School Year: **2020-21**

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
McKinna Elementary School	56725386055354	October 13, 2020	November 4, 2020

Purpose and Description

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

Schoolwide Program

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. McKinna has established Professional Learning Communities where teachers understand the value of grade level and cross grade level collaboration in grades K-5. In addition to weekly grade level collaboration opportunities, teachers have the opportunity for cross grade level PLCs. This is especially important for building school wide capacity within the DLI program in K-2 and Standards Based instruction across grade levels. In addition, the PLC model is essential to help McKinna teachers build and implement effective instruction within the new Learning Management System - Canvas. All grade level teams are committed to the PLC Guiding Goals to improve first instruction: Universal/Essential Understandings, Commitments, Agreements -- Every grade level, every class, every student, every day:
- 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 a nd 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

The McKinna School Site Council meets regularly throughout the school year to ensure that the SPSA is being implemented as written, and that 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 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

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.

McKinna's school wide focus for the 2019-20 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 last year was 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.

Last year, McKinna utilized 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" included 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 & 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. 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 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.

Data collected during the learning walks was specific, observable and without judgment for the purpose of reflection and identifying professional development needs to ensure ongoing improvement around teaching and learning. Data from the learning walks was reviewed by the leadership team and staff to create and implement McKinna's professional development plan. McKinna staff prioritzed PD needs around oracy & writing. Within the professional learning community model, grade level teams collaborated within and across grade level teams 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 and 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 the learning walks prior to transitioning to Distance Learning at the beginning of April indicated increased grade level alignment and implementation of these practices within classroom instruction.

During the 2020-21 school year, the McKinna staff will continue to focus on research based "Best First Instruction" practices within the Distance Learning Framework. Ongoing school wide collaboration and a professional development focus centers on effective implementation of standards based instruction for literacy and language development throughout the 3 essential Learning Spaces in the instructional day: Synchronous, Asynchronous and Independent.

Teaching and learning space during synchronous instruction 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 & checks for understanding

Teaching and learning space during asynchronous blended learning 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 space 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 new learning management system. Because this system is new to the McKinna community, McKinna is scheduling dedicated collaboration and professional development opportunities throughout the year for staff, students and families. Collaboration and professional development opportunities for staff and families are essential to help build school wide capacity for effective teaching, learning and communication during Distance Learning.

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 2020-21 school year to inform and improve instruction. This includes but is not limited to CAASPP and ELPAC state assessments administered this spring and formative local assessments like STAR reading and math tests and writing assessments administered throughout the year per the OSD Assessment Calendar.   Within DLI K-2nd 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 5 months students were unable to attend traditional school due to the COVID 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 & 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. 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's grade level teams utilize curriculum-embedded assessments to inform and refine instruction for literacy 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, language, literacy, writing and math.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets 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 tips on 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.

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.

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

The Educational Services Department includes Directors who provide support for Curriculum, Instruction, Biliteracy Programs, English Learner Services, Special Education and Pupil Services. An Instructional Specialists for science and a Math Manager work directly with teachers to support instruction in Science and Math.   EL (English Learner) & DLI Directors work closely with teachers to support biliteracy & English Learners. . Site Principals function as instructional leaders.

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 weekly grade level collaboration, McKinna Leadership team plans cross grade level collaboration and professional development. The focus during the 2020-21 school year is effective "First Instruction" within each of the 3 Learning Spaces in Distance Learning: synchronous, asynchronous and independent times within the instructional day. Teachers will focus on standard's 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 within every class, every student, every day throughout the 2020-21 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 for science, social science and math
- We will focus on strategic teaching of writing across all content areas: science, social studies, 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)

McKinna is a large elementary school within the Oxnard School District that served 676 students in grades K -5 based on CALPADS data from the 2019-20 school year. The CALPADS report shows McKinna's Unduplicated Pupil Count at 97.35% which includes English Learners representing 78%, McKinny Vento youth at 9.1%, and 93.8% who are eligible for free/reduced meals and classified as Socioeconomically Disadvantaged. The primary ethnic group is Hispanic or Latino at 97.19%. 95.% designated Spanish as the primary language and 5% designated Mixteco. CALPADS report also shows ' 4.6% as 'migrant,' and 5.9% with disabilities.

At time of publication of the SPSA for 2020-21 school year, McKinna's current enrollment in K-5 is at 602 students all receiving instruction through Distance Learning. 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 and English Learner, 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 during Distance Learning. In addition, McKinna will utilize the district provided learning management system, Canvas, for instruction with students and communication with 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 and due to the disruption of traditional schooling while transitioning to Distance Learning for the 20-21 school year. McKinna staff is committed to supporting the social-emotional development of the 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. 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 Distance Learning expectations and guidelines with students and families to promote success during all 3 spaces of Distance Learning: synchronous, asynchronous and independent time which makes up the instructional day.

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. During the 2020-21

school year, students and families will continue to receive support through these 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 schedules for for Distance Learning and will continue to offer services like ELD and special education as well as programs like Dual Language Immersion. This year the DLI program will be implemented with K-2nd 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 3 years, McKinna will offer the DLI program to an additional grade level following this 50/50 model. By the time this year's 2nd grade class matriculates to 5th grade, all of McKinna's K-5th grade students will have the opportunity to become biliterate, bilingual and muticultural 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 to facilitate successful academic English language acquisition. During the 2020-21 school year, McKinna continues to implement the Transitional Bilingual Program for 3rd grade.. This program utiliizes Spanish instruction to assist students in their transition to English instruction across all content areas. 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 be 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

The 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. Special focus will be placed on effective delivery of first instruction within a Distance Learning blended model that will increase student engagement and provide opportunities to differentiate instruction. 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 2020-21 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 STAR360, 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. With Distance Learning, ongoing communication and educational opportunities for families is more important than ever before The McKinna staff will foster meaningful partnerships and authentic family engagement though healthy communication venues such as SSC, ELAC and PTA, as well as educational opportunities and forums for families to contribute to the educational opportunities for their children. Parent education will be offered through teachers, the counselor, ORC & social worker as well as workshops in partnership with outside agencies like Interface and VCBH. 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 meeting bimonthly 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 on alternating Wednesdays.   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, III and LCFF funds will be used to bolster instruction and intervention for all students, through added resources, personnel and professional development. With the transition to Distance Learning, funding is being utilized to train staff on new technology programs like the Canvas learning management system which will be utilized school wide. In addition, resources and materials utilized within the classroom for instruction like headsets, writing journals, and basic supplies, have been purchased and sent home with students to use during Distance Learning. 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 Ccunselor who support students and families within the MTSS model.   The District is also funding an Intervention Service Provider (ISP) to help provide literacy intervention for students who have gaps in learning due to loss of traditional instructional time from COVID. Bilingual instructional assistants (IAs) will continue to be District funded for the Kindergarten program. Title I, III and LCFF 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. This review process included full staff reflection through the "Good to Great" survey to help identify strengths and needs around all 3 SPSA goals within the 2019-20 school year in order to build on these areas for the 2020-21 school year. In addition, members from McKinna's Teaching & Learning, PBIS and Family Engagement leadership teams attended a virtual retreat in August to identify goals to strengthen instruction during Distance learning. This additional information was utilized to determine a school wide focus and goals for ongoing improvement for the 2020-21 school year. The focus on "Best First Instruction" goals was shared with the full staff on SIP day in August to help frame the work for the year ahead. In addition,

the information was reviewed and discussed with School Site Council and ELAC members in September and again in October prior to the final review and approval of McKinna's SPSA for 2020-21.   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.

The District has addressed key issues of inequities that were evident with the transition to Distance learning in April of 2020 due to inadequate access to technology and internet for all students. When school closed suddenly in mid-March, only 2-5th grades had iPads and not all these students had access to wi-fi. Instructional packets were made available to all students while the District worked to deploy iPads to 1st graders and Hot Spots to identified families with no wi-fi. These inequities have been addressed for the 2020-21 school year. iPads were assigned to all K-5th grade students and Hot Spots are available for any family who needs wi-fi.

The District has also provided access to all students through learning applications on the iPads like ST Math, MyOn and Lexia. In addition, books and instructional materials like headsets, key boards & writing journals have been distributed and will be replenished throughout the year to ensure students have access to necessary instructional resources.

