%
 On watch-level 3: 18 students 21%
 Intervention-level 2: 16 students 19%
 Urgent Intervention - level 1: 8 students 9%

1st grade- English: results for 119 students
 At or above benchmark- level 4: 48 students 40%
 On watch-level 3: 18 students 15%
 Intervention-level 2: 18 students 19%
 Urgent Intervention - level 1: 30 students 25%

1st grade- Spanish: results for 90 students
 At or above benchmark- level 4: 23 students 26%
 On watch-level 3: 11 students 12%
 Intervention-level 2: 20 students 22%
 Urgent Intervention - level 1: 36 students 40%

2nd grade- English: results for 90 students
 At or above benchmark- level 4: 8 students 9%
 On watch-level 3: 11 students 12%
 Intervention-level 2: 11 students 28%
 Urgent Intervention - level 1: 46 students 51%

2nd grade- Spanish: results for 79 students
 At or above benchmark- level 4: 30 students 38%
 On watch-level 3: 11 students 14%
 Intervention-level 2: 21 students 27%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Urgent Intervention - level 1: 17 students 22%</p>	
<p>STAR READING 2nd-3rd grade- English & Spanish</p>	<p>STAR READING 2nd grade- English & Spanish, Fall</p> <p>Data shows percentage of students is 2nd graders in levels 1-4 in STAR 360 Reading per state benchmarks Assessments in English & Spanish for 2nd and 3rd grade DLI.</p> <p>2nd grade- English: results for 87 students At or above benchmark- level 4: 24 students 28% On watch-level 3: 15 students 17% Intervention-level 2: 14 students 16% Urgent Intervention - level 1: 34 students 39%</p> <p>2nd grade- Spanish: results for 93 students At or above benchmark- level 4: 31 students 33% On watch-level 3: 14 students 15% Intervention-level 2: 24 students 26% Urgent Intervention - level 1: 24 students 26%</p> <p>3rd grade- English: results for 110 students At or above benchmark- level 4: 27 students 25% On watch-level 3: 10 students 9% Intervention-level 2: 18 students 16% Urgent Intervention - level 1: 55 students 50%</p>	<p>STAR Reading Goal 2nd grade English & Spanish</p> <p>By Spring 2022: Increase the percentage of students at or above benchmark (level 3 & 4) by 10% in each grade level.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>3rd grade- Spanish: results for 80 students At or above benchmark- level 4: 29 students 36% On watch-level 3: 15 students 19% Intervention-level 2: 14 students 18% Urgent Intervention - level 1: 22 students 28%</p>	
<p>STAR READING 4th-5th grade - English</p>	<p>STAR READING 4-5th grade - English, Fall</p> <p>Data shows percentage of students is 4-5 grade in levels 1-4 in STAR 360 Reading per state benchmarks. Assessments in English for 3-5.</p> <p>4th grade- English: results for 87 students At or above benchmark- level 4: 17 students 20% On watch-level 3: 7 students 8% Intervention-level 2: 22 students 25% Urgent Intervention - level 1: 41 students 47%</p> <p>5th grade- English: results for 96 students At or above benchmark- level 4: 19 students 20% On watch-level 3: 17 students 18% Intervention-level 2: 20 students 21% Urgent Intervention - level 1: 40 students 42%</p>	<p>STAR Reading Goal 3-5th grade English</p> <p>By Spring 2022: Increase the percentage of students at or above benchmark (level 3 & 4) by 10% in each grade level.</p>
<p>STAR Math Grades 1-5 - English</p>	<p>Data shows percentage of students in 1-5 grade in levels</p>	<p>STAR 360 Math Goal, grades 1-5</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>1-4 in STAR 360 Math per state benchmarks. Assessments in English.</p> <p>1st grade- Math: results for 119 students At or above benchmark- level 4: 60 students 50% On watch-level 3: 20 students 17% Intervention-level 2: 18 students 15% Urgent Intervention - level 1: 21 students 18%</p> <p>2nd grade- Math: results for 88 students At or above benchmark- level 4: 21 students 24% On watch-level 3: 17 students 19% Intervention-level 2: 18 students 20% Urgent Intervention - level 1: 32 students 36%</p> <p>3rd grade- Math: results for 110 students At or above benchmark- level 4: 26 students 24% On watch-level 3: 14 students 13% Intervention-level 2: 24 students 22% Urgent Intervention - level 1: 46 students 42%</p> <p>4th grade- Math: results for 86 students At or above benchmark- level 4: 24 students 28% On watch-level 3: 8 students 9% Intervention-level 2: 22 students 26% Urgent Intervention - level 1: 32 students 37%</p> <p>5th grade- Math: results for 96 students</p>	<p>Spring 2022: Increase the percentage of students at or above benchmark (level 3 & 4) by 10% in each grade level.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>At or above benchmark- level 4: 31 students 32%</p> <p>On watch-level 3: 11 students 11%</p> <p>Intervention-level 2: 24 students 25%</p> <p>Urgent Intervention - level 1: 30 students 31 %</p>	
ELPAC Assessment for grades 3-5	<p>English Learners:</p> <p>Number of EL students that reclassified:</p> <p>During the 2020-21 School Year: 1 Student</p> <p>During the 2019-20 School Year: 6 Students</p>	Increase the number of English Learner reclassifications by 5%.
CAASPP-ELA - Grades 3-5	<p>CAASPP Results for ELA, 3-5th 2018-19:</p> <p>% Standard Exceeded: 3.75%</p> <p>% Standard Met: 13.13%</p> <p>% Standard Nearly Met: 16.16%</p> <p>% Standard Not Met: 62.81%</p> <p>CAASPP Assessments were not administered during the 2020-2021 school year.</p>	CAASPP, ELA 2021-2022- The number of students scoring "Met Standard" or "Exceeded Standard" based on 2021-2022 CAASPP assessment data will increase by 10% in each grade level.
CAASPP Math- Grades 3-5	<p>CAASPP Results for Math, 3-5th 2018-19:</p> <p>% Standard Exceeded: 2.77%</p> <p>% Standard Met: 9.85%</p> <p>% Standard Nearly Met: 22.46%</p> <p>% Standard Not Met: 64.92%</p> <p>CAASPP Assessments were not administered during the 2020-2021 school year.</p>	CAASPP, Math 2021-2022: The number of students scoring "Met Standard" or "Exceeded Standard" based on 2021-2022 CAASPP assessment data will increase by 10% in each grade level.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students listed above.

