

# 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 15, 2019	November 13, 2019

## 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 collaboration opportunities on Tuesdays, teacher teams are compensated for additional collaboration times when they meet beyond the Tuesday collaboration. The kindergarten and 1st grade DLI teams collaborate with their DLI partners as well as their language alike partners. 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 & Learning practices school wide to increase student achievement
- We will teach, model, & reinforce school wide expectations & social-emotional strategies to increase self-regulation, resilience & peaceful problem solving.
- We will commit to Standards Based teaching & learning around balanced literacy, science, social science and math.
- We will focus on strategic teaching of writing across all content areas: literacy & ELD, math, science, social studies, social –emotional

- We will focus on the development of academic language through Oracy strategies, integrating strategic scaffolds & supports within teaching & learning across all content areas

The School Plan will also serve to detail the actions and expenditures related to the Comprehensive Support and Improvement program. 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.

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Classroom Observations

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

The 2018-19 school year marked the launch of the Dual Language Immersion Pathway at McKinna, which began with Kindergarten and is now being offered in 1st grade for the 2019-20 school year. Throughout last year, kindergarten teachers benefited from professional development through the District's partnership with Teaching for Biliteracy Foundation. Emphasis was placed on the following areas and observed through ongoing learning walks through classrooms as essential elements of teaching and learning within DLI to emphasize during the 1st year of the launch:

1. Language allocation & separation by space & time, organized in 3 linguistic spaces: English (blue), Spanish (green), Bridge (green & blue).
2. Supports for content, literacy & language;
3. Scaffolds include graphic, sensory & interactive supports, including sentence frames to support student use of language;
4. Instruction includes strategies that develop oracy & make grade level content comprehensible for linguistically diverse learners.

To align with these essential practices for DLI and to support McKinna's English Learner population which is 80% of 700 K-5th graders, McKinna teachers are committed to incorporating oracy scaffolds & strategies across all content areas during the 2019-20 school year. Language scaffolds will be integrated throughout the day and across content areas, beyond designated ELD time frames. PD to support this area was provided in 2018-19 with the support of the Director of EL Services and the EL TOSA on research based effective strategies to increase language participation and develop academic language during instruction. During informal learning walks through math instructional times and at staff PLCs where math practices were discussed, teachers shared how they were integrating language scaffolds and supports to reinforce oracy development during math instruction. McKinna will build on these practices during the 2019-20 school year.

Through learning walks within kindergarten DLI classrooms, effective use of the following strategies was noted: 1. The use of charts 2. Strategic use of color and language, 3. Clear separation of language, 4. Language rich environments, 5. Language support for Science, 6. Variety of student grouping, 7. Evidence of student writing, and 8. Grade level appropriate academic language

Based on all the positive traits we were able to observe, we are ready to build upon our strengths and grow in other areas. During the 2019-20 school year, as a site & district, we will be focusing on the following areas:

- Purposeful academic language scaffolding
- Understanding and deconstructing standards
- Balanced literacy
- Incorporating Reading and Writing into Social Science and Science

\* Oracy: Using sensory, graphic and interactive supports in every lesson to foster development of academic language.

McKinna established school wide focus for the 2019-20 school year to strengthen first instruction adhering to the Oxnard School District's literacy/biliteracy pedagogy. Emphasis will be placed on standards based teaching and learning and the strategic teaching of writing across all content areas

including math, science, social studies & ELD, as well as the continued integration of oracy to foster academic language across all content areas.

## **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 both state and local assessments to inform and improve instruction. During the 2019-20 Leadership Retreat and opening SIP day, teachers reviewed CAASPP preliminary results for grade 3-5 in both reading and math using the "4 R Process:" Research, Recall, Reflect, & Respond. This process encouraged the objective evaluation of data, noting trends and reflecting on strategies for achieving results and improving results. During the reflection process, we determined that the administration of IABs and integration of oracy and writing for math & literacy instruction impacted student learning. Teachers emphasized the teaching and learning around math problem solving strategies and processes, encouraging students to show and explain their thinking. In addition to CAASPP data, McKinna utilizes STAR assessments administered 5 times during the school year to monitor student progress. Grade level teams also integrate formative writing & math assessments throughout the year to both inform and refine teaching and learning. Throughout the year, grade level teams review STAR results and other formative assessments to monitor student growth and to identify instructional and intervention needs.

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 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. Teachers will have an opportunity to participate in organized gallery walks to observe writing across content and grade levels as well as learning walks across grade levels to evaluate writing progressions. Opportunities for cross grade level articulation within PLCs will be integrated throughout the year to inform and refine teaching & learning in writing across content areas.

## 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 has a PAR (Peer Assistance and Review) program to offer support to any teacher who requests or requires it. 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. Instructional Specialists work directly with teachers to support instruction in Science and Math. A DLI (Dual Language Immersion) TOSA (Teacher on Special Assignment) works directly with teachers to support biliteracy instruction. 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 in grades K-5. In addition to weekly collaboration opportunities on Tuesdays, teacher teams are compensated for additional collaboration times when they meet beyond the Tuesday collaboration. The kindergarten and 1st grade DLI teams collaborate with their DLI partners as well as their language alike partners. 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

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## 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 serves approximately 711 students in TK/K through 5th grade. October 2018 CALPADS report shows McKinna's primary ethnic group as 96.5% Hispanic or Latino, with over 95% identified with Spanish as the primary language and 4.7% Mixteco. Spring CALPADS report also shows 79.3% English Learners, and 85.2% identified as Socioeconomically Disadvantaged. 10.1% of McKinna students are classified as 'homeless,' 4.6% as 'migrant,' and 5.9% with disabilities. At time of publication of the SPSA for 2019-20 school year, McKinna K-5th grade is at 674 with 80% identified as English Learners. 92% of the English Learners identify Spanish as their primary language, 6.5% Mixteco and 1% Zapateco. 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 District values of Equity, Integrity, Service & Accountability when planning goals and actions for all McKinna students.

McKinna is home to the Elementary Newcomer Program for the Oxnard District, and serves newcomers to the country in grades 3-5. This diverse group of students and their families adds rich opportunities for the McKinna community to learn and appreciate a wide range of cultures. As stated in the OSD Master Plan for English Learners, elementary newcomer students are assessed in the Enrollment Center to determine primary language proficiency. Those who demonstrate grade level proficiency in Spanish may be placed in to alternative bilingual programs based on parental option and program availability. The Elementary Newcomer Program provides newly arrived English Learners with a specialized environment where they receive an intensive English acquisition program while they learn about their new school environment, culture, and country. Through use of appropriate curriculum and methods, students are able to acquire basic comprehension and progress to the Emerging and Bridging of language proficiency, including academic language. Newcomer Program Goals include the following areas of focus: 1. Familiarize students with US culture and US schools. 2. Facilitate their adaptation to their new environment. 3. Provide a program that will allow students to develop English fluency and high levels of comprehension as rapidly as possible. 4. Develop academic language related to the core content areas. 5. Master core academic standards. Students receive differentiated instruction and progress is closely monitored. The classes remain at 25 maximum with a teacher and instructional assistant to support small group, targeted instruction.

McKinna is thrilled to be offering a pathway to biliteracy through the District Dual Language Immersion Program. This year the DLI program will be implemented with kindergarten and 1st grade students in a 50/50 model which means students receive instruction in both English and Spanish daily through teacher teaming model that protects the language of instruction. Every year over the next 4 years, McKinna will offer the DLI program to an additional grade level following this 50/50 model. By the time this year's 1st grade class matriculates to 5th grade, all of McKinna's K-5th grade students will have the opportunity to become biliterate, bilingual and multicultural through a rigorous

academic program so they can develop to their fullest potential as global citizens. Teachers within the DLI program follow the OSD literacy/biliteracy pedagogy and the DLI instructional maps created with the partnership of the Biliteracy Institute.

As McKinna is transitioning to school wide DLI, McKinna will continue to offer other programs and resources to support English Learners and to facilitate successful academic English language acquisition. During the 2019-20 school year, McKinna continues to implement the Transitional Bilingual Program for grades 2nd & 3rd grade.. This program utilizes 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 support staff like ISPs and para-educators are bilingual and available to offer support for students in English and Spanish as needed within Sheltered English Instruction (SEI) classes and within the Newcomer Academy as well. 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. In 2012, McKinna was named an Apple Distinguished Program, an honor shared by very few schools in the United States. This designation was renewed recently and will stay in effect through the 2017 – 2019 school years. During the fall of 2017, McKinna was named an exemplary school by the 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. Students in grades 2-5 have access to 1:1 mobile technology during the school day as well as for home use, while K-1 students have access to IPADS within the classrooms. The staff is committed to the integration of technology into the curriculum to increase student engagement and help differentiate instruction. 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.