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 80 students identified as McKinney Vento. In addition, the students experienced significant gaps in traditional schooling due to the COVID 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 foster a safe and healthy climate and provide an alternative response to behavior that decreases loss of instructional time due to discipline and behavior issues. McKinna is also a food distribution site for the community where families can receive grab and go meals on Tuesday and Thursdays throughout the year.

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.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	0.0%	0%			0
African American	0.55%	0.4%	0.15%	4	3	1
Asian	%	0.1%	0.15%		1	1
Filipino	0.55%	0.4%	0.3%	4	3	2
Hispanic/Latino	96.42%	96.5%	97.19%	700	686	657
Pacific Islander	0.41%	0.4%	0.59%	3	3	4
White	1.65%	1.5%	1.18%	12	11	8
Multiple/No Response	%	0.6%	0.44%		4	0
			Total Enrollment	726	711	676

(Table title: Student Enrollment by Subgroup)

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	155	164	120
Grade 1	109	107	108
Grade 2	116	97	109
Grade3	125	111	101
Grade 4	97	125	118
Grade 5	124	107	120
Total Enrollment	726	711	676

(Table title: Student Enrollment by Grade Level)

Conclusions based on this data:

The data above is based on a CALPADS report from October of the 2019-20 school year. Although enrollment has declined from 711 students in 2018-19 to 676 in 2019-20, enrollment by student sub group has remained consistent. McKinna's significant ethnic subgroup is Hispanic/Latino, with 97.19% students classified as Hispanic/Latino within the 2019-20 school year. 95.2% of this subgroup identifies Spanish as their primary language and 5% Mixteco. 78% are classified as English Learners. In addition, it is important to note that 94% of McKinna's students in 2019-20 were classified as Socioeconomically Disadvantaged, 9.1% as homeless 4.6% migrant, and 5.9% with disabilities. 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 2020-21, McKinna's -K-5 student count is 602. 77% of the K-5 students are designated or TBD/pending English Learner status with 95% identifying Spanish as their primary language, .5% Mixteco. 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**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
English Learners		564	527		79.3	78.0%
Fluent English Proficient (FEP)			60			8.9%
Reclassified Fluent English Proficient (RFEP)		18	51		2.5	9.0%

Conclusions based on this data:

The data listed above is from a CALPADs report from October of 2019 as listed on Data Quest. The data shows a slight decrease in EL percentages between the 18-19 and 19-20 school years as well as 8.9% FEPs and 9.0 RFEPs for 19-20. Due to COVID, state testing was suspended for 2019-20 school year. To be reclassified during 2020-21, students will need an overall 4 on ELPAC in addition to demonstrating proficiency through CAASPP and/or STAR.

Based on the last available state assessment data in 2018-19 CAASPP data, shows only an average of 12% of McKinna's 3rd-5th graders have met or exceeded the standards for math and 17% of 3-5th graders met or exceeded grade level standards for ELA. Because 79.3% of McKinna students are designated as English Language Learners, academic language acquisition is essential to access rigorous Common Core Standards in reading, writing and also math, due to the complex, multi-step word problems. Although this data is not current, low SGP is a pattern over the last few years . The data shows that more students are scoring at the 3 and 4 range in 1st-3rd while in 4th and 5th the opposite occurs where more students are scoring at the 1 and 2 level. This data clearly demonstrates the need for higher rigor, academic language, reading and writing demand in 4th and 5th grade.

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 (79.3%) and Socioeconomically Disadvantaged students (85.2%) 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 2020-21 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 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 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

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	108	126	121	98	115	111	98	115	111	90.7	91.3	91.7
Grade 4	137	100	130	122	92	115	122	92	115	89.1	92	88.5
Grade 5	99	127	112	86	121	94	86	121	94	86.9	95.3	83.9
All Grades	344	353	363	306	328	320	306	328	320	89	92.9	88.2

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2324.	2330.	2350.	2.04	1.74	1.80	7.14	11.30	15.32	17.35	18.26	22.52	73.47	68.70	60.36
Grade 4	2379.	2368.	2370.	4.92	4.35	5.22	11.48	8.70	11.30	13.11	13.04	15.65	70.49	73.91	67.83
Grade 5	2402.	2409.	2419.	4.65	6.61	4.26	8.14	9.09	12.77	23.26	16.53	23.40	63.95	67.77	59.57
All Grades	N/A	N/A	N/A	3.92	4.27	3.75	9.15	9.76	13.13	17.32	16.16	20.31	69.61	69.82	62.81

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	1.02	4.35	2.70	26.53	33.04	45.05	72.45	62.61	52.25
Grade 4	5.74	5.43	6.09	36.07	30.43	31.30	58.20	64.13	62.61
Grade 5	5.81	6.61	8.51	30.23	33.06	32.98	63.95	60.33	58.51
All Grades	4.25	5.49	5.63	31.37	32.32	36.56	64.38	62.20	57.81

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	3.06	2.61	4.50	26.53	23.48	36.94	70.41	73.91	58.56
Grade 4	2.46	0.00	2.61	31.97	27.17	33.04	65.57	72.83	64.35
Grade 5	4.65	4.96	3.19	27.91	27.27	42.55	67.44	67.77	54.26
All Grades	3.27	2.74	3.44	29.08	25.91	37.19	67.65	71.34	59.38

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	4.08	6.09	3.60	51.02	48.70	61.26	44.90	45.22	35.14
Grade 4	3.28	5.43	5.22	52.46	44.57	48.70	44.26	50.00	46.09
Grade 5	3.49	6.61	4.26	55.81	46.28	54.26	40.70	47.11	41.49
All Grades	3.59	6.10	4.38	52.94	46.65	54.69	43.46	47.26	40.94

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	3.06	3.48	3.60	27.55	32.17	36.04	69.39	64.35	60.36
Grade 4	11.48	5.43	5.22	37.70	36.96	33.91	50.82	57.61	60.87
Grade 5	9.30	8.26	9.57	30.23	41.32	31.91	60.47	50.41	58.51
All Grades	8.17	5.79	5.94	32.35	36.89	34.06	59.48	57.32	60.00

Conclusions based on this data:

Due to COVID, State testing for CAASPP and ELPAC was suspended for the 2019-20 school year. Reflection below represents last available assessment data. Although the data is not current, trends with other assessments show the need for emphasis on writing instruction. McKinna will continue to focus on the goal to teach writing across content areas during the 2020-21 school year with attention to the implementation of scaffolds, rubrics, and emphasis on oracy strategies throughout the writing process.

The preliminary CAASPP results for 2018-19 show growth in the percentage of students who meet or exceed proficiency in ELA. 3rd graders scored 17%, and increase from 2017-18 from 13% proficient. 4th graders scored 16% proficient, an increase from 13% proficient in 2017-18. 5th grade shows slight increase from 16 to 17% proficient in ELA.   Slow growth in ELA is also evident in percentages of students demonstrating proficiency by grade level cohorts. 3rd grade students in 2016 increased from 9% as 3rd graders, to 13% as 4th graders, and 17% proficient as 5th graders in 2018-19. In the 2018-19 SPSA, projected overall growth in ELA for 3-5 was 6% increase of students demonstrating proficiency on CAASPP. Although 3-5th grade did make growth from 14% to 17% overall growth, McKinna projected the overall growth would be 20%.