Strategy/Activity

Teachers will focus on Common Core Standards with the support of site purchased resources and District adopted resources, assessments (STAR 360,ELD,IABs, curriculum embedded assessments) and technology with all students within DLI and SEI programs. Balanced literacy, math, social science and science standards for Dual Language classes as developed within the DLI units for K-3 and through resources like Mystery Science which is funded through the District.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

	District Funded 4000-4999: Books And Supplies Curriculum and assessments
	District Funded 1000-1999: Certificated Personnel Salaries Certificated salary for Literacy Teacher
	District Funded 5800: Professional/Consulting Services And Operating Expenditures District funded PD and resources like Renaissance, Mystery Science, Lexia, Myon, STMath
2,692	Title III 4000-4999: Books And Supplies Spanish books to increase Spanish reading options (to support English Learners & DLI)
	Title I 4000-4999: Books And Supplies Books & Supplies to supplement standards based instruction for literacy, language, science & social science, listed in Goal 1, Strategy 23

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Title 1 and LCFF funds will be utilized for grade level and cross grade level PLCs, and PDs to analyze data to inform and refine standards based instruction and intervention as well as planning and refining high leverage teaching and learning practices to include oracy and writing across content areas school wide within science, social science, math, ELD and literacy. In addition, funds will be used to support professional development in Canvas, balanced literacy and first instruction to help deliver effective instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

6,043

LCFF

1000-1999: Certificated Personnel Salaries supplemental grade level collaboration, and extra hours for PD, tutoring and enrichment, hourly pay and benefits

12,086

Title I

1000-1999: Certificated Personnel Salaries supplemental grade level collaboration, and extra hours for PD, tutoring and enrichment, hourly pay and benefits

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Two ISPs hired to provide supplemental support within the language of instruction beyond teacher first instruction and differentiated intervention in reading, writing and math. ISPs funded through McKinna Title I and Title III funds.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

29,002

Title I

	1000-1999: Certificated Personnel Salaries Salary & benefits for site funded ISP
29,002	Title III 1000-1999: Certificated Personnel Salaries Salary & benefits for site funded ISP

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
-----------	-----------

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Support for English Learners within the K DLI program

Strategy/Activity

Bilingual para-educators will be utilized to provide ELA and Spanish Language Arts for support in literacy, language and oracy within DLI Kindergarten classes. Instructional assistants will be utilized to support English Language Development and academic achievement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
-----------	-----------

	District Funded 2000-2999: Classified Personnel Salaries Classified salary & benefits for bilingual para-educator support within DLI K classes, 90 minutes per day per class
--	--

	District Funded 2000-2999: Classified Personnel Salaries Classified salary and benefits for para educators to support before school, K-1 classes, and after school student learning
--	---

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

District funded Literacy Teacher to provide reading intervention to address learning gaps in reading created by disruption of traditional school due to COVID 19.

Strategy/Activity

District funded Literacy Teacher to provide reading intervention to address learning gaps for targeted students created by disruption of traditional school due to COVID 19.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
District funded Literacy Teacher

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Conduct weekly student support meetings including COST-SST, IEP and 504 meetings to support student achievement and social-emotional Tier 2 and 3 needs. SST and IEP team meetings include the Psychologist, RSP, Speech and Language Pathologist, ORC, Principal, General Education Teacher, Counselor and the parents. The Social Worker and District Behaviorist are invited as needed to further ensure wrap around services within this MTSS model. Ongoing review of student progress and needs through the IEP process for students designated to receive Special Education services helps the team make recommendations for goals for 1st instruction and intervention.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

10,274

LCFF
1000-1999: Certificated Personnel Salaries

	Teacher Substitutes to release general ed and SPED teachers as needed
	District Funded 1000-1999: Certificated Personnel Salaries Certificated salaries for Counselor, RSP, Speech, Psychologist
	District Funded 2000-2999: Classified Personnel Salaries Classified salary: ORC
3,625	Title I 1000-1999: Certificated Personnel Salaries Teacher Substitutes to release general ed and SPED teachers as needed

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide PD in academic language development, math, reading, writing, data analysis, Canvas and other technology as well as language and literacy development through both designated and integrated ELD and Spanish Language Development based on academic program of instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries PDs & PLCs specific to DLI
	District Funded 1000-1999: Certificated Personnel Salaries Certificated salaries: District math & science TOSA
	LCFF 1000-1999: Certificated Personnel Salaries Included in Goal 1, strategy/activity #2

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Teachers will promote and monitor independent reading through district funded resources like MyON, AR and Lexia which are required learning applications for all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
5000-5999: Services And Other Operating Expenditures
District funded programs like MyOn & Renaissance-AR, Lexia

