

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
McKinley School of Arts	19-64881-6120265	April 19, 2021	June 23, 2022

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
- Additional Targeted Support and Improvement
- Students with Disabilities

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.

The McKinley School SPSA was collaboratively developed with multiple stakeholders including teachers, staff, administrators, school personnel and parents/parent groups. Stakeholders input created this action plan to include goal setting to meet the needs of all students, including English Learners, Foster Youth, student with special needs, socio-economically disadvantaged, and racial/ethnic subgroups. The coordinated efforts of the School Site Council met monthly to review the most current interim data and CAASPP data as it aligns to the SPSA's goals. MKS-SSC was instrumental in determine adjustments to goals needed to achieve progress towards attaining the goals outlined in the SPSA. The administrative team also shared the goals and interim benchmark data with the African American Parent Council, PTA, Arts Council, special education parents, and English Learner Advisory Council to get their feedback and monitor needs and progress on a monthly to monthly basis.

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

At MKS, the School Site Council requests annual recommendations from the Arts Council, ELAC, AAPC, and will in consultation with special education parents. Throughout the school year the

administrative team presents monthly data updates to SSC and ELAC as agenda items. Updates including student academic achievement, school climate, attendance and parent concerns are provided to parent groups for monitoring, feedback. Adjustments to outlined strategies and activities are modified to best meet the goals established.

Resource Inequities

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

McKinley is a unique school supporting 10 grade levels and nearly 900 students. We are funded with Title 1, LCFF, Unrestricted funds and limited donations for our arts programs. Over 20 languages and as many different home cultures, a sense of belonging, kindness and togetherness is an ongoing celebration and goal at MKS.

The need to build capacity and full implement effectively:

- Support Tier II and Tier III students (with academics, social/behavior expectations, attendance)
- To Multi-tiered System of Supports, with fidelity, for all students at MKS
- To provide coaching/mentoring for teachers and instructional aides who support our SPED and ELs student groups,
- To provide teacher training and implementation support for MKS signature programs: The Workshop Model (TK-5) and Summit Learning (Vanguard) (grades 6-8)

Concern with limited and/or experienced staffing capacity to include:

- 1 Principal new 2020-21 school year
- 2 FTE Instructional coaches, 1 new 2019-20 1 new 2020-21 school year
- 1 FTE Assistant Principal, new 2019-20 school year
- 1 FTE MTSS interventionist not funded
- 1 FTE Artist in residence
- 1 FTE Counselor
- 0.5 FTE ELD teacher,
- 0.5 FTE Attendance Clerk
- 0.5 FTE librarian, only supports middle school

and

- 1 security officer

Concern with need to promote and engage families to increase community participation and involvement.

- need to build PTA; board and membership
- need to build consistent support for Arts Council and AAPC
- need to build a collective efforts for EIFA (special education parents outside of the IEP process.)

School Vision and Mission

OUR VISION:

Working with our school community, its students, faculty, staff, parents and community partners, we will create an exemplary TK-8 school that equips all of our students with the knowledge and skills to be ready for high school. As a

team, we will develop our school community into a model/demonstration school known for its strong professional practices, distinguished by earning state and federal accreditation and awards.

OUR MISSION:

Our mission is to provide a collaborative learning environment that enables all students to reach their academic and artistic potential. We will accomplish this mission by providing a rigorous curriculum and instruction of the highest quality utilizing the resources of the school, home, and community. We will maintain high expectations, foster a positive and orderly school environment, and frequently monitor and respond to student needs and progress.

School Profile

SCHOOL PROFILE

Geographical, social, cultural, educational and economic community base:

McKinley TK-8 School of the Arts is located in the heart of Pasadena, California and originally opened in 1922 as a middle school, but was closed for decades until 2002 when it re-opened as a K-8 school with a visual and performing arts focus. McKinley benefits from the diversity of Pasadena with such landmarks schools as Cal-Tech and Fuller Seminary as well as attractions like The Rose Bowl, The Rose Bowl Parade, Pasadena Playhouse, Art Night Pasadena, Huntington Library, and the Armory Center. The school has also been able to enhance our arts education with community partners such as Voices Within - LA Master Chorale and the LA Opera. Additionally, McKinley School of the Arts represents Pasadena very well with over 20 different languages spoken, complementing our rich diversity.