During the 2019-20 school year, 3rd through 5th grade teachers, utilized data to inform instruction and differentiated for ELA, ELD and literacy by teaming and grouping students based on their instructional needs. This collaborative approach contributed to growth as well as the administration of IABs and writing assessments which grade level teams calibrated and utilized to inform and refine instructional needs. McKinna will build upon this progress school wide by utilizing this teaming approach as a best practice model for teaching and learning centered in data informed instruction and flexible grouping. This model will be shared at PLC gatherings, grade level and staff meetings. School wide emphasis will be following the DLI pedagogy for inquiry based learning within a balanced literacy model. Standards based teaching and learning with an emphasis on oracy and writing across all content areas are included as essential elements within the School Plan for Student Achievement. 3-5th grade teachers will have opportunities to collaborate as grade level teams to review CAASPP data during PLCs focusing on claims, targets and standards to inform and refine teaching and learning.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	108	126	121	108	120	112	108	120	112	100	95.2	92.6
Grade 4	137	100	130	135	97	116	135	97	116	98.5	97	89.2
Grade 5	99	127	112	98	124	97	98	124	97	99	97.6	86.6
All Grades	344	353	363	341	341	325	341	341	325	99.1	96.6	89.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2347.	2328.	2366.	2.78	0.83	1.79	9.26	4.17	15.18	18.52	20.83	22.32	69.44	74.17	60.71
Grade 4	2391.	2379.	2381.	4.44	4.12	3.45	8.15	13.40	9.48	27.41	11.34	21.55	60.00	71.13	65.52
Grade 5	2398.	2413.	2413.	1.02	4.03	3.09	6.12	7.26	4.12	17.35	12.90	23.71	75.51	75.81	69.07
All Grades	N/A	N/A	N/A	2.93	2.93	2.77	7.92	7.92	9.85	21.70	15.25	22.46	67.45	73.90	64.92

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.48	2.50	7.14	19.44	18.33	26.79	74.07	79.17	66.07
Grade 4	9.63	11.34	6.90	20.74	11.34	15.52	69.63	77.32	77.59
Grade 5	5.10	5.65	4.12	11.22	15.32	19.59	83.67	79.03	76.29
All Grades	7.33	6.16	6.15	17.60	15.25	20.62	75.07	78.59	73.23

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	4.63	1.67	8.04	27.78	20.83	39.29	67.59	77.50	52.68
Grade 4	7.41	4.12	5.17	25.93	27.84	19.83	66.67	68.04	75.00
Grade 5	2.04	6.45	2.06	23.47	16.94	28.87	74.49	76.61	69.07
All Grades	4.99	4.11	5.23	25.81	21.41	29.23	69.21	74.49	65.54

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	4.63	1.67	3.57	36.11	34.17	46.43	59.26	64.17	50.00
Grade 4	5.93	5.15	6.90	27.41	22.68	26.72	66.67	72.16	66.38
Grade 5	1.02	4.84	2.06	35.71	29.03	32.99	63.27	66.13	64.95
All Grades	4.11	3.81	4.31	32.55	29.03	35.38	63.34	67.16	60.31

Conclusions based on this data:

Due to COVID, state testing for CAASPP & ELPAC was suspended for 2019-20 school year. Reflection below centers on most current data available. Although the data is not current, other current data shows the need to focus on problem solving and communicating math reasoning. McKinna will continue to emphasize these areas during the 2020-21 school year.

The overall math CAASPP data documented above shows that there has not been consistent progress as measured by this summative assessment between 2015-16 and 2017-18. 3rd grade proficiency results went from 14% in 2015-16 to 12% in 16-17 and 5% in 17-18. In 2018-19 preliminary scores, 3rd grade made significant increase of 12 points to 17% proficiency results. 4th grade math made gains from 15-16 from 7% to 12% to 18% proficient over the 3 year period with gains of 9% points between 15-16 and 17-18. The preliminary math results for 2018-19 show a slip of 6% points back to 12%. However, this cohort of 4th graders did make an increase from their 3rd grade scores of 5% points from the previous year. 5th grade overall math proficiency hovers around low proficiency levels of 7% to 11%, with the 2018-19 scores to proficiency of 7% like 2016-17. The overall proficient percentage for 3-5 for 2018-19 is 12%. Although this is a slight increase from 2017-18 overall score, it falls shore of the projected growth of 6% points to 17% proficiency. In closer analysis and reflection of CAASPP claims and targets, this may be due to difficulty students have adequately explaining in writing the process of problem solving and methods used to get answers. Through an action research project we are doing at the moment, we can see that many students know the algorithms, but are not able to explain their work in writing. We are using action research to implement new teaching strategies that will address this problem that include an emphasis on teaching students strategies for problem solving, focus on math practices and emphasis on collaborative problem solving, explaining process and conveying thinking in writing. In addition, growth mindset and Jo Boaler approaches to mathematical problem solving will be emphasized during the 2019-20 school year. Strategies like Number Talks and opportunities to learn through IABs will better prepare students for problem solving and modeling data analysis.

3rd through 5th grade teachers, will continue to utilize data to inform and differentiate instruction for math by teaming and grouping students based on their instructional needs. This collaborative model will be shared at PLC gatherings, grade level and staff meetings. Standards based teaching and learning with an emphasis on oracy and writing across all content areas, including math are included as essential elements within the School Plan for Student Achievement. 3-5th grade teachers will have opportunities to collaborate as grade level teams to review CAASPP data during PLCs focusing on math claims, targets and standards to inform and refine teaching and learning.

School and Student Performance Data

ELPAC Results

Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
ELPAC Summative Assessment Data **Number of Students and Mean Scale Scores for All Students**								
Grade K		1419.0		1432.6		1387.1		117
Grade 1		1436.7		1443.9		1429.2		96
Grade 2		1472.9		1478.0		1467.2		84
Grade 3		1458.6		1445.8		1470.9		78
Grade 4		1474.2		1456.5		1491.4		90
Grade 5		1478.6		1457.8		1498.9		74
All Grades								539

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		7.69		35.04		48.72		8.55		117
1		3.13		35.42		41.67		19.79		96
2		8.33		38.10		40.48		13.10		84
3		3.85		23.08		41.03		32.05		78
4		7.78		27.78		24.44		40.00		90
5		8.11		28.38		27.03		36.49		74
All Grades		6.49		31.73		38.03		23.75		539

Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		10.26		51.28		27.35		11.11		117
1		13.54		41.67		29.17		15.63		96
2		23.81		45.24		22.62		8.33		84
3		7.69		28.21		32.05		32.05		78
4		17.78		26.67		17.78		37.78		90
5		17.57		32.43		14.86		35.14		74
All Grades		14.84		38.59		24.30		22.26		539

Written Language Percentage of Students at Each Performance Level for All Students									
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		5.13		25.64		56.41		12.82		117
1		5.21		22.92		34.38		37.50		96
2		7.14		26.19		33.33		33.33		84
3		3.85		15.38		41.03		39.74		78
4		4.44		20.00		32.22		43.33		90
5		2.70		10.81		45.95		40.54		74
All Grades		4.82		20.78		41.19		33.21		539

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		11.11		84.62		4.27		117
1		31.25		54.17		14.58		96
2		20.24		69.05		10.71		84
3		10.26		50.00		39.74		78
4		17.78		50.00		32.22		90
5		6.76		55.41		37.84		74
All Grades		16.51		61.97		21.52		539

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		20.51		62.39		17.09		117
1		6.25		76.04		17.71		96
2		28.57		61.90		9.52		84
3		17.95		48.72		33.33		78
4		20.00		42.22		37.78		90
5		28.38		28.38		43.24		74
All Grades		19.85		54.73		25.42		539

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
K		2.56		88.03		9.40		117
1		16.67		42.71		40.63		96
2		5.95		64.29		29.76		84
3		0.00		53.85		46.15		78
4		4.44		41.11		54.44		90
5		8.11		50.00		41.89		74
All Grades		6.31		58.26		35.44		539

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
K		28.21		47.01		24.79		117
1		7.29		61.46		31.25		96
2		9.52		63.10		27.38		84
3		11.54		55.13		33.33		78
4		5.56		64.44		30.00		90
5		6.76		59.46		33.78		74
All Grades		12.43		57.88		29.68		539

Conclusions based on this data:

Due to COVID, state ELPAC testing was suspended for 2019-20 school year. Reflections below focus on most current data available.

The need for ongoing academic English language development is confirmed by the 2017-18 ELPAC data. This data shows 52% of 1st graders scored an overall 3 or 4 (expanding/bridging) on the ELPAC, and 48% scored a 1 or 2 (emerging/early expanding); 46% of 2nd graders with overall 3 or 4, and 55% scored 1 or 2; 72% of 3rd graders scored an overall 3 or 4, and 28% scored 1 or 2; 29% of 4th graders scored an overall 3 or 4, and 71% scored a 1 or 2; 46% of 5th graders scored an overall 3 or 4 on ELPAC, and 54% scored an overall 1 or 2 . In addition, during the 2017-18 school year, only 5% of the English Learners in grades 3-5 (30 students) were reclassified, a percentage that McKinna worked to increase during the 2018-19 school year. The data shows that more students are scoring at the 3 and 4 range in 1st-3rd while in 4th and 5th the opposite occurs where more students are scoring at the 1 and 2 level. This data clearly demonstrates the need for higher rigor, academic language, reading and writing demand in 4th and 5th grade. The fall reclassification rates for 2018-19 school year showed promise of growth in this area with 52 3rd through 5th graders qualifying for reclassification based upon ELPAC and CAASPP or STAR 360 proficiency status.