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Leadership Team PLC opportunity to examine data and develop and evaluate action plans for strengthening "First Instruction" and writing across all content areas.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Teacher extra hours already included in Goal 1, strategy 2

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Teachers will use subscriptions and applications to support literacy, language, math, and science. They will differentiate utilizing technology with programs like Lexia to increase student achievement and provide opportunities to accelerate growth for GATE students while filling the skill and learning gaps for struggling readers.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,000

Source(s)

Title I
5000-5999: Services And Other Operating Expenditures
Subscriptions, apps & publications, virtual field trips

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Instructional materials and supplies for school and home to enhance academic achievement, promote social-emotional development and encourage home-school connection through family engagement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

34,254

Source(s)

LCFF
4000-4999: Books And Supplies
Materials and Supplies, warehouse,
Graphics Services

118

Title I
4000-4999: Books And Supplies
Materials and Supplies

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students including special population groups.

Strategy/Activity

Classified staff will provide extra support and assistance for special projects including supervision and translation for conferences, parent meetings and outreach and trainings for families.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,331	Title III 2000-2999: Classified Personnel Salaries Verbal Translation-Extra Help
2,695	Title III 2000-2999: Classified Personnel Salaries Translation OT and Clerical OT
2,417	LCFF 1000-1999: Certificated Personnel Salaries counselor extra support
7,921	LCFF 2000-2999: Classified Personnel Salaries Campus supervisor additional hours
665	LCFF 2000-2999: Classified Personnel Salaries Child Care
1,331	LCFF 2000-2999: Classified Personnel Salaries Extra hours for clerical
1,331	LCFF 2000-2999: Classified Personnel Salaries Substitute for clerical
2,661	LCFF 2000-2999: Classified Personnel Salaries Clerical OT
8,150	LCFF 2000-2999: Classified Personnel Salaries Instructional Assistants
3,992	LCFF 2000-2999: Classified Personnel Salaries Playground Aides Extra Help

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide funding for conferences, workshops and professional development to support school wide goals for academic achievement and social-emotional development.pertaining to English Language Learners

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

20,000

LCFF
5000-5999: Services And Other Operating Expenditures
Conference fees for virtual conferences and PD

1,000

Title III
5000-5999: Services And Other Operating Expenditures
Travel and conferences

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Field Trips funded to provide enrichment activities and to enhance academic achievement for all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2,000

Title I
5000-5999: Services And Other Operating Expenditures
Virtual field trips

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students to support multi-media strand

Strategy/Activity

Students will utilize technology for research and demonstrate learning through digital presentations including iBooks, slide shows, videos and podcasts that will support academic achievement, assist in bridging to middle school, and support McKinna's multi-media strand. McKinna's multi-media strand is aligned to 21st century technology goals for students to utilize technology as creative critical thinkers.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

no additional cost

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Computer supplies (headsets, cartridges for printers, software, dongles, and cables) will be purchased to support delivery of curriculum.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

4,000

Title I
4000-4999: Books And Supplies
computer supplies and software

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Enrolled students within ASP

Strategy/Activity

The After School Program will be offered to students in grades 1-5 and will provide enrichment for students through opportunities for collaborative learning & hands on academic activities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

--

District Funded
5000-5999: Services And Other Operating Expenditures
Program materials & operating costs

--

District Funded
1000-1999: Certificated Personnel Salaries
Teacher liaison

Strategy/Activity 19

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Library media support personnel to promote literacy, oversee instructional materials, and update McKinna web site.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

--

District Funded
2000-2999: Classified Personnel Salaries
Library media support

683

LCFF
2000-2999: Classified Personnel Salaries
Library media extra support

Strategy/Activity 20

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Equipment (Duplo, Copiers, Laminators, and radios) will be maintained and repaired as necessary to support instruction for academic achievement and student safety.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000	Title I 5000-5999: Services And Other Operating Expenditures Copy Machine
1,600	LCFF 5000-5999: Services And Other Operating Expenditures Maintenance agreements
2,912	LCFF 5000-5999: Services And Other Operating Expenditures Services, operations
3,000	LCFF 5000-5999: Services And Other Operating Expenditures Rentals, leases and repairs

Strategy/Activity 21

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Tutoring and enrichment opportunities for students to improve academic achievement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
-----------	-----------

12,095

LCFF - Intervention
1000-1999: Certificated Personnel Salaries
Teacher salaries and benefits for extra hours,
tutoring and enrichment

Strategy/Activity 22

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

A Teacher Liaison will be designated for the After School Program to coordinate communication with the after school program and help support school needs by organizing curriculum, providing modeling, mentoring, and professional development for after school staff.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded

Teacher Salary

Strategy/Activity 23

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English learners and DLI program for all students to promote language proficiency in Spanish

Strategy/Activity

Spanish and English Books will be purchased to support English learner language acquisition.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

Title III
4000-4999: Books And Supplies

	Books to support English Learners accounted for in Strategy 1
274	Title I 4000-4999: Books And Supplies Books in Spanish and English for library to increase non-fiction and support standards based instruction
5,708	LCFF 4000-4999: Books And Supplies Books to support Social-Emotional Learning as well as for promoting literacy in English and Spanish

Strategy/Activity 24

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Language and literacy development will be fostered through both designated ELD instruction and integrated ELD throughout the instructional day, incorporating oracy strategies to provide access to rigorous standards across all content areas. Emphasis on oracy, reading and writing across content areas.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

	District Funded
	Curriculum

Strategy/Activity 25

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students, including students designated special education and students designated as GATE

Strategy/Activity

Reading and math incentives will be used to support AR and math goals by encouraging participation and awarding growth.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
4000-4999: Books And Supplies
Incentives, included in Goal 1, Strategy 12

Strategy/Activity 26

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 27

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

McKinna's school wide focus for the 2020-2021 school year was to strengthen "First Instruction" adhering to the Oxnard School District's literacy/biliteracy pedagogy, that promotes a balanced literacy approach to teaching and learning. Aligned with the OSD pedagogy, McKinna's emphasis was on standards based instruction and the strategic teaching of writing across all content areas. In addition, McKinna's school wide instructional focus includes the strategic integration of oracy strategies to foster academic language across all content areas.