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. This is especially important in a school like McKinna with a high percentage of students who come from under-served high risks sub groups. 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 2019-20 school year, the PBIS Leadership Team will receive training and lead site PDs 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 and school wide expectations for success, essential approaches for fostering social-emotional development in children. Students and families will continue to receive support through District funded support staff which includes the counselor, Outreach support, reading specialist, special education team and Social Worker. Staff

receives training and guidance to ensure trauma informed practices are embedded throughout the school community.

In the spring of 2020, students and staff will be moving in to the new McKinna building marking the completion of phase 1 of the new construction. Monthly meetings are taking place with District leadership to prepare for the transition to the new school site. Staff will be trained on effective use of the new technology as well as flexible seating that exists within the 21st century new campus. McKinna families are updated on the progress of the project as well the benefits of the state of the art new facility.

#### 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. 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 2019-20 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 & technology to promote high student engagement and achievement, utilizing data to inform and refine instruction. Capacity building for data driven instruction & intervention is fostered through PLCs, including Teaching- Learning, and Culture-Climate Leadership Teams, and Intervention Support Teams. Collaborative opportunities encourage grade level and cross grade level articulation to inform & refine teaching & 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. Release time for grade level teams will be provided for data review, grade level observations, collaboration and planning. During the 2019-20 school year, supplemental funding is allocated to compensate teachers for extended collaboration time to help improve student achievement.

## Parental Engagement

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

McKinna considers the families the most essential partners in achieving goals within the SPSA. The McKinna staff will cultivate meaningful partnerships and authentic family engagement through healthy communication venues such as SSC, ELAC and PTA, as well as school events, family education opportunities like Family Fridays, as well as other forums for families to contribute to the educational opportunities for their children. The Family Fridays are monthly shared reading experiences in the morning that help families become partners in fostering literacy practices. Family Fridays provide an opportunity for parents and guardians to be involved in their child's schooling and to learn what can be done to support their child's education. In addition, McKinna offers family literacy, math, STEM and cultural nights to strengthen the home-school connection. McKinna also partners with organizations like Ventura County Behavioral Health and Logrando Bienestar to offer workshops and services to families for mental health. Parent education will also be offered through workshops offered through the ORC, counselor, social worker and Newcomer TOSA. Workshops through Project 2INSPIRE will provide educational information to support English Learners. 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)

McKinna has 3 leadership teams that meet monthly to review school wide goals which are aligned with the District LCAP goals in Teaching & Learning, Culture & Climate and Family Engagement. 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 SSC & 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. McKinna will continue to fund 2 bilingual ISPS to support students in grades K-5 as a supplement to targeted small group 1st instruction in literacy and math throughout the day. Bilingual instructional assistants (IAs) are district funded in K for 90 minutes per classroom. The District also funds bilingual instructional assistants within the Newcomer classes. Additional site funds are used to support students in grades K-1 to help bolster small group instruction in literacy, language & math.

Title 1, III & LCFF funds will also be utilized to build in opportunities for grade level/cross grade level PLCs for ongoing professional development and collaboration time to strengthen teaching & learning and culture & climate practices school wide. Focus for 2019-20 is improving 1st instruction with a focus on standards based instruction, as well as oracy (strategies to develop academic language) and writing across content areas. Both K and 1st grade DLI teams have increased opportunities for collaboration funded through school and district wide PLCs to help implement the new DLI curricular maps.

To improve reading achievement, the district has created a new position called "Reading Specialist."



These teachers are site based and will support struggling readers in grades K, 1st and 2nd. The goal is to have all students reading at grade level by the time they enter 3rd grade. Reading Specialists will work directly with students, collaborate with teachers and serve as a resource for reading instruction. At this time, McKinna has a reading specialist who provides support in ELA. McKinna is slated to have a part time bilingual reading specialist to support SLA.

In addition, the district continues to fund additional personnel to support teaching and learning. The district funded TOSA for the Newcomer Academy works closely with McKinna and Frank Newcomer teachers and students to improve student achievement and connect families to resources.

McKinna will also benefit from professional development through the Safe and Civil School Foundations training which fosters 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 2019-20 school year, the PBIS Leadership Team will receive District funded PD 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. In addition, McKinna staff participated in special Disaster Preparedness training in the following areas: medical, student reunification and search and rescue during the 2018-19 school year. Through this special training and team collaboration, school safety will continue to improve during the 2019-20 school year.

Title 1, 111 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 2018-19 school year in order to build on these areas for the 2019-20 school year. In addition, members from McKinna's Teaching & Learning, PBIS and Family Engagement leadership teams

attended the District Leadership Retreat in August of 2019 to review available data from state testing, discipline & attendance. This additional information was utilized to determine school wide focus and goals for ongoing improvement for the 2019-20 school year. The Leadership teams shared this information 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 2019-20. McKinna will continue to utilize and review the SPSA throughout the year at Leadership team meetings, staff PLCs with the SSC & ELAC members.

## Resource Inequities

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

McKinna has identified resource inequities as well as plans for addressing inequities to ensure equitable support for all students.

During the 2018-19 school year, McKinna launched their DLI pathway beginning in Kindergarten where all K students received instruction in both English and Spanish daily within a 50/50 model. One of the inequities discovered during this transition centered around personnel. The para positions assigned to kindergarten classrooms for 90 minutes daily to support instruction in both English and Spanish were not posted through HR as bilingual positions. Unfilled and inconsistent bilingual para placements created a barrier with personnel assigned to support within Spanish DLI classrooms. In addition, the District created and funded reading specialist positions to support both ELA and SLA in K-2. McKinna's reading specialist provided support for ELA. The position for a bilingual reading specialist to be shared with McKinna and another site was never filled during the 2018-19 school year. This created another resource inequity for the Spanish DLI classrooms at McKinna.

To address these issues of inequities, the District approved funding for bilingual paras for the Kindergarten classrooms at McKinna for the 2019-20 school year. In addition, the District is still trying to fill the bilingual reading specialist position to be shared with McKinna and other DLI sites where the reading specialist is not bilingual. McKinna has allocated resources to hire 2 bilingual ISPs who will provide intervention support for ELA and SLA, assisting in K-4th grade classrooms.

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 within the Newcomer Program often enter school with significant gaps in schooling, housing and other essential resources. Many of the Newcomer students and their families have experienced trauma in their countries of origin.

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 District funded ORC, counselor, social worker and Newcomer TOSA 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 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 has created Family Fridays, which provide monthly opportunities to promote literacy through shared reading experiences in the classrooms during the school day. Family Fridays also provide an opportunity to share resources and strategies to cultivate a community of learners and to promote safe engagement with technology. Project 2INSPIRE classes will be offered to increase EL parent engagement and advocacy.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	%	%	0.0%			
African American	0.3%	0.55%	0.4%	2	4	3
Asian	0.1%	%	0.1%	1		1
Filipino	0.6%	0.55%	0.4%	4	4	3
Hispanic/Latino	97.1%	96.42%	96.5%	701	700	686
Pacific Islander	0.3%	0.41%	0.4%	2	3	3
White	1.7%	1.65%	1.5%	12	12	11
Multiple/No Response	%	%	0.6%			4
<b>Total Enrollment</b>				722	726	711

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	154	155	164
Grade 1	136	109	107
Grade 2	107	116	97
Grade 3	104	125	111
Grade 4	127	97	125
Grade 5	94	124	107
<b>Total Enrollment</b>	722	726	711

### Conclusions based on this data:

The data above is based on CALPADS report from October of the 2018-19 school year. Although enrollment has declined from 726 students in 2017-18 to 711 students in 2018-19, enrollment by student sub group has remained consistent. McKinna's significant ethnic subgroup is Hispanic/Latino, with 96.5% of 711 students or 686 students classified as Hispanic/Latino within the 2018-19 school year. 95% of this subgroup identifies Spanish as their primary language and 4.7% Mixteco. Of the 686 students classified as Hispanic/Latino, 79.3% or 564 students are classified as English Learners based on October 2018-19 CALPADS report. With the exception of the white subgroup with 11 out of 711 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 95.4% of McKinna's 711 students or 606 students are classified as Socioeconomically Disadvantaged, 10.1% as homeless (72 students), 4.6% migrant (33 students), and 5.9% with disabilities (42 students). 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 2019-20, McKinna's Pre-K-5 student count is 723 with 674 K-5 students. 80% of the K-5 students are English Learners with 92% identifying Spanish as their primary language, 6.5% Mixteco, and 1% Zapateco. 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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	585		564	81.0%		79.3
Fluent English Proficient (FEP)	36			5.0%		
Reclassified Fluent English Proficient (RFEP)	33		18	6.1%		2.5

### Conclusions based on this data:

The data listed above is from CALPADs report from October of 2018 as listed on Data Quest. It does not reflect the 52 students in grades 3-5 who were reclassified as RFEP students during the 2018-19 school year based on CAASPP and STAR data or reclassified through the IEP process. Although reclassification rates increased in the 2018-19 school year, reclassification criteria will increase for 2019-20 school year and current CAASPP data shows low percentages of students who met or exceeded proficiency expectations for ELA and math. To be reclassified during 2019-20, students will need an overall 4 on ELPAC in addition to demonstrating proficiency through CAASPP and/or STAR.