McKinna staff will focus on strengthening teaching and learning practices that are responsive and restorative through data-driven instruction, ongoing reflection and collaboration and professional development to strengthen teaching and learning practices school wide in literacy, language and math. As a community of learners and PLCs we will focus on high leverage, research based instructional strategies with scaffolds and supports to foster academic language and literacy development aligned with Common Core Standards. Emphasis will be on a balanced literacy approach that includes reading, writing, listening, speaking across all content areas, including math instruction. ELD focus includes both designated ELD and integrated ELD to support language development and access to rigorous standards across content areas. Teachers will utilize district adopted resources,

assessments and technology to promote high student engagement and achievement, utilizing data to inform and refine instruction. Emphasis will be placed during the 2020-21 school year on grade level and cross grade level collaboration and strengthening oracy with academic language, reading and writing across content areas, including math, social studies and science instruction. In the DLI K -2 classrooms, teachers team with language partner, ensuring that students receive instruction in Spanish and English 50% of the day. Emphasis is on a standard's based balanced literacy approach that integrates oracy (scaffolded academic language development), reading and writing across content areas.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
711	**85.2**	**79.3**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	564	79.3
Homeless	72	10.1
Socioeconomically Disadvantaged	606	85.2
Students with Disabilities	42	5.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	3	0.4
Asian	1	0.1
Filipino	3	0.4
Hispanic	686	96.5
Two or More Races	4	0.6
Pacific Islander	3	0.4
White	11	1.5

Conclusions based on this data:

The data above is based on a CALPADS report from 2018-19. McKinna's significant ethnic subgroup is Hispanic/Latino, with 96.5% of 711 students classified as Hispanic/Latino. 95% of this subgroup identifies Spanish as their primary language and 5% Mixteco. 79.3% are classified as English Learners. With the exception of the white subgroup with 11 students, all other ethnic groups have 4 or fewer students and do not qualify as a significant subgroup based on the low percentages of these student populations at McKinna. In addition, it is important to note that 95% of McKinna's students classified as Socioeconomically Disadvantaged, 10% as homeless and 5.9% with disabilities. The high percentage of Socioeconomically Disadvantaged and English Learner sub groups are considered historically under-served, under-performing populations. 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

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

The overall Dashboard detail for the fall of 2019 demonstrates that McKinna did make slight growth, moving to orange in ELA & math, but has significant room for growth in academic student performance areas. Actions in this area align with Goal 1 of both District LCAP and site goals as articulated in the SPSA. In regard to student performance around absenteeism and suspension, the Dashboard shows McKinna decreased the percentage of chronic absenteeism to green and shows yellow in percentage of suspensions.   Actions in this area align with Goal 2 of both District LCAP and site goals as articulated in the SPSA. The leadership team reviews this data by sub group with the staff to help plan and implement effective SMART Goals & actions to ensure progress in all these areas.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	3	0	0	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
88.2 points below standard	95.9 points below standard	0 Students
Increased ++8.9 points	Increased ++5.2 points	
303	259	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Red	Orange	No Performance Color
162.2 points below standard	89.2 points below standard	140.4 points below standard
Declined -13.1 points	Increased ++8.4 points	Increased ++4.9 points
31	274	23

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	0 Students	Less than 11 Students - Data Not Displayed for Privacy
1			2

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	No Performance Color
91.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased ++7.7 points	3	2	4
291			

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
125.7 points below standard	12.2 points below standard	40.1 points below standard
Maintained ++0.8 points	Increased ++11.9 points	Increased Significantly ++32.7 points
191	68	43

Conclusions based on this data:

The above data shows that all McKinna's significant sub groups showed growth in ELA results in 2018-19 from previous year results with the exception of the homeless students. Average growth for all students was 8.9 points, with English learners increasing by 5.2 points, SED students by 8.4 and Hispanic by 7.7. The homeless sub group dropped 13 points from the previous year. All students in 3-5th tested scored 88.2 points below standard proficiency for ELA demonstrating the need for implementing research based effective first instruction.
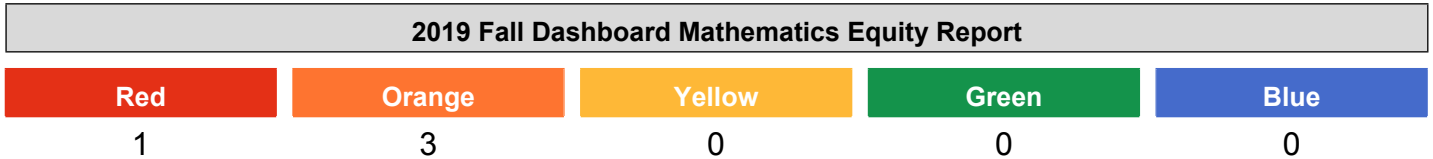
School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	3	0	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	
95.9 points below standard	101 points below standard	
Increased ++9.1 points	Increased ++4.5 points	
303	259	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Red	Orange	No Performance Color
178.2 points below standard	97.4 points below standard	138.8 points below standard
Declined Significantly -22.8 points	Increased ++7.8 points	Increased ++6.6 points
31	274	23

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color			No Performance Color
Less than 11 Students - Data Not Displayed for Privacy			Less than 11 Students - Data Not Displayed for Privacy
1			2

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	No Performance Color
98.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased ++7.8 points	3	2	4
291			

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
126.7 points below standard	29.2 points below standard	69.1 points below standard
Maintained -1.9 points	Increased Significantly ++16.9 points	Increased Significantly ++32.8 points
191	68	43

Conclusions based on this data:

The above data from the 18-19 CAASPP for math shows that all McKinna's significant sub groups but the homeless group performed in the orange between 97-101 points below the standard for proficiency on the 2019 CAASPP for math, consistent to "All Students," who tested in 2019. This includes Socioeconomically Disadvantaged and Hispanic students and English Learners. The homeless subgroup scored in the red and dropped 22 points from the previous year, and scored 178 points below the standard. Further examination of the sub group classified as English Learners, shows a significant difference in performance between the 68 Reclassified English Learners who increased by 16.9 points and are only 29 points below standard versus the current ELs who are 126 points from standard. The 43 English Only group did make significant gains of 33 points from the 17-18 school year.

The staff will continue to engage in ongoing professional development and collaboration that strengthens teaching and learning practices around math emphasizing both oracy and writing. 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. Teachers will focus on the 8 math practices as well as math claims within the CAASPP system: concepts & procedures, problem solving/data analysis, and communicating reasoning.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
45.3 making progress towards English language proficiency
Number of EL Students: 364
Performance Level: Medium
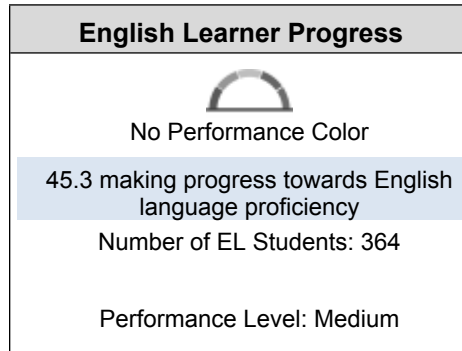
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
15.6	39.0	0.8	44.5

Conclusions based on this data:

The above data demonstrates additional information on the academic progress of English Learners according to the ELPAC overall scores on the 2018 test available from the 2019 fall dashboard. Out of the 364 McKinna students assessed, 162 progressed one ELPI level, 3 maintained level 4, 142 maintained designated levels and 57 decreased a level. The school wide focus for 2020-21 continues to be language/ oracy development, literacy and writing across content areas. The staff will continue to engage in ongoing professional development and collaboration that strengthens teaching and learning practices around math, language and literacy rich instruction across all grade levels throughout the day. 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. 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. Teachers will utilize district adopted resources, assessments and technology to promote high student engagement and achievement, utilizing data to inform and refine instruction.