McKinna utilizes the walk through protocol during weekly classroom visits to gather data around observed instructional practices that were aligned with the OSD literacy/biliteracy pedagogy and these school wide commitments. McKinna's leadership team identified 5 key "Instructional Look Fors" to ensure a deeper focus to the school wide commitments to improve instruction.

These "Instructional Look Fors" include the areas below which are research based essential "First Instruction" practices shared within the Dual Language Immersion program.

1. Student Engagement: Students are doing most of the talking and participating in meaningful, cooperative learning with varied work groupings. Conversations are purposeful, academically focused and linked to content/text.
2. Student Engagement and Scaffolds for Oracy: Active participation of all students with scaffold support provided by teachers and students.
3. Standard's based instruction and focus on writing tied to content: Evidence of standard-based writing in content areas. Student writing is connected with content (Social Science, Science, Math)
4. Clear learning objectives for both language and content: Students have a clear understanding of the activity. Frequent checking for understanding corrective feedback.
5. Evidence of well-established routines and practices.

Data collected during classroom visits was specific, observable and without judgement for the purpose of reflection and identifying professional development needs to ensure ongoing improvement around teaching and learning. Data from classroom visits was reviewed by the leadership team and staff to create and implement McKinna's professional development plan. McKinna staff prioritized professional development needs around oracy and writing. Within the professional learning community model grade level teams collaborated within and across grade levels to identify and consistently implement high leverage oracy strategies to build and scaffold academic language and high leverage writing strategies to be utilized throughout the writing process.

High leverage oracy strategies include but are not limited to the following examples which were observed during classroom visits:

**Total physical response (TPR), ** Integration of realia/pictures aligned to oracy building to scaffold academic language ** Focused/Intentional partnering with targeted vocabulary and sentence frames. ** Integration of oracy rubrics to monitor language development needs

High leverage practices for strategic writing instruction include but are not limited to the following practices throughout the writing process which were observed during classroom visits:

** Integration of graphic organizers ** Opportunities to share orally through the writing process
** Guided whole group interactive writing ** Guided and independent writing ** Integration of rubrics & benchmark models

Teacher leaders shared resources and modeled best practices for oracy and writing instruction to increase frequency and efficacy of the high leverage practices listed above. Data from classroom

visits indicated increased grade level alignment and implementation of these practices within classroom instruction.

During the 2021-22 school year, the McKinna staff will continue to focus on research based "Best First Instruction" practices. Ongoing school wide collaboration and professional development focusing on effective implementation of standards based instruction for literacy and language development throughout the instructional day.

Teaching and learning during the instructional day includes but is not limited to the following practices to promote high student engagement:

**Students asking questions ** Orally responding to prompts ** Academic discourse
**Collaborative Conversations **Explaining understanding **Clear objectives and checks for understanding

Teaching and learning during the instructional day includes but is not limited to the following practices to promote integrated standards based instruction:

** Project-based learning based on social studies/science integrated with literacy and math presentations

Teaching and learning during Independent learning includes but is not limited to the following practices to reinforce literacy and math skills:

** Students independent skill practice with learning applications like MyOn/AR, Lexia, ST Math,
**Students designing projects and creating presentations

Another essential area of focus for school wide collaboration and professional development centers on building school wide capacity around the effective utilization of Canvas, the District wide learning management system. McKinna continues to schedule dedicated collaboration and professional development opportunities throughout the year for staff, students and families in the areas of instruction and technology. Collaboration and training opportunities for staff and families are essential to help build school wide capacity for effective teaching, learning and communication throughout the school year.

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

As stated previously, McKinna's school wide focus for the 2020-21 school year was to strengthen "First Instruction" adhering to the Oxnard School District's literacy/biliteracy pedagogy, that promotes a balanced literacy approach to teaching and learning during a non traditional setting. This year our focus will continue to be strengthening first instruction in the classroom. Aligned with the OSD pedagogy, McKinna's emphasis will be on standards based instruction and the strategic teaching of writing across all content areas. In addition, McKinna's school wide instructional focus included the strategic integration of oracy strategies to foster academic language across all content areas. McKinna staff is committed to utilizing both state and local assessments to inform and improve instruction, a consistent practice throughout the school year. Because this is an ongoing process within grade level and cross grade level collaboration, teachers have the opportunity to adjust instruction to meet the needs of students. Data collected through classroom visits will be utilized to plan professional development needs. The focus of professional development centered on improving instruction for language and oracy strategies and for teaching the writing process utilizing graphic organizers, rubrics, and benchmark models for writing. During grade level and cross grade level PLCs, teachers will continue to examine and calibrate student writing together to look for patterns, strengths and areas of need. Clear progress and growth in teaching and learning

was evident in data gathered through classroom visits as well as student writing and other formative assessments.

The 2021-22 school year Instructional plan provided the roadmap and resources for ensuring all students have access to technology, access to grade level content, rigorous learning opportunities, and resources within a cohesive District wide plan for instruction.