Review of the 2018-19 preliminary 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.

The need for ongoing academic English language development is also 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 did increase during the 2018-19 school year with a total of 52 3rd through 5th grade students reclassified. 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 2019-20 school year, grade level teams will continue to collaborate as Professional Learning Communities (PLCs) to provide differentiated instruction for ELA/literacy through Universal Access times for 2-5th grade, and for ELD with daily Designated English Language Development instruction (embedded within DLI English portion of the day for K & 1, and 45 minutes for grades 2-5). The Newcomer students receive English Language Development throughout the day through all content areas. Content is strategically scaffolded to develop academic English language. For Designated ELD, for grades 2-5 within the general education classes, English Learners are flexibly grouped based on ELPAC and other formative assessments given throughout the year to strengthen reading, writing, speaking and listening skills through targeted instruction. Throughout the school year, McKinna utilizes data to inform instructional and intervention needs as well. The District funded Reading Specialist will focus on K-2 support and two ISPs will continue working with K-4th grade students as they work with teachers to provide small group differentiated instruction and intervention in ELA/Literacy during Universal Access (UA) time, utilizing STAR 360 data to monitor progress. McKinna plans to offer tutoring and enrichment opportunities in literacy & math outside the school day as funding & 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 & 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:**

Progress was made in the English Language Arts CAASPP assessment based on 2017-18 scores. In 2017-18 the percentage of 3rd grade students meeting or exceeding standards was 13%, an increase of 4% from the 2016-17 school year. 5th grader data in ELA increased 3% points to 16% of students meeting or exceeding proficiency in 17-18. This is a 8% increase since 2015 CAASPP baseline while 4th grade made a 9% increase on CAASPP ELA scores since the 2015 baseline. It is evident in CAASPP data that students need additional strategic focus on strengthening reading and writing - demonstrating understanding of literary and non-fictional text, and producing clear and purposeful writing.

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 2018-19 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 & 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
<b>Grade 3</b>	4.63	1.67	3.57	36.11	34.17	46.43	59.26	64.17	50.00
<b>Grade 4</b>	5.93	5.15	6.90	27.41	22.68	26.72	66.67	72.16	66.38
<b>Grade 5</b>	1.02	4.84	2.06	35.71	29.03	32.99	63.27	66.13	64.95
<b>All Grades</b>	4.11	3.81	4.31	32.55	29.03	35.38	63.34	67.16	60.31

**Conclusions based on this data:**

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 & 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

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

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

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

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

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	

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	

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	

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	



### Conclusions based on this data:

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 & technology to promote high student engagement and achievement, utilizing data to inform and refine instruction. Greater emphasis will be placed during the 2019-20 school year on grade level & cross grade level collaboration, teaming & flexible grouping based on data informed instructional practices. Emphasis will be placed upon strengthening oracy with academic language, reading & writing across content areas, including math, social studies and science instruction. In the DLI K & 1 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.

2017-18 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>726</b>	<b>94.5%</b>	<b>79.1%</b>	
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.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	574	79.1%
Homeless	62	8.5%
Socioeconomically Disadvantaged	686	94.5%
Students with Disabilities	45	6.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.6%
Filipino	4	0.6%
Hispanic	700	96.4%
Two or More Races	3	0.4%
Pacific Islander	3	0.4%
White	12	1.7%






### Conclusions based on this data:

The data above is based on CALPADS report from 2017-18. McKinna's significant ethnic subgroup is Hispanic/Latino, with 96.5% of 726 students or 700 students classified as Hispanic/Latino. 95% of this subgroup identifies Spanish as their primary language and 4.7% Mixteco. Of the 700 students classified as Hispanic/Latino, 79.1% or 574 students are classified as English Learners. With the exception of the white subgroup with 12 out of 726 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 94.5% of McKinna's 726 students in 17-18 or 686 students are classified as Socioeconomically Disadvantaged, 8.5% as homeless (62 students), 4.6% migrant (33 students), and 6.2% with disabilities (45 students). 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

### 2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 422 479 453"><b>English Language Arts</b></p>  <p data-bbox="305 506 360 531">Red</p>	<p data-bbox="673 422 950 453"><b>Chronic Absenteeism</b></p>  <p data-bbox="764 506 852 531">Orange</p>	<p data-bbox="1177 422 1388 453"><b>Suspension Rate</b></p>  <p data-bbox="1258 506 1313 531">Blue</p>
<p data-bbox="251 621 414 653"><b>Mathematics</b></p>  <p data-bbox="305 705 360 730">Red</p>		
<p data-bbox="154 821 511 852"><b>English Learner Progress</b></p>  <p data-bbox="203 905 462 930">No Performance Color</p>		

#### Conclusions based on this data:

The overall Dashboard detail for the fall of 2018 demonstrates that McKinna has significant room for growth in academic student performance areas. Academic performance as measured by CAASPP assessment in the 2017-18 school year show that McKinna is performing in the red, which means there is significant distance between student performance in the spring of 2018 and the necessary growth to demonstrate proficiency in math and reading. Actions in this area align with Goal 1 of both District LCAP and site goals as articulated in the SPSA. In regards to student performance around absenteeism and suspension, the Dashboard shows McKinna has a high percentage of chronic absenteeism and a low 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.

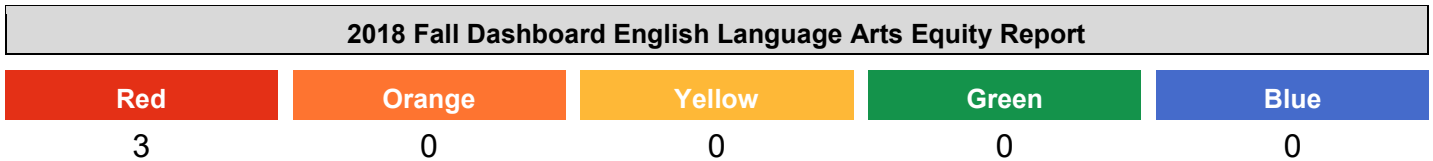
# School and Student Performance Data

## Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  Red 97.1 points below standard Maintained 0.5 points 315 students	<p><b>English Learners</b></p>  Red 101.1 points below standard Maintained -0.3 points 270 students	<p><b>Foster Youth</b></p>  No Performance Color 0 Students
<p><b>Homeless</b></p>  No Performance Color 149.1 points below standard Declined -5.1 points 36 students	<p><b>Socioeconomically Disadvantaged</b></p>  Red 97.5 points below standard Maintained 1.5 points 297 students	<p><b>Students with Disabilities</b></p>  No Performance Color 142.3 points below standard Increased 14.9 points 25 students

**2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 99.2 points below standard Maintained -2.3 points 306 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students

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.

**2018 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
126.5 points below standard Declined -7 points 203 students	24.1 points below standard Declined -42.7 points 67 students	72.8 points below standard Maintained 2.3 points 45 students

**Conclusions based on this data:**

The above data shows that all McKinna's significant sub groups performed in the red between 97 and 101 points below the standard for proficiency on the 2018 CAASPP for English Language Arts, similar to "All Students," who tested in the spring of 2018. This includes Socioeconomically Disadvantaged and Hispanic students and English Learners. Further examination of the sub group classified as English Learners, shows a significant difference in performance between the 67 Reclassified English Learners, the 45 English Only group, and the 203 current English Learners in 2018. The RFEP student group demonstrates they are 24 points below the standard while current English Learners were 126.5 points below standard in ELA. In addition, this data shows that all 3 areas demonstrate either no growth or decline in distance from proficiency.

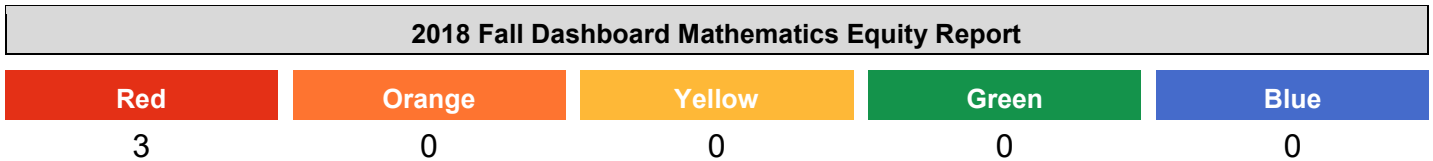
# School and Student Performance Data

## Academic Performance Mathematics







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











This section provides number of student groups in each color.



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.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  Red 104.9 points below standard Declined -14.2 points 317 students	<p><b>English Learners</b></p>  Red 105.4 points below standard Declined -13.3 points 272 students	<p><b>Foster Youth</b></p>  No Performance Color 0 Students
<p><b>Homeless</b></p>  No Performance Color 155.4 points below standard Declined -30.7 points 36 students	<p><b>Socioeconomically Disadvantaged</b></p>  Red 105.2 points below standard Declined -13.5 points 299 students	<p><b>Students with Disabilities</b></p>  No Performance Color 147.3 points below standard Maintained 2.8 points 25 students

**2018 Fall Dashboard Mathematics Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 106.7 points below standard Declined -16.4 points 308 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students

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.