School and Student Performance Data

Academic Performance
College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue
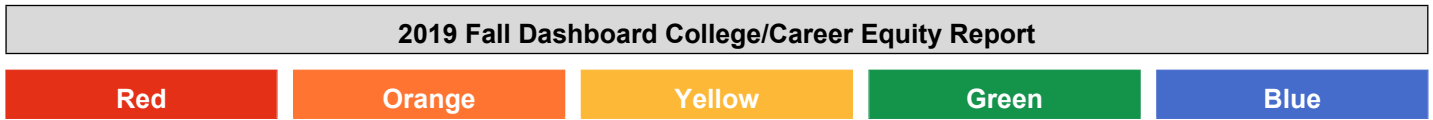
This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

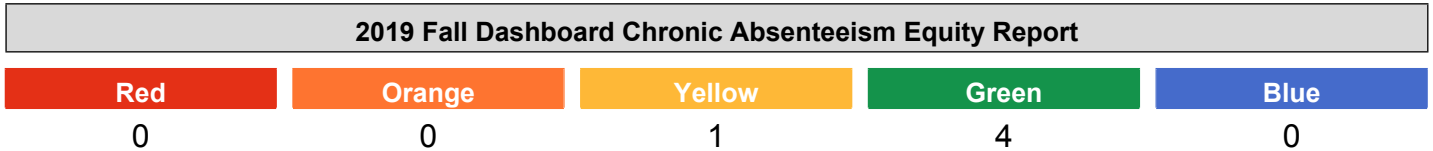| Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	0	1	4	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
7.4	6.2	Less than 11 Students - Data Not Displayed for Privacy
Declined -2.7	Declined -1.3	1
767	614	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Yellow	Green	Green
14.2	8.1	5.7
Declined -4.8	Declined -1.4	Declined -11.8
113	681	53

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
3	0	1	3

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color	No Performance Color	No Performance Color
7.4	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0
Declined -2.7			Maintained 0
742	4	3	11

Conclusions based on this data:

Due to COVID, updated information for 2019-20 school year is unavailable.

The 2018 Dashboard demonstrates chronic absenteeism based on sub groups. Chronic absenteeism is defined as missing 10% of the instructional days they are enrolled. The data above shows a significant discrepancy between all students and various sub groups. While the overall student body is in the orange with 10.2% marked as chronically absent, of the 95 homeless sub group, 18.9% are chronically absent. According to the data, 7.5% of the 614 English Learners are chronically absent while 10.1% of Hispanic students were chronically absent in 2018. The high numbers in each sub group signal a need to be pro-active with students and families to promote positive attendance, educating families of the connection of attendance to student performance. McKinna will also continue with interventions like family meetings and SARBs to connect families with resources when students are truant.

School and Student Performance Data

Academic Engagement
Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019

Conclusions based on this data:

N/A

School and Student Performance Data

Conditions & Climate
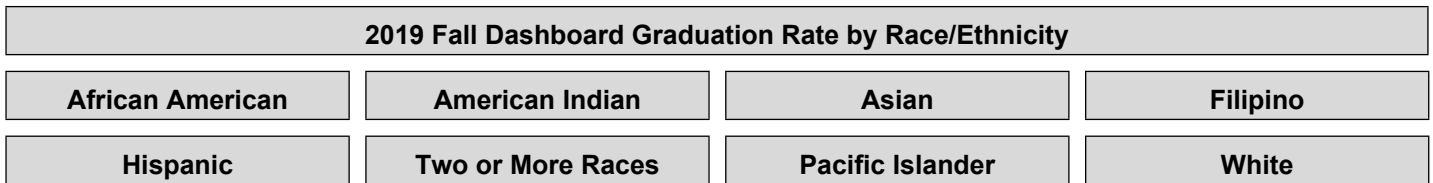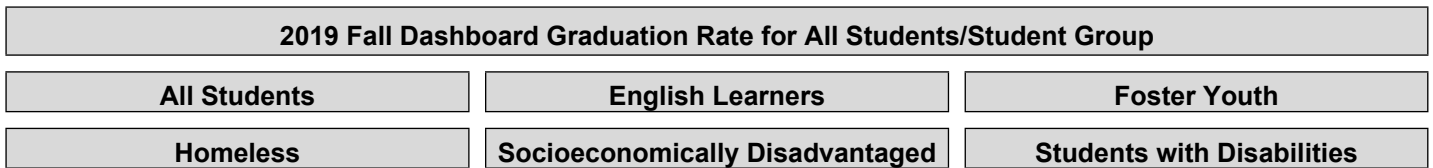## Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

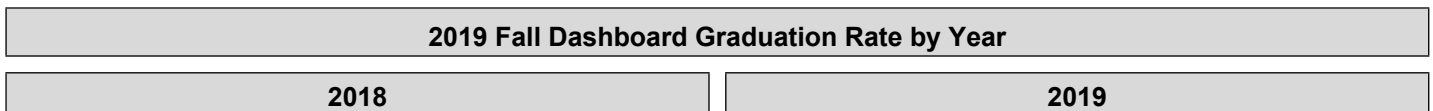| Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	2	2	1
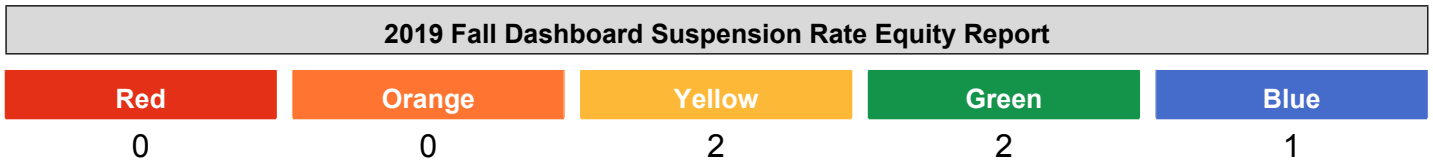
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Green	No Performance Color
0.8	0.5	Less than 11 Students - Data Not Displayed for Privacy
Increased +0.5	Increased +0.3	1
799	629	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Green	Yellow	Blue
0.8	0.9	0
Maintained -0.2	Increased +0.6	Declined -3
124	703	58

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color		No Performance Color	No Performance Color
Less than 11 Students - Data 3		Less than 11 Students - Data 1	Less than 11 Students - Data 3

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	No Performance Color
0.8	Less than 11 Students - Data 4	Less than 11 Students - Data 3	0
Increased +0.5			Maintained 0
774			11

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.2	0.8

Conclusions based on this data:

In this category, overall students fall in the yellow as measured on the 2019 Dashboard with Socioeconomically disadvantage and Hispanic students in yellow and English Learners and homeless in green. Students with disabilities sub group is in blue on the Dashboard. 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 where students thrive. McKinna staff is committed to the implementation of a proactive and positive behavior support system (PBIS) school wide. The PBIS Leadership Team works within the Safe & 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 School 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. During the 2020-21 school year, staff will work to to help build adult capacity for the development and implementation of effective Tier 1 practices. McKinna staff will continue to incorporate a collaborative approach and common language for teaching students self-regulation and peaceful problem solving through "Toolbox Tools," strategies for fostering social-emotional development in children.

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 academic standards 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 - Fall of 2020	STAR Early Literacy K-2, English & Spanish: Fall 2020 Data shows percentage of students in K-2 students at levels 1-4 in Early Literacy STAR Reading per district benchmarks. In K -2 DLI, assessments in Spanish & English K English: results for 85 students At or above benchmark- level 4: 23 students or 27% of 85 students tested; On watch-level 3: 15 students or 18% Intervention-level 2: 16 students or 19% Urgent Intervention - level 1: 31 or 36% K Spanish: results for 76 students	STAR Early Literacy Goal K-1, English & Spanish By Spring 2021: Increase the percentage of students at or above benchmark (levels 3 & 4) by 10% Decrease the percentage of students below benchmark by 10% (levels 2 & 3).