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 2020-21 school year instructional plan provides the roadmap and resources for ensuring all students had access to technology and resources within a cohesive District wide plan for instruction during a non traditional school setting. This year our instructional plan will shift to support our students in a in person learning setting. An emphasis will be placed on improving and enhancing tier 1 instruction, meaning the instruction that all students are provided in the classroom. As in previous years, a significant amount of money will be set aside to support standards based interventions and tutoring for students that are not currently accessing grade level content. An emphasis will also be placed upon continuing to provide ample time for teachers to collaborate and analyze data through the use of Professional Learning Communities (PLCs) on a regular basis.

Grade level teams continue to use formal and informal assessment data and observations to plan and differentiate instruction to address student needs. McKinna staff will continue to focus on research based "Best First Instruction" practices. Ongoing school wide collaboration and professional development will continue to focus on effective implementation of standards based instruction for literacy and language development.

Teaching and learning during the instructional day includes but is not limited to the following practices to promote high student engagement:

**Students asking questions **Orally responding to prompts **Academic discourse **Collaborative conversations ** Explaining understanding ** Clear Objectives and checks for understanding

Teaching and learning during the instructional day includes but is not limited to the following practices to promote integrated standards based instruction:

** Project-based learning based on social studies/science integrated with literacy and math presentations

Teaching and learning during independent learning includes but is not limited to the following practices to reinforce literacy and math skills:

** Students independent skill practice with learning applications like MyOn/AR, Lexia, ST Math, **Students designing projects and creating presentations

All grade level teams are committed to the PLC Guiding Goals to improve first instruction utilizing Canvas, the learning management system. The following commitments remain the focus of our school wide goals:

- We will build a Data Driven Culture school wide to increase student achievement.
- We will implement high leverage teaching and learning practices school wide to increase student achievement

- We will teach, model and reinforce school wide expectations and social-emotional strategies to increase self-regulation, resilience and peaceful problem solving.
- We will commit to standards based teaching and learning within a balanced literacy model.
- We will focus on strategic teaching of writing across all content areas: math, science, social science, ELD time, PE, social –emotional
- We will focus on Oracy – strategic scaffolds, strategies, supports integrated within teaching and learning across all content areas

McKinna will utilize state and district assessments, including CAASPP, ELPAC, with a special emphasis on current assessments within STAR 360, and writing assessments as well as site based assessments determined by grade level teams to monitor student progress and growth.

The Star Early Literacy Reading Comparisons Data in English from Fall 2020-21 to Fall 2021-22 shows a decrease in percentage of students testing at or above grade level (level 3 & 4) from 55% in the Fall of 2020, to 48% in the Fall of 2021. Star Early Literacy Spanish from Fall 2020-21 to Fall 2021-22 show a decrease in percentage of students testing at or above grade level (level 3 & 4) from 73% to 62%.

Star Reading comparison Data in English from Fall 2020-2021 shows an increase in overall percentage of students in grades 2-5th from 20% at or above grade level (level 3 & 4) in Fall 2020-2021 to 36.25% in Fall 2021-2022. Star Reading comparison Data in Spanish from Fall 2020-2021 shows a decrease in overall percentage of students in grade 2 from 70% at or above grade level (level 3 & 4) in Fall 2020-2021 to 48% in Fall 2021-2022.

The Star Math Comparison Data shows growth from Fall 2020-21 to Fall of 2021-22 in the overall proficiency in math school wide at levels 3 and 4 from 24.2% to 45.4%.

Grade level teams will continue to utilize multiple data points and formative assessments to monitor student progress.

The McKinna leadership team and staff identified the high leverage practices stated above as a cycle of reflection utilizing data to improve and refine instruction. This is especially important in the areas of oracy and writing across grade levels and content areas. K-3 will continue to follow DLI units which included standards based instructional plans for Spanish and English in social science, science, language, reading, writing and math. Analysis of data shows a need for improved, systemic, purposeful, and evidence-based collaboration; an increased number of common formative assessment benchmarks to more closely progress monitor student achievement; an emphasis on academic writing across all core subject areas; and continued focus on integrating Mathematical Mindset strategies to promote students' critical thinking and problem solving skills in the area of Mathematics. Goal 1 highlights opportunities for grade level collaboration to analyze student data and plan instruction to improve academic achievement. Goal 2 address strategies to strengthen social-emotional supports through PBIS framework. Goal 3 strategies focus on the home -school connection essential to maximize student achievement.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP Goal

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

To decrease the suspension rate
 To increase positive behavior
 To improve student attendance
 To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance	The average attendance from August- March of the 2019-20 school year was 95.92%. Attendance was not calculated for the 2020-2021 school year.	Attain an annual average attendance rate of 97% or higher in each grade level.
Engagement	The number of office referrals assigned during August- March of the 2019-2020 school year, was 142. Having returned to in person learning, McKinna has the opportunity to set a new baseline for office referrals during the current 2021-2022 school year.	To decrease the number of office referrals by 10% and increase the engagement time spent in the classroom.
Panorama Survey	McKinna students in 3rd-5th grade took the Panorama Survey twice during the 2020-2021 school year. The survey provided a baseline data in the	To increase 10% in all areas.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>areas of student SEL competencies and learning supports/environments. Our overall rating in SEL during the 2020-2021 school year was 61.5%, rated as good.</p> <p>Growth Mindset-53% Self Management- 59% Social Awareness- 62% Emotion Regulation- 47% Teacher Student Relationships- 76% Sense of Belonging- 72%</p>	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue implementation of the Positive Student Behavior Support (PBIS) Program to promote a safe and nurturing school learning environment that supports students at all levels of the MTSS pyramid of support. McKinna will focus on clear behavior expectations in common areas such as the cafeteria, playground and hallways. Champs and STOIC will support our focus on learning classroom expectations.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
5000-5999: Services And Other Operating Expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continued training, implementation and provide student incentives to improve attendance and behavior. Support PBIS to teach self regulation and responsibility, including support to reinforce behavior expectations.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