**2018 Fall Dashboard Mathematics Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
124.8 points below standard Declined -18.9 points 205 students	46 points below standard Declined -42.9 points 67 students	101.9 points below standard Declined -21.5 points 45 students

**Conclusions based on this data:**

The above data shows that all McKinna's significant sub groups performed in the red at about 105 points below the standard for proficiency on the 2018 CAASPP for math, consistent to "All Students," who tested in 2018. This includes Socioeconomically Disadvantaged and Hispanic students and English Learners. Further examination of the sub group classified as English Learners, shows a significant difference in performance between the 46 Reclassified English Learners, the 45 English Only group, and the 205 current English Learners in 2018. The RFEP student group demonstrates they are 46 points below the standard while current English Learners were 124.8 points below standard and EOs performed 101.9 points below the standard in ELA based on the 2018 CAASPP assessment. In addition, this data shows that all 3 areas demonstrate a decline in distance from proficiency from previous testing.

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 percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
549	16.8%	31.9%	25.5%	25.9%

### Conclusions based on this data:

The above data demonstrates additional information on the academic progress of English Learners according to the ELAP overall scores on the 2018 test. Out of the 549 McKinna EL students who were assessed, 48.7% scored level 3 or 4 and 51.4% scored level 1 or 2. This information can be further examined to target areas of need by looking at overall scores in reading, writing, speaking and listening. The ELPAC scores are used to group students for designated ELD as well as determine instructional needs for English Learners during designated and integrated ELD. The number of students reclassified by spring of 2019 was 52 students in grades 3-5, based on ELPAC scores of 3, and SBAC or 2 or STAR 360 in reading above 25%. This number includes students reclassified based upon their IEP needs & goals as well. The fall reclassification numbers for 2019 are 16 students based on a higher ELPAC requirement of 4 overall, and the same SBAC and/or STAR percentages. Continued emphasis in reading & writing is essential for students to increase academic achievement in both ELA and math as demonstrated through SBAC and ELPAC scores for 2019-20 school year. Elevations shows fall of 2019 percentages of EL students and EL levels based upon ELPAC scores as follows: 558 students out of 675 are classified as English Learners, 83% of the students. 155 are level 1, 175 are level 2, 166 are level 3 and 62 are level 4. 81 students currently in grades 2-4 scored a 3 on the ELPAC in 2018-19.

The school wide focus for 2019-20 is oracy 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 & technology to promote high student engagement and achievement, utilizing data to inform and refine instruction.



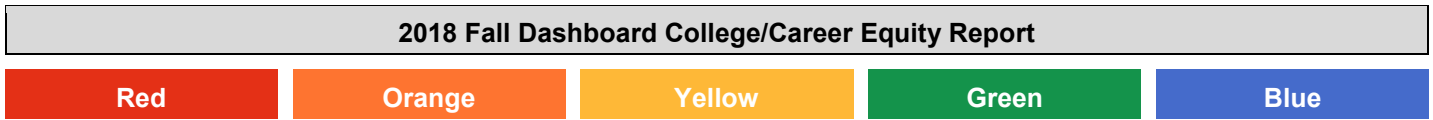
# School and Student Performance Data

## 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.



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

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 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.

2018 Fall Dashboard College/Career 3-Year Performance		
<b>Class of 2016</b>	<b>Class of 2017</b>	<b>Class of 2018</b>
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

### Conclusions based on this data:

No data available. Not applicable to elementary school setting

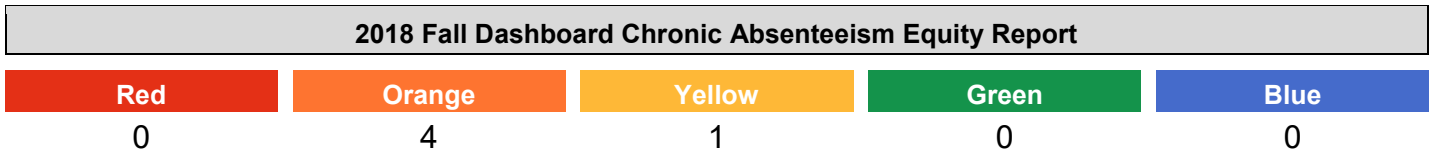
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  Orange 10.2% chronically absent Increased 1.6% 776 students	<p><b>English Learners</b></p>  Yellow 7.5% chronically absent Maintained 0.3% 614 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<p><b>Homeless</b></p>  Orange 18.9% chronically absent Maintained 0.1% 95 students	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 9.4% chronically absent Increased 1% 742 students	<p><b>Students with Disabilities</b></p>  Orange 17.5% chronically absent Increased 13.7% 63 students

**2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 10.1% chronically absent Increased 1.8% 749 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 0% chronically absent Declined 13.3% 13 students

**Conclusions based on this data:**

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

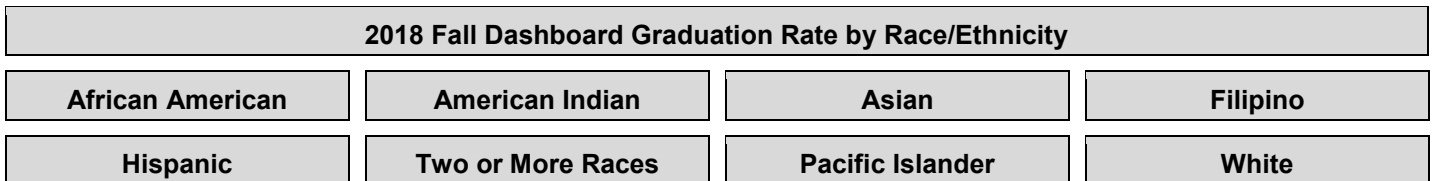
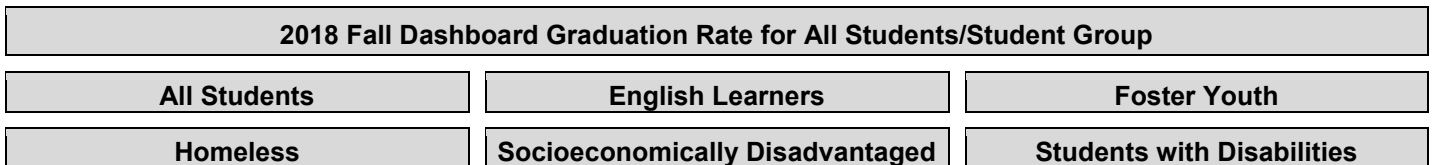
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

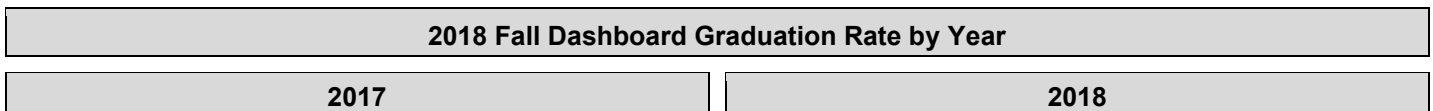
This section provides number of student groups in each color.



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.



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.



### Conclusions based on this data:

No data available, Non applicable

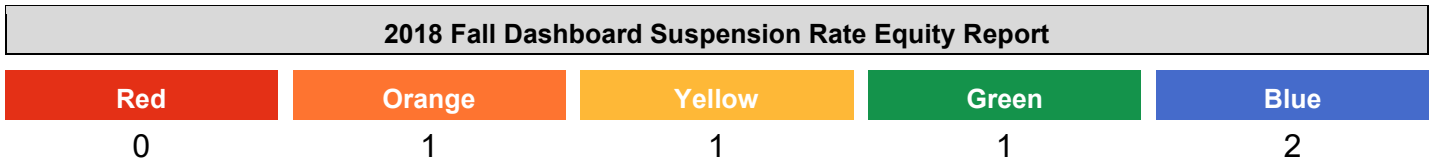
# School and Student Performance Data

## Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  <p>Blue</p> <p>0.2% suspended at least once</p> <p>Maintained 0.1%</p> <p>814 students</p>	<p><b>English Learners</b></p>  <p>Blue</p> <p>0.2% suspended at least once</p> <p>Maintained 0.2%</p> <p>646 students</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>3 students</p>
<p><b>Homeless</b></p>  <p>Yellow</p> <p>1% suspended at least once</p> <p>Increased 1%</p> <p>97 students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Blue</p> <p>0.3% suspended at least once</p> <p>Maintained 0.1%</p> <p>772 students</p>	<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>3% suspended at least once</p> <p>Increased 1.1%</p> <p>67 students</p>

**2018 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 4 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data 5 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 0.3% suspended at least once Increased 0.3% 786 students	 No Performance Color Less than 11 Students - Data 3 students	 No Performance Color Less than 11 Students - Data 3 students	 No Performance Color 0% suspended at least once Declined -5.3% 13 students