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	At or above benchmark- level 4: 45 students/ 59% On watch-level 3: 9 students/12% Intervention-level 2: 10 students/13% Urgent Intervention - level 1: 12 students/16% 1st grade- English: results for 109 students At or above benchmark- level 4: 34 students/31% On watch-level 3: 20 students/18% Intervention-level 2: 25 students/23% Urgent Intervention - level 1: 30 students/28% 1st grade- Spanish: results for 108 students At or above benchmark- level 4: 61 students/56% On watch-level 3: 18 students/17% Intervention-level 2: 18 students/18% Urgent Intervention - level 1: 11 students/10% 2nd grade- English: results for 82 students At or above benchmark- level 4: 13 students/16% On watch-level 3: 13 students/16% Intervention-level 2: 16 students/20% Urgent Intervention - level 1: 40 students/49% 2nd grade- Spanish: results for 78 students At or above benchmark- level 4: 48 students/62% On watch-level 3: 11 students/14% Intervention-level 2: 10 students/13%	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Urgent Intervention - level 1: 9 students/12%	
STAR READING 2nd grade- English & Spanish, Fall	STAR READING 2nd grade- English & Spanish, Fall 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 grade DLI. 2nd grade- English: results for 78 students At or above benchmark- level 4: 14 students/18% On watch-level 3: 13 students/16% Intervention-level 2: 16 students/21% Urgent Intervention - level 1: 38 students/49% 2nd grade- Spanish: results for 87 students At or above benchmark- level 4: 52 students/60% On watch-level 3: 9 students/10% Intervention-level 2: 19 students/22% Urgent Intervention - level 1: 7 students/8%	STAR Reading Goal 2nd grade English & Spanish By Spring 2021: Increase the percentage of students at or above benchmark (level 3 & 4) by 10% Decrease the percentage of students below benchmark by 10% (level 2 & 3).
STAR READING 3-5th grade - English, Fall	STAR READING 3-5th grade - English, Fall Data shows percentage of students is 3-5 grade in levels 1-4 in STAR 360 Reading per state benchmarks. Assessments in English for 3-5. 3rd grade- English: results for 99 students	STAR Reading Goal 3-5th grade English By Spring 2021: Increase the percentage of students at or above benchmark (level 3 & 4) by 10% Decrease the percentage of students below benchmark by 10% (level 2 & 3).

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	At or above benchmark- level 4: students/9% On watch-level 3: 9 students/9% Intervention-level 2: 24 students/24% Urgent Intervention - level 1: 57 students/58% 4th grade- English: results for 86 students At or above benchmark- level 4: 5 students/6% On watch-level 3: 7 students/8% Intervention-level 2: 20 students/23% Urgent Intervention - level 1: 54 students/63% 5th grade- English: results for 93 students At or above benchmark- level 4: 1 students/1% On watch-level 3: 12 students/13% Intervention-level 2: 24 students/26% Urgent Intervention - level 1: 56 students/60%	
STAR Math Grades 1-5 - English, Fall	Data shows percentage of students in 1-5 grade in levels 1-4 in STAR 360 Math per state benchmarks. Assessments in English. 1st grade- Math: results for 102 students At or above benchmark- level 4: 19 students/19% On watch-level 3: 35 students/34% Intervention-level 2: 34 students/33% Urgent Intervention - level 1: 14 students/14%	STAR 360 Math Goal, grades 1-5 Spring 2021: Increase the percentage of students at or above benchmark (level 3 & 4) by 10% Decrease the percentage of students below benchmark by 10% (level 2 & 3).

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2nd grade- Math: results for 83 students At or above benchmark- level 4: 14 students/17% On watch-level 3: 10 students/12% Intervention-level 2: 21 students/25% Urgent Intervention - level 1: 38 students/46% 3rd grade- Math: results for 83 students At or above benchmark- level 4: 5 students/6% On watch-level 3: 14 students/17% Intervention-level 2: 21 students/25% Urgent Intervention - level 1: 43 students/52% 4th grade- Math: results for 86 students At or above benchmark- level 4: 3 students/3% On watch-level 3: 9 students/10% Intervention-level 2: 24 students/28% Urgent Intervention - level 1: 50 students/58% 5th grade- Math: results for 93 students At or above benchmark- level 4: 1 students/1% On watch-level 3: 2 students/2% Intervention-level 2: 30 students/32% Urgent Intervention - level 1: 61 students/65%	
STAR Reading & Math Student Growth Percentiles (SGP)	STAR Reading SGP English: School Overall - 61.4% - above 35%	Increase School Overall SGP (Typical and High Growth Rates) for Reading (English & Spanish) & Math, (English) by

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	High growth- 33.6%, Typical growth - 27.9%, Low Growth 38.6% STAR Early Literacy SGP Spanish: High growth- 30.2 %, Typical growth -22.3 %, Low Growth 47.4% STAR Math SGP: School Overall - 46.8% above 35% High growth- 20.4%, Typical growth -26.4 %, Low Growth 53.2%	20%; Decrease by 20% number of students performing at Low Growth Rates
ELPAC Assessment for grades 3-5 based on reclassification criteria: Overall 4 on ELPAC, 2 or greater on SBAC or 25% or greater on STAR reading.	ELPAC Data from 2018-19: Total students tested -539 % of students at level 4: 6.49% % of students at level 3: 31.73% % of students at level 2: 38.03% % of students at level 1: 23.75 English Learners 2020-21: TBD-74, ELs-391, RFEP-36 Number & percentage of ELs: 1-90/23%, 2-77/19.7%, 3-90/23%, 4-67-17%, 5-59/15% Level 1: 106 students, 27.2% Level 2: 155 students, 39.8% Level 3: 188 students, 30.3% Level 4: 10 students, 2.6%	Students will demonstrate sustainable academic growth by moving one or two levels on the ELPAC test.. Increase the number of English Learner reclassifications by 5%.
CAASPP-ELA - Grades 3-5	CAASPP Results for ELA, 3-5th 2018-19: % Standard Exceeded: 3.75% % Standard Met: 13.13% % Standard Nearly Met: 16.16% % Standard Not Met: 62.81%	CAASPP, ELA - Students will demonstrate sustainable academic growth by moving one or two levels across the different bands in the SBAC. Increase the number of students meeting & exceeding standards. Additional 5% of the students will move from

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		approaching to meeting and/or exceeding standards.
CAASPP Math- Grades 3-5	CAASPP Results for Math, 3-5th 2018-19: % Standard Exceeded: 2.77% % Standard Met: 9.85% % Standard Nearly Met: 22.46% % Standard Not Met: 64.92%	CAASPP, Math: Students will demonstrate sustainable academic growth by moving one or two levels across the different bands in the SBAC. Increase the number of students meeting & exceeding standards. Additional 5% of the students will move from approaching to meeting and/or exceeding standards.

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, SEI, TBE programs. Blended learning model for teaching literacy, math, social science and science standards for Dual Language classes as developed within the DLI units for K-2 and through resources like Mystery Science 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 ISP

	District Funded 5800: Professional/Consulting Services And Operating Expenditures District funded PD and resources like Renaissance, Mystery Science, Lexia, Myon, STMath
	Title III 4000-4999: Books And Supplies Spanish books to increase Spanish reading options (to support English Learners & DLI), listed in Goal 1 strategy 3
	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, Title III 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 studies, math, ELD and literacy. In addition, funds will be used to support professional development in Canvas and other technology to help deliver effective instruction within Distance Learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,000.00	LCFF - Targeted 1000-1999: Certificated Personnel Salaries supplemental grade level collaboration, & extra hours for PD, tutoring & enrichment, hourly pay & benefits
10,000.00	Title III 1000-1999: Certificated Personnel Salaries

	supplemental grade level collaboration, tutoring & enrichment, hourly pay & benefits to support English Learners
10,000.00	Title I 1000-1999: Certificated Personnel Salaries supplemental grade level collaboration, & extra hours for PD, tutoring & enrichment, hourly pay & 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. One ISP funded through the District and one funded through McKinna Title I 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)
29,251.00	Title I 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 SLA for support in literacy, language and oracy within DLI Kindergarden. Funding for 5 additional hours per week to supplement District funded bilingual para-educators. 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)
4,909.00	Title III 2000-2999: Classified Personnel Salaries Classified salary and benefits for bilingual para-educator support
	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
5,000.00	Title III 2000-2999: Classified Personnel Salaries overtime for site funded bilingual para-educator support

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 ISP to provide Reading intervention to address learning gaps created by disruption of traditional school due to COVID 19.