In spring 2006, we won the prestigious Bravo Award given by the Los Angeles County Music Center Education Division in recognition of our innovative approach to arts education and our teachers have since won numerous awards and recognition for excellence at the state level. McKinley School won the Title I Achievement Award in 2007 and 2008, and has been recognized by PUSD Board of Education for closing the achievement gap.

Parent Organizations Include:

Parent Teacher Association (PTA), ELAC (English Learner Advisory Committee), AAPC (African American Parent Council), Arts Council (Visual and Performing Arts Committee) & McKinley Annual Fund, and Special Education & Parent Engagement Support Community.

Social activities for parents, students and/or faculty include:

Black History Month Program, Math Field Day (covid-19 cancelled), Latino History Month Chalk Festival, Kindness @ McKinley, Middle School Curriculum Night, Vanguard and Prime Parent Nights, Fall Musical Theatre Clinic, Spring Musical, Grade Level Productions, Art History Instruction, String Orchestra, Middle School Band, 3-5th grade vocal and instrumental music lessons, Monthly All-Team Meetings, African American Student Council, Bravo Team, ASB, Grandparents and Special Friends Day, Opening Day celebration, Multicultural Fair, Parent Nights Out, counseling and therapeutic treatment offered by Hathaway-Sycamores to all qualified students, LEARNS, YMCA, Innovation Club, Open House, Back to School Night, Parades (Latino Heritage, Black History), Parent workshops, family movie nights, dances, Fun Friday, Door Contests (Latino, Holiday, Doors of Freedom, Women's month), and more.

Student enrollment figures/trends, poverty level, language, racial and ethnic makeup of the student body:
School breakdown:

Homeless/transitional homeless: 39 middle and elementary school.

IEP (Individualized Education Program): 110 Students: 49 elementary; 31 middle school, and 12 SDC students with around 28 speech-only students and 5 with other services

McKinley School is a proud participant in the National School Lunch Program (NSLP) for the 2019-2020 school year. This program allowed all of our students to receive free breakfast and lunch, regardless of family income level.

Language spoken:

Elementary Student: 20

Elementary Household: 8

Middle School Student: 11

Middle School Household: 6

Ethnicity school wide:

Hispanic or Latino (54.66%), White (12.29%), American Indian (.42%), Asian (8.69%), Filipino (3%), Black (18.43%), Multi-Ethnic (1.9%).

Student Groups:

EL: 13.77% SED: 71.72% SWD: 11.65% Foster Youth: 1.27% Homeless 4.13%

Unduplicated LCAP

EL, SED, FY, HL = 73.2% EL, SED, FY, HL, SWD =74.68

2018-2019 statistics: CHAREL UPDATE

Number of ETK - K new to McKinley: 98

Number of new students to McKinley 1st - 5th: 64

Number of Middle School new to McKinley- 58

Number of 5th graders that left McKinley for another middle school in Pasadena (private or public): 11

Number of new incoming 6th graders for middle school: 28

Number of Bravo Team Members: 47 students in Grades 3-8

For the 2020-2021 school year, the number of positive referrals will be totaled.

School Staffing:

McKinley School is a TK-8 school, with over 1000 students; 65+ staff members; parent organizations with hundreds of members, and dozens of community partners. For our school to be an effective educating agent, we need and have strong leadership and commitment in our administration, among our teachers, within our parent organizations, and in the community.

Our diverse student population requires a range of expertise, knowledge, and leadership at all levels. The principal, assistant principal, counselor, 2 Academic Instructional coaches, Behavior Instructional Coach (position not filled), community assistant, lead teachers, and office manager constitute the Administrative Support Team (also known as the "Tiger A-Team".) This team provides supportive leadership to students, faculty, and families. The Administrative Support Team relies on the expertise of grade-level leads, our part-time Psychologist, and the Resource Specialists (RSP) for curricular decisions and program improvements.

The Instructional Leadership Team is composed of grade-level leads and the Administrative Support Team, they meet monthly to discuss suggestions about curricular issues, processes, perceived needs, information sharing, long-term planning for school-wide activities, and determining staff development effectiveness and needs.