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

**2018 Fall Dashboard Suspension Rate by Year**

2016	2017	2018
0.1% suspended at least once	0.1% suspended at least once	0.2% suspended at least once

**Conclusions based on this data:**

In this category, overall students fall in the blue as measured on the 2018 Dashboard. Socioeconomically disadvantaged, Hispanic students and English Learners all fall within this category. Homeless and students with disabilities are 2 sub groups that fell in the orange 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 2019-20 school year, the PBIS Leadership Team will receive ongoing training 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
CAASPP-ELA & math-Grade 3	CAASPP Results for 2018-19: Grade 3 Met and Exceeded Combined : ELA/Literacy - 17%; Math -- 17% Nearly Met: ELA/Literacy - 23%; Math – 23% Not Met: ELA/Literacy - 60%; Math – 60%	The number of students scoring "Met Standard" or "Exceeded Standard" based on the 2018-19 CAASPP assessment data will increase by 10% in ELA/Literacy in 3rd grade for 2019-20.  The number of students scoring "Met Standard" or "Exceeded Standard" based on the 2018-19 CAASPP assessment data will increase by 10% in math in 3rd grade for 2019-20.
CAASPP-ELA & math-Grade 4	CAASPP Results for 2018-19: Grade 4 Met and Exceeded Combined : ELA/Literacy -16%; Math -- 12% Nearly Met:	The number of students scoring "Met Standard" or "Exceeded Standard" based on the 2018-19 CAASPP assessment data will increase

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	ELA/Literacy – 16%; Math – 22% Not Met: ELA/Literacy - 68%; Math – 66%	by 10% in ELA/Literacy in grade 4 in 19-20.  The number of students scoring "Met Standard" or "Exceeded Standard" based on the 2018-19 CAASPP assessment data will increase by 10% in math in grade 4 in 19-20.
CAASPP-ELA & math-Grade 5	CAASPP Results for 2018-19: Grade 5 Met and Exceeded Combined : ELA/Literacy - 17%; Math -- 7% Nearly Met: ELA/Literacy - 24%; Math – 24% Not Met: ELA/Literacy - 59%; Math – 69%	The number of students scoring "Met Standard" or "Exceeded Standard" based on the 2018-19 CAASPP assessment data will increase by 10% in ELA/Literacy in grade 5 in 2019-20.  The number of students scoring "Met Standard" or "Exceeded Standard" based on the 2018-19 CAASPP assessment data will increase by 10% in ELA/Literacy in grade 5 in 19-20.
STAR 360 Reading - Fall of 2019 Data shows percentage of students in K-1 who are "At or above Benchmark" in Early Literacy STAR Reading per district benchmarks of 40% proficiency. In K & 1 DLI, assessments in Spanish & English; 2nd grade TBE- STAR in English & Spanish  Data shows percentage of students is 2-5 grade who are "At or above Benchmark" in STAR 360 Reading per CAASPP benchmarks of 70% proficiency.	K: At or above benchmark: 37 students or 31% of 118 students tested; On watch: 20 students or 17%  1: At or above benchmark: 23 students or 23% of 102 students tested; On watch: 16 students or 16%  2: At or above benchmark (level 4 & 3) : 15 students or 18% of 85 students tested; Level 1 & 2: 70 students or 82%  3: At or above benchmark (level 4 & 3) : 10 students or 12% of 85 students tested;	STAR 360 Reading - Spring 2019 20% Increase percentage of students "At or Above Benchmark," (Transitional or Probable) in English & Spanish for K-1 in Early Literacy per District benchmark and/or Level 3 & 4 proficiency per CAASPP benchmark in STAR Reading by 20% during the 2019-20 school year.



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Level 1 &amp; 2: 75 students or 88%</p> <p>4: At or above benchmark (level 4 &amp; 3) : 10 students or 11% of 94 students tested; Level 1 &amp; 2: 84 students or 89%</p> <p>5: At or above benchmark (level 4 &amp; 3) : 19 students or 22% of 88 students tested; Level 1 &amp; 2: 81 students or 92%</p>	
<p>STAR 360 Math - Fall of 2019 Data shows percentage of students in grades 1-5 who are "At or above Benchmark" (level 4 &amp; 3) in math based on STAR 360 district benchmarks.</p>	<p>K: Does not take math in fall</p> <p>1: Level 3 &amp; 4 proficiency : 22 students or 21% of 107 students tested; Level 1 &amp; 2: 85 students or 79%</p> <p>2: Level 3 &amp; 4 proficiency : 20 students or 24% of 85 students tested; Level 1 &amp; 2: 65 students or 76%</p> <p>3: Level 3 &amp; 4 proficiency : 17 students or 20% of 87 students tested; Level 1 &amp; 2: 70 students or 80%</p> <p>4: Level 3 &amp; 4 proficiency : 14 students or 15% of 94 students tested; Level 1 &amp; 2: 80 students or 85%</p> <p>5: Level 3 &amp; 4 proficiency : 7 students or 8% of 88 students tested; Level 1 &amp; 2: 81 students or 92%</p>	<p>STAR 360 Math - Spring 2020 20% Increase percentage of students at Level 3 &amp; 4 proficiency in math per CAASPP benchmark during the 2019-20 school year.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>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.</p>	<p>ELPAC Data from 2018-19</p> <p>Fall 2019-20 reclassification for 3-5th grade - 16 students met criteria of overall 4 on ELPAC , and 2 or greater on SBAC from 2018-19, or 25% or greater on STAR 360 for reading from the fall of 2019. Only 1 additional student has potential to reclassify in 2019-20 based on overall 4 on ELPAC, needing 25% or better on STAR 360.</p> <p>81 students in grades 2-4 scored with a 3 on the ELPAC during the 2018-19 testing.</p>	<p>2019-20 Goal: Given the new criteria established by the state, for the 19-20 school year, we will increase the number of reclassified students to 20 of the 81 students (25% of 81 students) reclassifying next school year as 3-5th graders.</p>

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

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

All students listed above

#### Strategy/Activity

Teachers will focus on Common Core Standards with the support of site purchased resources & district adopted resources, assessments (STAR 360, ELD, IABs, curriculum embedded assessments) and technology with all students within DLI, SEI, TBE and the Newcomer programs.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0.00	District Funded 4000-4999: Books And Supplies Curriculum and assessments
0.00	District Funded 1000-1999: Certificated Personnel Salaries Certificated salary:Reading Specialist, K-2 & salary for Newcomer Academy TOSA
0.00	District Funded 5800: Professional/Consulting Services And Operating Expenditures District funded PD and resources like Renaissance support
1,980.00	Title III 4000-4999: Books And Supplies Spanish books to increase Spanish reading options (to support DLI & TBE)

## 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 (OOPY ONLY) funds, LCFF & Title 111 funds will be utilized for grade level and cross grade level supplemental collaboration, PLCs, and PDs to analyze data to inform and refine standards based instruction and intervention as well as planning & refining high leverage teaching & 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 technology and 21st century learning to support the transition to the new McKinna. In addition to the weekly PLCs designated for cross grade level or grade level collaboration, funding has been allocated for an additional 2-3 hours per month per teacher for grade level or cross grade level collaboration. The DLI teachers in grades K & 1 meet together as a DLI team, in language alike teams, and with their DLI partners to effectively implement the DLI units of study, review student assessments, and refine teaching and learning. Grade level teams in 2-5th grade utilize the supplemental grade and cross grade level collaboration to plan writing units of study, calibrate writing, and analyze other assessments to help inform and refine instruction and intervention. PLC agendas and notes are uploaded to google shared documents for cross grade level reference.

### 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 1000-1999: Certificated Personnel Salaries supplemental grade level collaboration, & extra hours for PD, tutoring & enrichment, hourly pay & benefits
3,000.00	Title III 1000-1999: Certificated Personnel Salaries supplemental grade level collaboration, tutoring & enrichment, hourly pay & benefits to support English Learners
3,092.00	LCFF - Targeted 3000-3999: Employee Benefits Benefits for teacher extra hours
625.00	Title III 3000-3999: Employee Benefits benefits for teacher extra hours
27,635.77	Title I 1000-1999: Certificated Personnel Salaries OOPY ONLY for supplemental grade level & cross grade level PLCs & professional development, tutoring & enrichment
4,946.00	Title I 3000-3999: Employee Benefits benefits from OOPY ONLY for supplemental PLCs & PDs

### 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 & math

#### 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)

23,996.00

Source(s)

Title I  
1000-1999: Certificated Personnel Salaries

	100% - Certificated salary for ISP
4,946.00	Title I 3000-3999: Employee Benefits benefits for ISP
21,596.4	Title I 1000-1999: Certificated Personnel Salaries 90% Certificated salary
2,399.6	LCFF - Intervention 1000-1999: Certificated Personnel Salaries 10% - Certificated salary for ISP
510.40	LCFF - Intervention 3000-3999: Employee Benefits 10% employee benefits