Strategy/Activity

District funded Instructional Support Provider 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 Instructional Support Provider

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 student support meetings weekly including COST-SST, IEP and 504s to support student achievement and social-emotional Tier 2 and 3 needs. SST and IEP team meetings include the psychologist, RSP, Speech pathologist, ORC, Principal, general education teacher, counselor and the parents. Social Worker and District behaviorist is 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)
5,000.00	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Teacher Substitutes to release general ed and SPED teachers as needed
0.00	District Funded 1000-1999: Certificated Personnel Salaries Certificated salaries for Counselor, RSP, Speech, Psychologist
0.00	District Funded 2000-2999: Classified Personnel Salaries Classified salary: ORC

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 SLD 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 - Targeted 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, required learning applications for all students utilized within the Distance Learning instructional day

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" during Distance Learning. .

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

Amount(s)	Source(s)
	LCFF - Targeted 1000-1999: Certificated Personnel Salaries 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, science, differentiation utilizing technology with programs like Lexia to increase student achievement and provide opportunities to accelerate growth for GATE students and fill 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)	Source(s)
7,000.00	LCFF - Targeted 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 during Distance learning 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)	Source(s)
41,864.00	Discretionary 4000-4999: Books And Supplies Materials and Supplies, warehouse, Graphics Services
38,316.00	LCFF - Targeted 4000-4999: Books And Supplies Materials and Supplies
18,827.00	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 translations for conferences, parent meetings and outreach for families, trainings

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)
15,000.00	LCFF - Targeted 2000-2999: Classified Personnel Salaries Child care, translation, extra hours for clerical, campus supervisors, custodians

3,000.00	Title III 2000-2999: Classified Personnel Salaries Translation

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)
1,000.00	LCFF - Targeted 5000-5999: Services And Other Operating Expenditures Conference fees for virtual 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)
1,000.00	LCFF - Targeted

	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 to 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, cables, bulbs for projector lamps) 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)
10,000.00	LCFF - Targeted 4000-4999: Books And Supplies computer supplies & 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, 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

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) will be maintained and repaired, as necessary to support instruction for 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)
2,000.00	Discretionary 5000-5999: Services And Other Operating Expenditures Maintenance agreements
	District Funded 5000-5999: Services And Other Operating Expenditures Copy machine

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)
1,064.00	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 it 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)
	ASES 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 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)
7,999.00	Title III 4000-4999: Books And Supplies Books to support English Learners
5,000.00	Title I 4000-4999: Books And Supplies Books in English & Spanish for library to increase non-fiction and support standards based instruction
5,000.00	LCFF - Targeted 4000-4999: Books And Supplies

	Books to support Social-Emotional Learning as well as for promoting literacy during Distance Learning

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 within Distance learning synchronous time and integrated ELD throughout the instructional day, incorporating oracy strategies to provide access to rigorous standards across all content areas. Emphasis on oracy, reading & 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)

Strategy/Activity 28
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.

Strategy/Activity 29
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.

Strategy/Activity 30
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.

Strategy/Activity 31
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.

Strategy/Activity 32
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.

Strategy/Activity 33

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.

Strategy/Activity 34
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.

Strategy/Activity 35
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.

Strategy/Activity 36
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.

Strategy/Activity 37
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.

Strategy/Activity 38
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.

Strategy/Activity 39
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.

Strategy/Activity 40
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.

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

McKinna's school wide focus for the 2019-20 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 & learning. Aligned with the OSD pedagogy, McKinna's emphasis last year was 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.

Last year, McKinna utilized 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" included 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 & 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 Studies, 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 the learning walks 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 the learning walks was reviewed by the leadership team and staff to create and implement McKinna's professional development plan. McKinna staff prioritzed professional development needs around oracy and writing. Within the professional learning community model, grade level teams collaborated within and across grade level teams 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 the learning walks prior to transitioning to Distance Learning at the beginning of April indicated increased grade level alignment and implementation of these practices within classroom instruction.

During the 2020-21 school year, the McKinna staff will continue to focus on research based "Best First Instruction" practices within Distance Learning Framework. Ongoing school wide collaboration and professional development focus centers on effective implementation of standards based instruction for literacy and language development throughout the 3 essential Learning Spaces in the instructional day: synchronous, asynchronous and independent.

Teaching and Learning space during synchronous instruction 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 space during asynchronous blended learning 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 space 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 & 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

new learning management system. Because this system is new to the McKinna community, McKinna is scheduling dedicated collaboration and professional development opportunities throughout the year for staff, students and families. Collaboration and training opportunities for staff and families are essential to help build school wide capacity for effective teaching and learning and communication during Distance Learning.

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 2019-20 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 last year was 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 instructional learning walks was utilized to plan professional development needs. The focus of professional development until March of the 2019-20 school year 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 examined and calibrated 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 learning walks as well as student writing and other formative assessments.

Due to COVID-19, all students experienced a 5 month disruption of traditional school experience between mid March and August 19. This interruption in traditional schooling created unintended inequities in access and resources for students and famlies. Focus in March through June shifted to transitioning to Distance Learning, identifying families with technology and other basic needs while attempting to build a cohesive instructional plan District and school wide.   The 2020-21 school year Distance Learning plan provides the roadmap and resources for ensuring all students have access to technology 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 Distance Learning plan provides the roadmap and resources for ensuring all students have access to technology and resources within a cohesive District wide plan for instruction. Grade level teams are using 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 within Distance Learning Framework. Ongoing school wide collaboration and professional development focus centers on effective implementation of standards based instruction for literacy and language development throughout the 3 essential Learning Spaces in the instructional day: synchronous, asynchronous and independent.

Teaching & Learning Space during synchronous instruction 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 & Learning Space during asynchronous blended learning 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 & Learning Space 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 within a Blended learning framework utilizing Canvas as the new 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
- We will focus on strategic teaching of writing across all content areas: math, science, social studies, 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 SBAC, 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 Reading Comparisons Data in English from fall 2019-20 to fall 2020-21 shows a decrease in students testing in level 1 from 68% in fall, 57% in winter & 57% in fall of 2020-21. The percentage of students testing at or above grade level (level 3 & 4) increased from 14.2% in the fall of 2019, to 19.7% in the winter of 2019. 2020-21 fall scores show 19.3% of students at level 3 & 4 and 80.6% performing at levels 1 and 2 combined on Star reading. The Student Growth Percentile for Star Reading shows 61.4% Overall school SGP from fall 2019 to fall 2020 with 33.6% of students at high growth, 27.9% at typical growth and 38.6% at low growth. The Star Early Literacy English Proficiency shows 24.6% at level 4, 16.5% at level 3, 19.5 at level 2 & 39.4% at level 1. Early Literacy in English SGP from fall 2019-fall 2020 shows 30% with high growth rates, 22% typical growth and 47% at low growth rates.

Star Reading Comparison Data in Spanish shows overall proficiency in the fall of 2019 at 38.2%, with an increase in winter to 53.8% and 60% in the fall of 2020. The Star Early Literacy in Spanish for fall of 2020 shows 58.8% at level 4, 14.5% at level 3, 14.5% at level 2 & 12.2% at level 1. Spanish Early Literacy Comparison Data shows growth from fall 2019 with 46% above minimum

district benchmark to winter with 68% above minimum district benchmark. Fall of 2020 assessment in Spanish Early Literacy shows 58.8% of students tested scored at or above the minimum district benchmark.

The Star Math Comparison Data shows growth from fall to winter of 2019-20 from 18% to 29.5% proficient .Fall of 2020-21 shows overall 24.9% proficiency in math school wide at levels 3 & 4 and 75% performing at levels 1 and 2 combined on the Star math assessment. The Student Growth Percentile for Star Math shows 46.8% overall school SGP (from fall 2019 to fall 2020 with 20.4% of students at high growth, 26.4% if students at typical growth, and 53.2% of students at low growth rates.

It is important to note that fall assessments for 2020 were administered through Distance Learning making it difficult to ensure testing reliability. 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-2 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	Due to COVID, Attendance data for 19-20 is unavailable. For 2020-21 school year, ongoing monitoring of attendance for average of 96% daily attendance. Track and address chronic absenteeism through interventions. The average attendance for the 2018-19 school year was 96% with the following 4 sub groups in the green: English Learners, SED, Hispanic and Students with Disabilities. The Homeless sub group was in the yellow showing a higher percentage of chronic absenteeism within this group with an average of 10%.	Maintain average monthly attendance for K-5 at 95%. Reduce chronic absenteeism for K-5 to 5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Engagement	For 2020-21 school year, ongoing weekly monitoring of student engagement and behavior during Distance Learning to increase

Suspension Rate for 2019 to March 2020: 3 total suspensions, .0.45%. | For 2020-21 school year, track student engagement and systematically address students with limited level of student engagement.