LCFF
4000-4999: Books And Supplies
Student incentives for attendance, engagement, behavior & academics, funding allocated in Goal 1

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Social-emotional learning through counselor led community circles, individual and small group instruction, ongoing monitoring through Panorama. In addition, our school counselor will do SEL lessons in the classroom to reinforce positive behavior and provide social emotional supports. Our counselor will plan and organize school wide activities to support tier 1 students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Counselor focus on Social -emotional learning,
District funded

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Attendance and Student Engagement rates will be monitored and Mini SARB meetings will be held for those students with excessive absences. Counselor and ORC to monitor student engagement. Meetings and home visits to address chronic absences.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
2000-2999: Classified Personnel Salaries
ORC, Social worker, attendance tech

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Students underperforming on grade-level Common Core State Standards and Students demonstrating social/emotional challenges.

Strategy/Activity

Continue implementing the RTI/MTSS model using the CST and SST process in order to monitor student attendance, counseling, and discipline data in order to identify students who are in need of targeted intervention and support to address social/emotional/behavioral needs. Wrap around services will be provided for students and their families to meet the social and emotional needs as well as support the implementation of a Restorative Justice Framework.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Counselor, ORC, Social Worker & Other support
staff, See Goal 1

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Campus Supervisors are hired and trained to monitor playground and lunchtime activities. They will also provide extra support and child care for meetings and events (SSC, ELAC, Back to School Night, Parent Education). Office and custodial staff will effectively maintain daily school operations to respond to student safety needs, monitor student attendance, and assist in documenting and filing incident reports.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
2000-2999: Classified Personnel Salaries
Classified salaries & benefits: Campus
Supervisors, Custodians, Office staff

LCFF
2000-2999: Classified Personnel Salaries
extra hours covered by site already
documented with Goal 1

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

School wide and grade level incentives provided for attendance, academic growth, positive leadership, peaceful problem solving.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

LCFF
4000-4999: Books And Supplies
Incentives, Already budgeted in Goal 1 with
LCFF targeted

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Additional playground activities,(ie. jacks, pick up sticks, balls and additional PE equipment and resources) added to promote social-emotional well being utilizing SPARKS PE Curriculum.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

LCFF
4000-4999: Books And Supplies
Materials and Supplies for PE, cost already
documented in Goal 1

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Training in COVID-19 safety protocols and Disaster Preparedness. Safety drills to reinforce safety and crisis response preparation. PBIS Team to review and revise Safety Plan.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded None Specified No additional cost

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity
Student discipline data will be monitored on an ongoing basis to inform intervention needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity
Build capacity around research based Tier 1 practices for strengthening positive student behavior and maximizing student instructional time. School digital sharing platform and guide to Common Sense Digital Safety training implemented school wide aligned with Canvas learning management system.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
None Specified
Ongoing PD

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Students underperforming on grade-level Common Core State Standards and Students demonstrating social/emotional challenges.

Strategy/Activity

Establish MTSS behavior model with Intervention Support Team. Conduct weekly student support meetings, including COST-SST, IEP and 504s to support student achievement and social-emotional Tier 2 and 3 needs.

Teachers will be released for meetings, observations, data review and progress monitoring.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Teacher release time (sub expense included in Goal 1)

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Counselor, ORC and Social worker will train staff to strengthen trauma informed practices and provide support to students and families as needed. Provide research-based individual and small group counselling services to students in need of social/emotional support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Counselor & ORC (see goal 1)
	District Funded 2000-2999: Classified Personnel Salaries ORC (see goal 1)
	District Funded Social Worker through Healthy Start County Program

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Targeted support for underperforming and at risk sub groups within Homeless and foster youth, SED, English Learners, African Americans & Special Education students

Strategy/Activity

Small group counseling, book study and tutoring support based on Panorama survey and student attendance and engagement data to support social-emotional & academic needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Counselor & teachers, funding for extra hours allocated in Goal 1

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Safety Team and community and District personnel will conduct training to strengthen crisis response preparedness and support school wide safety.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Teachers will teach digital citizenship and cyber safety through resources like Common Sense Media.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

Common Sense Media Program (no cost), no additional cost

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Students will create digital presentations including IBooks, slide shows, videos and podcasts that will demonstrate understanding and collaborative application of literacy and language development and civic responsibility.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All 5th grade students

Strategy/Activity

K-5th grades will take the Panorama survey 2 times a year per District assessment calendar within their classrooms with support of teachers, ORC and Counselor.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

no cost, Survey provided by the District

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

McKinna's population includes a a high percentage of at risk groups such as homeless and SED which needs to be taken in to consideration when creating and reviewing the SPSA to positively impact student attendance, student engagement, behavior and overall school culture and climate. A high need that impacts academic achievement is in the area of social-emotional need. Strategies and activities which address this need are listed in Goal 2. The McKinna community has a high percentage of referrals to Ventura County Behavioral Health, illustrating the high percentage of students and families who are dealing with trauma for a variety of reasons including substance abuse, domestic violence, mental health issues and immigration concerns. It is therefore,

especially important to provide a systematic approach to supporting the social-emotional needs of students who have experienced trauma.