### 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.

All students in grades 3-5 within the Newcomer program and all students within the K DLI program

Strategy/Activity

Bilingual para-educators will be utilized to provide ELA & SLA support within DLI programs in grades K-1, 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 the Newcomer students

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
14,000.00	Title III 2000-2999: Classified Personnel Salaries Classified salary and benefits for bilingual para-educator support
0.00	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
3,620.00	Title III 3000-3999: Employee Benefits Benefits for para -educators
6,456.00	LCFF - Intervention 2000-2999: Classified Personnel Salaries bilingual paras extra site funded hours

### 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 in grades K-2

#### Strategy/Activity

District funded K - 2 Reading Specialist to support struggling readers in K-2nd grade.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0.00	District Funded 1000-1999: Certificated Personnel Salaries Reading intervention for K-2

### 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 2-3 times monthly including COST-SST, IEP & 504s to support student achievement and social-emotional TIER 2 & 3 needs. SST & IEP team meetings include the psychologist, RSP & Speech teachers, ORC, Principal, general education teacher & counselor & 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)
7000.00	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Teacher Substitutes to release general ed and SPED teachers
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
1,443.00	LCFF - Targeted 3000-3999: Employee Benefits benefits for substitute

### 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, and technology as well as language & literacy development through both designated and integrated ELD & 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)
0.00	District Funded

	1000-1999: Certificated Personnel Salaries PDs & PLCs specific to DLI
0.00	District Funded 1000-1999: Certificated Personnel Salaries Certificated salaries: District math & science TOSA
0.00	District Funded 1000-1999: Certificated Personnel Salaries Certificated salaries: DLI TOSA & EL TOSA for Newcomers

## 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 independent reading through district funded resources like MyON, AR in support a balanced literacy approach.

### 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)

0.00

#### Source(s)

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

## 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 scheduled to examine data and develop and evaluate action plans around Teaching and Learning, Culture and Climate, and Family Engagement, including participation at the 2 day district leadership retreat.



**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)

0.00

Source(s)

LCFF - Targeted  
1000-1999: Certificated Personnel Salaries  
Teacher extra hours up to \$6.000 already  
included in Goal 1

**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)

3,000.00

Source(s)

LCFF - Targeted  
5000-5999: Services And Other Operating  
Expenditures  
Subscriptions and apps, Lexia - year 1 of 3 year  
license purchased during Pilot period in 2018-19

**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 & supplies 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)
39,164.00	Discretionary 4000-4999: Books And Supplies Materials and Supplies, warehouse, Graphics Services
30,891.00	LCFF - Targeted 4000-4999: Books And Supplies Materials and Supplies
5,077.83	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

### Strategy/Activity

Classified staff will provide child care, extra support and assistance for special projects including supervision & translations for conferences, parent meetings, & 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)
10,100.00	LCFF - Targeted 2000-2999: Classified Personnel Salaries Child care, translation, extra hours for ORC, clerical, campus supervisors
3,030.00	LCFF - Targeted 3000-3999: Employee Benefits

Benefits for extra hours for classified support

## 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)

1,000.00

Source(s)

Title III  
5000-5999: Services And Other Operating Expenditures  
Conference fees and travel expenses, Ventura County CABE

## 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)

8,000.00

Source(s)

LCFF - Targeted  
5000-5999: Services And Other Operating Expenditures  
Transportation and entrance fees for 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)

0.00

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)

3,000.00

Source(s)

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 & 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)

0.00

Source(s)

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

0.00

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

Web site will be maintained by Site Tech and computers and other technology will be maintained & updated to facilitate 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)

0.00

Source(s)

District Funded  
2000-2999: Classified Personnel Salaries  
Site tech salary & district funded upgrades with technology

#### 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)

2,000.00

Source(s)

Discretionary  
5000-5999: Services And Other Operating Expenditures  
Maintenance agreements

0.00

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)

3,618.00

Source(s)

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)

0.00

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.

All students

Strategy/Activity

Library books will be purchased to increase Spanish titles for DLI program with librarian tech guiding library program 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)

1,980.00

Source(s)

Title III  
4000-4999: Books And Supplies  
Books

**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 (30-45 minutes daily) and Integrated ELD throughout the 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)

0.00

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

Universal Access opportunities through teaming and small differentiated group instruction are incorporated daily for reading and math to ensure opportunities to extend and accelerate learning for students who have met or exceeded standards, and provide additional intervention for students who need additional scaffolding and support to access rigorous grade level standards. Designated UA opportunities will ensure this is enrichment and intervention that will supplement, not supplant first 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)

0.00

District Funded

1000-1999: Certificated Personnel Salaries  
teacher salaries

### **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.

All students

#### 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)

1,500.00

Discretionary  
4000-4999: Books And Supplies  
Incentives

## Annual Review

### SPSA Year Reviewed: 2018-19

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.

Goal 1 for academic achievement in reading and math focus for 2018-19 was aligned with the District & site goal focus. Effective strategies and actions for 2018-19 to improve student achievement in teaching & learning will continue throughout the 2019-20 school year to strengthen first instruction across grade levels. The 2018-19 school year marked the launch of the Dual Language Immersion Pathway at McKinna, which began with Kindergarten and is now being offered in 1st grade for the 2019-20 school year. Throughout last year, kindergarten teachers benefited from professional development through the District's partnership with Teaching for Biliteracy Institute, a practice that will continue in 2019-20. Emphasis will continue to be placed on the following areas and reviewed through ongoing learning walks through classrooms as essential elements of teaching and learning within DLI:

1. Language allocation & separation by space & time, organized in 3 linguistic spaces: English (blue), Spanish (green), Bridge (green & blue).
2. Supports for content, literacy & language;
3. Scaffolds include graphic, sensory & interactive supports, including sentence frames to support student use of language;
4. Instruction includes strategies that develop oracy & make grade level content comprehensible for linguistically diverse learners.

To align with these essential practices for DLI and to support McKinna's English Learner population which is 80% of 700 K-5th graders, McKinna teachers committed to incorporating oracy scaffolds & strategies across all classrooms & across all content areas to reinforce academic language. Language scaffolds were to be integrated throughout the day and across content areas, beyond designated ELD time frames. PD was provided with the support of the Director of EL Services and the EL TOSA on research based effective strategies to increase language participation and develop academic language during instruction. During informal learning walks through math

instructional times and at staff PLCs where math practices were discussed, teachers shared how they were integrating language scaffolds and supports to reinforce oracy development during math instruction.

Through learning walks within kindergarten DLI classrooms, effective use of the following strategies was noted: 1. The use of charts 2. Strategic use of color and language, 3. Clear separation of language, 4. Language rich environments, 5. Language support for Science, 6. Variety of student grouping, 7. Evidence of student writing, and 8. Grade level appropriate academic language

Staff reviewed student progress and monitored student growth throughout the year through the use of district assessments like STAR 360 and and site assessments which included writing assessments.

Based on all the positive traits we were able to observe, we are ready to build upon our strengths and grow in other areas. During the 2019-20 school year, as a site & district, we will be focusing on the following areas:

- Purposeful language scaffolding
- Understanding and deconstructing standards
- Balanced literacy
- Incorporating Reading and Writing into Social Science and Science

\* Oracy: Using sensory, graphic and interactive supports in every lesson to foster development of academic language.

McKinna established school wide focus for the 2019-20 school year to strengthen first instruction adhering to the Oxnard School District's Dual Language Immersion pedagogy. Emphasis will be placed on standards based teaching and learning and the strategic teaching of writing across all content areas including math, science, social studies & ELD, as well as the continued integration of oracy across all content areas.

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 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. In spite of the commitment to school wide strategies & actions, McKinna's projected growth on SBAC fell short of the 6% growth goals projected for students in grades 3-5 in both reading & math with the exception of 3rd grade growth in math with 12% growth from the previous year's results (from 5 to 17% proficiency in math. The overall projected proficient for 3-5 in ELA was 16.7%, short of the overall 20% proficient projected for overall. In math, the overall 3-5th proficiency was 12, short the overall projected proficiency for 3-5 of 17% proficient in math for the 2018-19 school year. 4th grade students showed growth in math based on cohorts of students: As 3rd graders in 2017-18, 5% showed proficiency in math, while this same group of students, 12% showed proficiency as 4th graders in 2018-19. The 4th graders of 2017-18 showed a decline from 18% proficient to 7% proficient as 5th graders in math. On the SBAC ELA assessment, 3-5th graders showed minimal growth, with 3rd grade increasing proficiency from 13 to 17%, 4th grade from 13 to 16% and 5th grade from 16 to 17% proficient in 2018-19. This is consistent with growth in ELA demonstrated in 3-5th cohorts as measured SBAC. Between 2016-17 and 2018-19, 3rd graders grew from 9 to 13 to 17% proficient as 5th graders in

2018-19. 4th graders grew from 13 to 16% between 2017-18 and 2018-19 SBAC, decreasing the overall distance from proficiency in ELA.