Continue to use alternative methods of discipline to limit loss of instructional time for 2020-21 school year through continued implementation of PBIS framework. |
| Panorama Survey | Limited data from 2019-20 due to COVID interruption of traditional schooling.

Panorama survey administered for to K- 5 grade students 3 times a year per District assessment calendar. | Participation of 95% of students in grades K-5, 3 times a year per District calendar.

Data utilized to target social-emotional learning needs for self-management, growth mindset, social awareness, emotional regulation, teacher-student relationships and sense of belonging. |
| Healthy Kids Survey administered to 5th graders | Due to COVID, no current data for 19-20 school year | Participation of 95% of 5th graders and 50% of 5th grade parent participants on CA Healthy Kids Survey |

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
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., including focus on distance learning expectations for synchronous, asynchronous and independent learning time.

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 PBIS Leadership, Safe Schools & VCOE support for PBIS

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 distance learning 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 - Targeted 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.

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 and/or lack of student student engagement during distance learning.

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

Amount(s)	Source(s)
	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 as specified through COVID-19 safety guidelines.

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 - Targeted 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)
	LCFF - Targeted 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)
	LCFF - Targeted 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 & at risk sub groups within Homeless & 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 & 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)
	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)
	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 3 times a year per District assessment calendar and 5th graders will take the Healthy Kids Survey 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

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

Strategy/Activity 28
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.

Strategy/Activity 29
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.

Strategy/Activity 30
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.

Strategy/Activity 31
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.

Strategy/Activity 32
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.

Strategy/Activity 33
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.

Strategy/Activity 34
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.

Strategy/Activity 35
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.

Annual Review

SPSA Year Reviewed: 2019-20

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

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

McKinna's population includes at 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 needs which strategies and activities in Goal 2 addresses. 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. According to the National Child Traumatic Stress Network, students dealing with trauma, "...may show signs of distress through somatic complaints such as stomachaches, headaches, and pains. These students may have a change in behavior, such as increased irritability, aggression, and anger.... (as well as) show a change in school performance and have impaired attention and concentration and more school

absences." Therefore, it is 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 healthy learning environment school wide, with special attention to high needs during Distance Learning. School staff; including the ORC, school counselor, atendance 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, character education and community circles. 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 2020-21 school year, McKinna will continue to work within the Safe and Civil School model through a continuous improvement process to implement 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 within the Distance Learning model.

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

McKinna made progress in building school wide systems to foster social-emotional development in the students during the 2019-20 school year by creating a systematic approach to improving school wide climate and culture. Teachers utilized 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, McKinna recognized positive behavior and academic growth within classrooms and at school wide assemblies. McKinna also strengthened their COST-SST process during the 2019-20 school year to address Tier 2 and 3 academic and social-emotional needs of the students. Data shows a significant decrease in the number of students sent to the office for low level behaviors as well as a decrease in loss of instructional time due to behavior infractions.

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 2020-21 school year, McKinna will continue to build upon the MTSS model that works to align school wide systems and services to District support systems. The Panorama survey results for K-5th grades, administered 3 times a year, 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. The new features within Q will be utilized and closely monitored for Student Engagement to determine student - family support needs. Both programs 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	2020-21 school engagement opportunities offered through virtual meetings for SSC, ELAC, PTA. Prior to March 2020, Sign ins for Family Fridays showed average attendance 150 per month; Parent workshops- average attendance, 25 parents	2020-21: 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 virtual meetings.
Parent participation in SST and IEP meetings	2020-21 Benchmark: Various opportunities for parent/guardian participation through phone, zoom and in person for SST, IEP meetings.	2020-21: 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 maintain school website.

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, 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)
	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)
	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 - Targeted 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 - Targeted 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 - Targeted 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 - Targeted 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)
No cost
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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.

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.

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 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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

Strategy/Activity 28
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.

Strategy/Activity 29
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.

Strategy/Activity 30
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.

Strategy/Activity 31
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.

Strategy/Activity 32
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.

Strategy/Activity 33
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.

Strategy/Activity 34
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.

Strategy/Activity 35
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.

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

McKinna considers families the most essential partners in achieving goals within the SPSA. The McKinna staff cultivates meaningful partnerships and authentic family engagement through healthy communication venues such as SSC, ELAC and PTA. Up until March of 2020, McKinna offered monthly literacy events on site through Family Fridays and literacy workshops. In addition, in 2019-20, McKinna offerred family education opportunities on site and opportunities for families to contribute to the educational opportunities for their children. 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. The average attendance at parent workshops have been 25 -50 families and at monthly Family Fridays, 150 families. Special events like Back to School Night, the Multi-cultural Fair and PTA movie nights brought in an average of 300 families during the 2019-20 school year. During the 2020-21 school year, McKinna will offer leadership and educational opportunities through SSC, ELAC, PTA. gatherings, workshops and meetings and will be held virtually to ensure safety. McKinna will utilize the web site, Blackboard connect, Canva, Zoom, 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 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. 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 2020-21 school year to support academic, physical, and social-emotional needs created by COVID pandemic.

Although McKinna administered the Healthy Choice Survey to 5th graders and parents, there were not enough completed responses to have a valid benchmark assessment of school climate through this measurement tool in 2018-19. Due to COVID, the survey was not conducted in the 2019-20 school year. During 2020-21 McKinna staff will support the administration of the CA Healthy Kids

Survey within the 5th grade classrooms and at family gatherings in order to obtain a valid benchmark assessment.

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, includinga better understanding of Canvas. Parent workshops will be offered during the 2020-21 school year virtually to ensure safety during COVID Pandemic. Parent workshops like Project 2 Inspire to increase EL parent engagement and advocacy will be offered through the District. McKinna will continue to contine ongoing communication through venues like Blackboard connect, Canvas, social media and the school web site. The school will include families in SST, IEP and 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	$93,986.00
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	$231,230.00

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	$63,078.00
Title III	$30,908.00

Subtotal of additional federal funds included for this school: $93,986.00

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 ($)
Discretionary	$43,864.00
District Funded	$0.00
LCFF - Intervention	$1,064.00
LCFF - Targeted	$92,316.00

Subtotal of state or local funds included for this school: $137,244.00

Total of federal, state, and/or local funds for this school: $231,230.00

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
Discretionary	43,864.00	0.00
Title I	63,078.00	0.00
Title III	30,908.00	0.00
LCFF - Intervention	1,064.00	0.00
LCFF - Targeted	92,316.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Discretionary	43,864.00
District Funded	0.00
LCFF - Intervention	1,064.00
LCFF - Targeted	92,316.00
Title I	63,078.00
Title III	30,908.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Discretionary	41,864.00
5000-5999: Services And Other Operating Expenditures	Discretionary	2,000.00
1000-1999: Certificated Personnel Salaries	District Funded	0.00
2000-2999: Classified Personnel Salaries	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	1,064.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	15,000.00

2000-2999: Classified Personnel Salaries	LCFF - Targeted	15,000.00
4000-4999: Books And Supplies	LCFF - Targeted	53,316.00
5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	9,000.00
1000-1999: Certificated Personnel Salaries	Title I	39,251.00
4000-4999: Books And Supplies	Title I	23,827.00
1000-1999: Certificated Personnel Salaries	Title III	10,000.00
2000-2999: Classified Personnel Salaries	Title III	12,909.00
4000-4999: Books And Supplies	Title III	7,999.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	231,230.00

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
Wendy Garner	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.
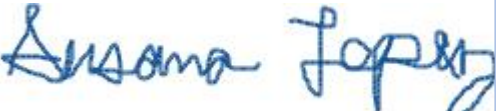
Recommendations and Assurances

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
[signature: Elena Salgado]	School Site Council
[signature: Susana Lopez]	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 10/13/20.

Attested:

[signature: Wendy Garner]	Principal, Wendy Garner on 10/13/20
[signature: Elena Salgado]	SSC Chairperson, Elena Salgado on 10/13/20

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 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/guidanceuseseinvestment.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/guidanceuseseinvestment.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/

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