These issues have been especially exasperated due to interruption in traditional schooling with COVID-19. The McKinna community will continue to foster responsive, restorative systems within a Multi-Tiered Systems of Support (MTSS) framework to create a positive learning environment school wide. School staff; including the ORC, school counselor, attendance tech, and principal; will meet regularly to monitor student attendance and student engagement, identify students at-risk of being identified as chronically absent, and develop and implement appropriate and meaningful supports, services, and incentives to increase students' positive attendance. School staff will provide support to families and will recommend and/or refer students or parents to Ventura County-based social services, counseling, or other community-based services or programs with the intention of offering families support to address barriers which negatively impact student attendance.

School wide focus on social-emotional needs include ongoing check ins, mindfulness practices, restorative circles and restorative dialogues. In addition, in order to address students' social, emotional, and behavioral needs, students are identified through the CST and SST process and through Panorama surveys, to receive individual and/or small group counseling services provided by our school counselor. The ORC will continue to work closely with students and families to address attendance and student engagement concerns now documented within Q, the student data system. Our progressive discipline matrix assists teachers and administration with clear guidelines for responding to student behavior at both the classroom and school levels. The Positive Behavior Intervention and Support model concentrating on STOIC (Structure, Teach expectations, Observe and monitor, Interact positively, and Correct fluently) guides all staff in providing a proactive and positive approach to managing student behavior both in and out of the classroom. Our PBIS/School Safety Team meets on an ongoing basis to analyze student discipline data, identify areas of focus, and provide recommendations to school staff in order to strengthen our school's positive learning environment. Ongoing recognition of positive behavior and academic growth is integrated throughout the year to recognize hard work and positive choices students make.

During the 2021-22 school year, McKinna teachers and staff will focus on building strong connections with our students, hosting positive school wide activities during on bullying prevention, drug prevention, school spirit and more. Furthermore, we will continue to work within the Safe and Civil School model through a continuous improvement process to provide guidance that is proactive, positive, and instructional offering an alternative means of correction to address student behavior that preserves student attendance and builds student responsibility, self-control and civic awareness. The goal of this approach is to reduce all behavioral and motivational barriers to learning by promoting safety and pro-social behavior, by supporting both academic and social emotional learning, and by enhancing staff consistency in teaching positive behavior expectations school wide. Panorama survey information for K-5 students will be utilized to target social-emotional learning needs for self-management, growth mindset, social awareness, emotional regulation, teacher-student relationships and sense of belonging. Emphasis will be placed on common language, instruction and intervention to ensure student success in school.

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

During Distance Learning it was difficult to provide emotional support to students. Our traditional school behavior concerns were halted during this time, yet our students were faced with other social emotional challenges. This year will be a new baseline for our student behavior. The

McKinna staff is committed to create a positive and safe learning environment that promotes positive behavior and interactions amongst students in the classroom, playground, and throughout our school. During the 2021-2022 school year we will continue to strengthen the systematic approach to improving school wide climate and culture. We will continue to use CHAMPS protocols within the classroom to promote positive behavior and increase self-regulation, thus decreasing loss of instructional time due to disruptive behaviors. In addition, we will recognize positive behavior and academic growth within classrooms and at school wide and/or grade level assemblies. Furthermore, we will continue to strengthen our COST-SST process to address Tier 2 and 3 academic and social-emotional needs of the students.

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

During the 2021-22 school year, McKinna will continue to build upon the MTSS model that works to align school wide systems and services to support District systems. The Panorama survey results for K-5th grades will be utilized to monitor social-emotional learning needs for self-management, growth mindset, social awareness, emotional regulation, teacher-student relationships and sense of belonging. This will provide staff and support personnel such as ORC and counselor with information to identify students and families who need additional assistance in areas of Wellness Accessibility, Wellness Mental Health and/or Wellness Physical Health. This data will also be utilized to plan and implement targeted support for social-emotional learning and specific needs. The COST/SST and IEP review process will be utilized to monitor student progress and plan behavior, academic and social -emotional interventions as well as determine need for referrals to outside mental health agencies. During COVID-19 Pandemic, McKinna staff will adhere to county and district safety and health guidelines before, during and after the instructional day. Ongoing monitoring and training will be provided and modifications implemented according to updates and guidance received throughout the year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities.
To facilitate parent involvement in the educational and social-emotional well-being of their children

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at family engagement meetings/events like SSC, ELAC, Workshops	2021-22 school engagement opportunities offered through virtual meetings for SSC, ELAC, PTA, Back to School Night, parent webinars and student conferences.	Provide opportunities for monthly educational and social family involvement and school-home connections through web site resources, social media platforms, workshops, Project 2 Inspire, SSC, ELAC, PTA and other family events through a virtual setting. Increase family participation in Parent Meetings.
Parent participation in SST and IEP meetings	2021-22 Benchmark: Various opportunities for parent/guardian participation through phone, zoom and in person for SST, IEP meetings.	Weekly SST and IEP meetings including multiple ways for parents to attend: phone, virtual and in person by request.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Build and communicate opportunities for strong family engagement through participation in decision making bodies like SSC, ELAC, PTA, and Project 2 Inspire to promote LCAP-SPSA Goals around teaching and learning, culture and climate. Site Tech will support in maintaining school website and marquee.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded

Communication via Blackboard connect, web site and Canvas, highlighted in Goal 1

District Funded

Counselor, ORC, Social Worker provide workshops, Goal 1

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Hold family/parent workshops on topics to support families and their children with a focus on mental health support through partnership with Logrando Bienestar and Interface mental health services.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded
No additional cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue to expand use of technology, school web site, social media, flyers and ongoing communication through Canvas with families about school events, programs and student progress.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Promote literacy, technology support, including Canvas, and school-home connection through monthly parent workshops offered during ELAC and SSC meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