In examination of STAR growth percentiles from 2018-19 school year, grades K-5 met the expected growth in reading and math in the winter assessments. Grades K-4 sustained the projected growth through spring assessments. In math, 1st grade growth measured by district benchmarks of 40% showed an increase from 54 to 70% proficient in the spring. 2nd grades growth in math was from 31 to 47% proficient in spring, 3rd grade showed 14% growth from 38 to 52%, and 4th grade showed 10% growth from 31 to 41% proficient in spring math STAR testing. ELA results showed the minimum 10% growth projected from fall to spring in grades K-2, with K at 35% increase in proficiency, 1st with 25% increase and 2nd grade with 14% increase in proficiency from fall to spring in STAR 360 for ELA. When McKinna staff reviewed STAR results in the spring of 2018-19, it was determined that rigor must increase throughout the year in order to sustain the projected growth necessary for students to become proficient based on STAR assessments. In addition, staff determined that PD and attention to SGP - Student Growth Percentile- will assist in strategic planning and differentiating instruction to meet student needs.

The number of students reclassified by spring of 2019 was 52 students in grades 3-5, based on ELPAC scores of 3, and SBAC or 2 or STAR 360 in reading above 25%. This number includes students reclassified based upon their IEP needs & goals as well. The fall reclassification numbers for 2019 are 16 students based on a higher ELPAC requirement of 4 overall, and the same SBAC and/or STAR percentages. Continued emphasis in reading & writing is essential for students to increase academic achievement in both ELA and math as demonstrated through SBAC and ELPAC scores for 2019-20 school year. Elevations shows current percentages of EL students and EL levels based upon ELPAC scores as follows: 558 students out of 675 are classified as English Learners, 83% of the students. 155 are level 1, 175 are level 2, 166 are level 3 and 62 are level 4. 81 students currently in grades 2-4 scored a 3 on the ELPAC in 2018-19.

During the 2019-20 Leadership Retreat and opening SIP day, teachers reviewed CAASPP preliminary results for grade 3-5 in both reading and math using the "4 R Process:" Research, Recall, Reflect, & Respond. This process encouraged the objective evaluation of data, noting trends and reflecting on strategies for achieving results and improving results. During the reflection process, we determined that the administration of IABs and integration of oracy and writing for math & literacy instruction impacted student learning. Because last year was the 1st time this focus was purposefully integrated, this year, McKinna teachers will build on these practices. Teachers emphasized the teaching and learning around math problem solving strategies and processes, encouraging students to show and explain their thinking. The leadership team determined that strategic integration of both oracy & writing across all content areas will lead to expected results for improving teaching and learning for all students. In addition to CAASPP data, McKinna will continue to utilize STAR assessments administered 5 times during the school year to monitor student progress. Grade level teams will continue to integrate formative writing & math assessments throughout the year to both inform and refine teaching and learning. Throughout the year, grade level teams review STAR results and other formative assessments to monitor student growth and to identify instructional and intervention needs.

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 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 collaboration

opportunities on Tuesdays, teacher teams are compensated for additional collaboration times when they meet beyond the Tuesday collaboration. The kindergarten and 1st grade DLI teams collaborate with their DLI partners as well as their language alike partners. 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 & Learning practices school wide to increase student achievement
- We will teach, model, & reinforce school wide expectations & social-emotional strategies to increase self-regulation, resilience & peaceful problem solving.
- We will commit to Standards Based teaching & 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 & learning across all content areas

McKinna will utilize state & district assessments, including SBAC, ELPAC, STAR 360, and writing assessments as well as site based assessments determined by grade level teams to monitor student progress and growth. 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 & writing across grade levels and content areas. Goal 1 highlights a significant increase in 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	<p>The average attendance for the 2018-19 school year is documented as 96%</p> <p>The percentage of chronic absentees for the 2018-19 school year is documented as 7.95% or 57 out of 713 students. This is a decrease from the previous year of 8.80% chronic absenteeism.</p>	<p>Increase average daily attendance to 97%.</p> <p>Decrease the percentage of chronic absentees to 6%</p>
Suspensions, Office and Discipline Referrals	<p>6 suspensions in 2018-19 or .82% of 734 students; includes .56% of 531 ELs, .79% of 636 students classified as SED</p>	<p>Continue to use alternative methods of discipline to limit out of school suspensions for 2019-20 school year through continued implementation of PBIS framework.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Average office referral - resolution time during instructional time: 15 minutes.	Utilize alternate forms of restorative discipline to decrease loss of instructional time for office referrals & reduce average office referral-resolution times. Handle office referrals-resolution during non instructional times and/or limited to an average of 5-15 minutes during instructional times.
California Healthy Kids Survey	Insufficient number of parent & student participants for valid CalSCHLS data.	Increase percentage of parent & student 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

PBIS/ Culture and Climate Leadership Team works through Safe & Civil School Model to review data, create & revise progressive discipline system, plan and train staff to build capacity around the following restorative justice practices:

1. PBIS-CHAMPS - School wide guidelines for student success
2. Toolbox Strategies
3. Alternative responses to discipline, including restorative practices & Conflict Mediation

### Proposed Expenditures for this Strategy/Activity

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



Amount(s)

Source(s)

0.00

District Funded  
5800: Professional/Consulting Services And  
Operating Expenditures  
Safe & Civil School Foundations Process &  
Training through VCOE, site and district  
support.

### 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 & student incentive to improve attendance & behavior, support PBIS and CHAMPS to teach self regulation and responsibility, including adding CHAMPS posters in common areas in English & Spanish.

#### 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)

500.00

LCFF - Targeted  
4000-4999: Books And Supplies  
Student incentives for attendance & behavior &  
CHAMPS resources

0.00

District Funded  
1000-1999: Certificated Personnel Salaries  
Teacher extra hours for PBIS leadership team

### 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

Continued resources to support PBIS through CHAMPS, Toolbox Support System, a social-emotional program to teach student self-regulation, responsibility, peaceful problem solving and strengthen resiliency.

**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)

500.00

LCFF - Targeted  
4000-4999: Books And Supplies  
Resources to supplement program

**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

Staff will teach Positive Behavior Intervention and Support (PBIS) including CHAMPS to students to improve behavior, increase student self-regulation and responsibility. Students will be taught school wide expectations -- Be Safe, Be Responsible, Be Respectful, Be Kind, Make Wise Choices.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

0.00

District Funded  
4000-4999: Books And Supplies  
PBIS/CHAMPS resources, PD & leadership  
funding for PBIS team provided through District

**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



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)

0.00

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).

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

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

Amount(s)

Source(s)

0.00

District Funded  
2000-2999: Classified Personnel Salaries  
Classified salaries & benefits: Campus  
Supervisors

0.00

LCFF - Targeted  
2000-2999: Classified Personnel Salaries  
extra hours covered by site up to \$1,500,  
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 incentives provided for attendance, academic growth, positive leadership, peaceful problem solving. Assemblies, rewards and leadership opportunities to promote positive student behavior.

### 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)

0.00

Source(s)

LCFF - Targeted  
4000-4999: Books And Supplies  
Incentives & Assemblies, Already budgeted in Goal 1 with LCFF targeted; No additional cost

### 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)

0.00

Source(s)

LCFF - Targeted  
4000-4999: Books And Supplies  
Materials and Supplies for PE, up to \$500, 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 Disaster Preparedness for Student reunification, Search & Rescue & Medical Monthly safety drills to reinforce safety and crisis response preparation. Safety Teams will 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)

0.00

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)

0.00

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 & guide to Common Sense Digital Safety training implemented school wide.

**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)

0.00

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.

All students

Strategy/Activity

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

Teachers will be released for meetings, observations, data review, & 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)

0.00

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.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
0.00	District Funded 1000-1999: Certificated Personnel Salaries Counselor (see goal 1)
0.00	District Funded 2000-2999: Classified Personnel Salaries ORC (see goal 1)
0.00	District Funded  Social Worker, VCBH

**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**

Continued use of and replacement purchase for walkies (4) to strengthen communication and support needs for students and staff to ensure safe school wide operations.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
0.00	Discretionary 4000-4999: Books And Supplies Materials and Supplies already documented in Goal 1 up to \$500

**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)

0.00

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)

0.00

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)
0.00	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

5th graders will take the Healthy Kids Survey within their classrooms with support of teachers, ORC & 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)
0.00	no cost, Survey provided by the District

## Annual Review

### SPSA Year Reviewed: 2018-19

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, behavior and overall school culture and climate. A high need that impacts academic achievement is in the area of social-emotional needs which strategies & 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.

McKinna staff continues to work collaboratively to implement measures to improve overall school climate and student resiliency such as discipline, attendance and parent involvement. Effective implementation of school wide restorative discipline practices will be attained through school wide training, common agreements and collaboration, to strengthen responsive & restorative teaching & learning practices that contribute to social-emotional development for students. 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. 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 2018-19 school year, the PBIS Leadership Team received training to help build adult capacity for the development and implementation of effective Tier 1 practices that teach students skills for positive and peaceful problem solving. The Tier 1 practices helped to redirect and refocus students within the classroom and throughout the school in a positive discipline model which resulted in reduced loss of instructional minutes due to time spent out of the classroom for behavior. Attention to this area helped students develop resiliency, self-control, personal responsibility, and civic awareness. During the 2019-20 school year McKinna staff will continue to incorporate a collaborative approach and common language for teaching students self-regulation and peaceful problem solving through restorative practices that foster social-emotional development in children. In addition, McKinna will continue working to strengthen the COST-SST process to support students dealing with trauma.

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 2018-19 school year by creating a systematic approach to improving school wide climate and culture. The District adopted approach of PBIS protocols were instrumental in guiding McKinna through steps to create & teach school wide expectations for positive behavior. McKinna had already begun this focus during the 2017-18 school year when CHAMPS posters were created and posted in common areas throughout the school. 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, during the 2017-18 school year McKinna adopted the Toolbox strategies as common language to help students develop self-regulation and peaceful problem solving skills. McKinna will continue these practices during the 2019-20 school year. McKinna also strengthened their COST-SST process



during the 2018-19 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.

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 the 2019-20 school year, 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 within CALPADS.

During the 2019-20 school year, McKinna will continue to build upon this progress through an MTSS model that works to align school wide systems and services to District support systems. McKinna's PLCs are committed to ongoing professional development to strengthen teaching and learning practices. We will utilize data to inform instruction and intervention. In addition, McKinna's PBIS team will benefit from ongoing training through Safe and Civil Schools to continue the review and improvement of school wide systems and strategies to promote a healthy and safe learning environment.

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 McKinna community will continue to work 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 2019-20 school year, the PBIS Leadership Team will receive additional training 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. In addition, the school will host awards assemblies to recognize accomplishments in citizenship, academics, attendance and growth as well as assemblies on anti-bullying, and school wide expectations to foster a healthy learning environments. School wide activities like Red Ribbon Week, Read Across America, & Family Fridays, Multi-cultural events will also continue to build strong home-school connections.

# 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, Family Fridays	Sign ins for Family Fridays - average attendance 150 per month; Parent workshops- average attendance, 25 parents	2019-20 - Provide opportunities for monthly educational & social family involvement & school-home connections through web site resources, Social Media platforms, Family Fridays, Workshops, Project Inspire, SSC, ELAC & PTA & other family events.  Promote attendance at Family Fridays & workshops & increase number of opportunities for Family Gatherings with 3 additional family nights: Literacy night, Math & Science night, Cultural Nights.

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 venues like Family Friday & Project Inspire to promote LCAP-SPSA Goals around teaching & 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)

0.00

#### Source(s)

District Funded

Site Tech updates web site, highlighted in Goal 1

0.00

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 -- 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)

0.00

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 and monthly newsletters to communicate with families about school events, programs & 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)

0.00

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 and school-home connection through monthly Family Fridays, parent workshops, STEAM & cultural family events

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

1,000.00

Source(s)

LCFF - Targeted  
4000-4999: Books And Supplies  
Materials and Supplies

1000.00

Discretionary

5000-5999: Services And Other Operating Expenditures  
food and supplies

## 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)

0.00

Source(s)

LCFF - Targeted  
2000-2999: Classified Personnel Salaries  
Interpreters-translators, funding up to \$1,500  
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 & 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)

0.00

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 & 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)

0.00

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)

0.00

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)

0.00

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.

All students

Strategy/Activity

After School Program Parent Nights will be offered to provide parents with nutrition education, hands-on tips, games and strategies parents can employ to assist students with healthy habits and schoolwork.

**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)

0.00

Source(s)

ASES  
Extra Hourly Time for Teachers,  
Supplies,  
Refreshments

**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

School Wide communication to staff and families, highlighting school goals, events, training, parent educational opportunities, through weekly McKinna Happenings bulletin, Parent Connect, Web site, Monthly newsletters, flyers, twitter, and class dojo.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
0.00	No additional cost, included in Goal 1 for materials & supplies
	.

**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

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)
0.00	No additional cost

**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



Provide parent leadership and PD opportunities through Project 2INSPIRE and the Newcomer Parent support meetings being held in conjunction with Frank as well.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0.00	District Funded  District workshops on relevant topics for Newcomer families and families of English learners; site resources included in Goal 1
0.00	LCFF - Targeted  Child care & food for events, included in Goal 1

## Annual Review

### SPSA Year Reviewed: 2018-19

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.

Family Engagement is an area of strength within the McKinna community as documented in the SPSA. McKinna considers the 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, as well as school events and family education opportunities like Family Fridays and other forums 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, ORC and Newcomer TOSA. The average attendance at parent workshops have been 25 families and at monthly Family Fridays, 150 families. Special events like Back to School Night, the Multi-cultural fairs & PTA movie nights bring in an average of 300 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 and Newcomer TOSA 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.

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 the 2019-20 school year, 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 work 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 will offer multiple venues for family engagement including Family Fridays, to promote literacy through shared reading experiences in the classrooms during the school day. Family Fridays also provide an opportunity to share resources and strategies to cultivate a community of learners and to promote safe engagement with technology. Parent workshops for math, literacy & technology will also be offered during the 2019-20 school year as well as parent workshops like Project 2INSPIRE to increase EL parent engagement and advocacy. At the time of publication of the SPSA, McKinna began hosting the Project Inspire event where over 50 families attended. McKinna will continue to offer monthly opportunities for parents to be involved in their child's education to strengthen the home-school connection throughout the 2019-20 school year.

# 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	\$114,403.00
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	\$257,607.00

## 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	\$88,198.00
Title III	\$26,205.00

Subtotal of additional federal funds included for this school: \$114,403.00

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 (\$)
	\$0.00
ASES	\$0.00
Discretionary	\$43,664.00
District Funded	\$0.00
LCFF - Intervention	\$12,984.00
LCFF - Targeted	\$86,556.00

Subtotal of state or local funds included for this school: \$143,204.00

Total of federal, state, and/or local funds for this school: \$257,607.00

# 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	43,664.00	0.00
Title I	88,198.00	0.00
Title III	26,205.00	0.00
LCFF - Intervention	12,984.00	0.00
LCFF - Targeted	86,556.00	0.00

## Expenditures by Funding Source

Funding Source	Amount
	0.00
ASES	0.00
Discretionary	43,664.00
District Funded	0.00
LCFF - Intervention	12,984.00
LCFF - Targeted	86,556.00
Title I	88,198.00
Title III	26,205.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
	ASES	0.00
4000-4999: Books And Supplies	Discretionary	40,664.00
5000-5999: Services And Other Operating Expenditures	Discretionary	3,000.00

	District Funded	0.00
	District Funded	0.00
1000-1999: Certificated Personnel Salaries	District Funded	0.00
2000-2999: Classified Personnel Salaries	District Funded	0.00
4000-4999: Books And Supplies	District Funded	0.00
5000-5999: Services And Other Operating Expenditures	District Funded	0.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	0.00
None Specified	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	6,017.60
2000-2999: Classified Personnel Salaries	LCFF - Intervention	6,456.00
3000-3999: Employee Benefits	LCFF - Intervention	510.40
	LCFF - Targeted	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	22,000.00
2000-2999: Classified Personnel Salaries	LCFF - Targeted	10,100.00
3000-3999: Employee Benefits	LCFF - Targeted	7,565.00
4000-4999: Books And Supplies	LCFF - Targeted	35,891.00
5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	11,000.00
1000-1999: Certificated Personnel Salaries	Title I	73,228.17
3000-3999: Employee Benefits	Title I	9,892.00
4000-4999: Books And Supplies	Title I	5,077.83
1000-1999: Certificated Personnel Salaries	Title III	3,000.00
2000-2999: Classified Personnel Salaries	Title III	14,000.00
3000-3999: Employee Benefits	Title III	4,245.00
4000-4999: Books And Supplies	Title III	3,960.00
5000-5999: Services And Other Operating Expenditures	Title III	1,000.00

# Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	254,607.00
Goal 2	1,000.00
Goal 3	2,000.00

# 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
Elvia Soto	Classroom Teacher
Beatriz Viveros	Classroom Teacher
Nayeli Carrillo Soto	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
Ricardo Alatore	Parent or Community Member
Ruby Tafolla	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.

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Name	Document Last Updated	View Document	Document History	Attachments	Edit By Sections
2019-20 School Plan for Student Achievement	2019-10-11		<a href="#">View</a>	<a href="#">View</a>	34

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**Recommendations and Assurances**

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## Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

[Clear](#)

School Site Council



[Clear](#)

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.

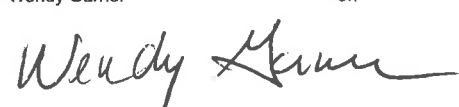
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10/15/19

Attested:

[Clear](#)

Principal, Wendy Garner on



October 15, 2019

[Clear](#)

SSC Chairperson, Elena Salgado on



10/15/19

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