LCFF
4000-4999: Books And Supplies
Materials and Supplies , included in Goal 1

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Parent conferences will be held twice a year. Translation support will be provided as necessary for parent meetings, conferences and other family communications.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

LCFF
2000-2999: Classified Personnel Salaries
Interpreters-translators, funding included in Goal 1

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Site support staff will provide workshops on parenting and child development including spearheading workshops through outside county agencies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

LCFF
4000-4999: Books And Supplies

materials for workshops included in Goal 1

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Parents will be invited to participate in student support meetings including SSTs, IEP and 504s to support student achievement and social-emotional Tier 2 and 3 needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded

ORC (see goal 1), funding already documented in Goal 1

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Incoming parent meetings will be held to familiarize parents with transition from pre-K to Kindergarten and 5th grade to middle school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

LCFF

1000-1999: Certificated Personnel Salaries
Teacher extra pay already included in goal 1
(see goal 1)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Title 1 Meetings will be held to review policies like the Parent Compact, Parent Involvement Policy and SPSA goals.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Covered in Goal 1, No additional cost

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Families of English Learners

Strategy/Activity

Provide parent leadership and training opportunities through Project 2 Inspire.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Parents will be invited to give input for reclassification for students who qualify to be re-designated as fluent English proficient.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

No cost

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

McKinna considers families the most essential partners in achieving goals within the SPSA. As such during the 2021-22 school year, McKinna will continue to offer our families various leadership and educational opportunities. The McKinna staff cultivates meaningful partnerships and authentic family engagement opportunities through structured meetings such as Back to School Night, Fall and Spring conferences, SSC, ELAC, PTA and more. McKinna partners with organizations like Ventura County Behavioral Health and Logrando Bienestar to offer workshops and services to families for mental health. Parent education is also offered through the school counselor, social worker and ORC. We are committed to making parents feel welcomed and valued on our campus. McKinna will utilize the web site, Blackboard Parent Connect, email, calls, Canvas, Zoom, our school marquee, video bulletins and social media to maintain ongoing communication with families.

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

Trauma is a barrier that significantly impacts student achievement. McKinna's high percentage of referrals to Ventura County Behavioral Health illustrate a large number of students and families are dealing with trauma for a variety of reasons including substance abuse, domestic violence, mental health issues and immigration concerns. Therefore, it is especially important to provide a systematic multi-tiered approach to connect families to community resources and to address the academic and social-emotional needs of students who have experienced trauma. The District funded ORC, counselor, social worker work closely with McKinna families to coordinate resources and maximize services for educational, mental and physical health through partnerships with organizations like Ventura County Behavioral Health. This is especially important during the 2021-22 school year to support academic, physical, and social-emotional needs created by the COVID pandemic.

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.

McKinna staff will continue to promote family engagement and empower parents/guardians as essential partners in their students' education. In addition to encouraging participation in decision making bodies like SSC, PTA and ELAC, McKinna will offer multiple venues for family engagement through workshops to promote literacy and technology skills, including a better understanding of Canvas. Parent workshops will be offered during the 2021-22 school year virtually to ensure safety during the COVID Pandemic. Parent workshops like Project 2 Inspire to increase EL parent engagement and advocacy will be offered through the District. McKinna will continue ongoing communication through venues like Blackboard Parent Connect, Canvas, phone calls, emails, webinars, social media and the school web site, video bulletins, and our school marquee. The school will include families in SST, IEP, 504, attendance review and goal setting meetings as well.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$94,825.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$219,862.00

Other Federal, State, and Local Funds

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

Federal Programs	Amount (\$)
Title I	\$58,105.00
Title III	\$36,720.00

Subtotal of additional federal funds included for this school: \$94,825.00

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

State or Local Programs	Amount (\$)
LCFF	\$112,942.00
LCFF - Intervention	\$12,095.00

Subtotal of state or local funds included for this school: \$125,037.00

Total of federal, state, and/or local funds for this school: \$219,862.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	58,105.00	0.00
Title III	36,720.00	0.00
LCFF	112,942.00	0.00
LCFF - Intervention	12,095.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	112,942.00
LCFF - Intervention	12,095.00
Title I	58,105.00
Title III	36,720.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	18,734.00
2000-2999: Classified Personnel Salaries	LCFF	26,734.00
4000-4999: Books And Supplies	LCFF	39,962.00
5000-5999: Services And Other Operating Expenditures	LCFF	27,512.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	12,095.00
1000-1999: Certificated Personnel Salaries	Title I	44,713.00
4000-4999: Books And Supplies	Title I	4,392.00
5000-5999: Services And Other Operating Expenditures	Title I	9,000.00
1000-1999: Certificated Personnel Salaries	Title III	29,002.00

2000-2999: Classified Personnel Salaries	Title III	4,026.00
4000-4999: Books And Supplies	Title III	2,692.00
5000-5999: Services And Other Operating Expenditures	Title III	1,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	219,862.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Erika Ragan	Principal
Leticia Batista	Classroom Teacher
Beatriz Viveros	Classroom Teacher
Veronica Garcia	Classroom Teacher
Elena Salgado	Other School Staff
Ruth Rocha	Parent or Community Member
Susana Lopez	Parent or Community Member
Guadalupe Ortiz	Parent or Community Member
Maria Diaz	Parent or Community Member
Roberto Vicente	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	School Site Council
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 10/25/21.

Attested:

	Principal, Erika Ragan on 10/25/21
	SSC Chairperson, Elena Salgado on 10/25/21

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

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

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019