School facilities, including technology, library, and media resources:

In the 2015-2016 school year construction was completed at McKinley for Plan A through Measure TT. The completed construction offers significant improvements to the school safety, culture and layout of our school community. McKinley is able to be a secured campus during school hours, ensuring visitors all check-in at the front office and are clearly identified on campus, additionally, McKinley provides a valet drop-off and pick-up on El Molino Avenue to keep our students safe.

McKinley formed a Technology Oversight Committee in 2016-2017 to address ongoing technology needs, improvements, and replacements as well as to manage the deployment of district-funded Chromebooks. Social Media such as a school Facebook site, McKinley Parent Facebook sites, individual classroom Facebook sites, and a school Twitter account, all with the goal of keeping our school community informed of the wonderful accomplishments at our school.

In 2018-2019, MKS formed an MTSS implementation team to guide the campus on fully implementing both MTSS-A and MTSS-B. It is comprised of the administration, the coaches, the counselor, and a member of RSP, elementary, and middle school faculty. This team is responsible for staff training and mentoring on MTSS implementation and oversight of data to track needs.

Working together to establish and promote the culture of the school:

McKinley's continued success is predicated on a strong belief in the following philosophical foundations:

1. Students learn best when excellence is expected of them and they are encouraged to achieve.
2. Instruction is most effective when research-based methods and strategies are used, systems are in place, standards are clear, and differentiation and support are provided.
3. An outstanding teaching and support staff inspires students' social, emotional, and academic growth.
4. Meaningful learning takes place in a creative, disciplined, and nurturing environment.
5. Parents are our partners in educating students and their input and involvement are expected.

We believe in being intentional about whatever we do, this has helped build the foundation for all decision-making at McKinley. We believe that everyone has equal worth and as decisions are being made, the effects on all involved must first be considered. At every activity, performance, meeting, and event, we see the involvement and blending of ethnicities, socioeconomic groups, parents, students, and staff. They come together as participants working toward a common goal, the success of our students.

Advisory committees/parent organizations on campus also provide another avenue for teacher leadership and decision-making. The committee structure allows for an inclusive, systematic, purposeful, and efficient approach to decision-making. A brief overview of the committee structure is included in the parent involvement policy. Teachers lead many of the committees, and the principal provides guidelines and parameters. The principal makes final decisions after careful consideration of parental input, committee guidance, and recommendations from staff, teachers, and students. The parent organizations also commit significant time and monies toward community-building events.

McKinley also fosters leadership in our students. For grades 6 to 8, we hold elections for an Associated Student Body (ASB) so students can take on a leadership role in planning community events and activities for our school. In 2016, the BRAVO (Building Responsibility And Valuing Ourselves) Team was introduced at McKinley, it requires an application process and includes grades 3 - 5 and fosters the leadership of our students. These leadership and service opportunities extend beyond ASB and BRAVO. Leadership and service is a common theme found throughout the school, and a TK-8 campus provides multiple opportunities to participate in meaningful projects. Examples of such activities include Reading Buddies, food and toy drives, holiday activities, International Day, dramatic productions, and musical performances. Many of our upper elementary and middle school students have been at McKinley since kindergarten. The relationships they have formed with teachers, staff, parents, and younger students give us a family atmosphere, despite a large school setting.

Student-Centered Instruction:

Using the Common Core State Standards, teachers collaboratively plan engaging lessons for student learning. Teacher teams evaluate this engagement using Schlechty's Levels of Engagement and Hattie ratings for strategies, striving for student participation with authentic buy-in and investment in their learning. As a team, teachers tune lessons and establish workshop classrooms to best meet the distinct needs of the whole child, incorporating the core subjects and a distinctive arts perspective. This also creates time during the instructional day for Tier II small group and Tier III individual learning to close achievement gaps. Using this workshop model, teachers are able to support students at their individual levels and competently differentiate for the varied student needs. Students are guided during instruction with higher DOK (Webb's Depths of Knowledge) level questions to demonstrate a deep level of comprehension as demanded by the Common Core State Standards. Through our leadership, collaboration, strong parent involvement, and expert teaching practices, McKinley students receive an outstanding and innovative standards-based education.

McKinley TK-8 School of the Arts collaborates as grade level and vertical teams to evaluate instructional practices, and ensure all students are being effectively served through in-class instruction. Teachers participate in professional development faculty meetings, monthly planning sessions, teacher-led breakout sessions, and instructional rounds to learn about best practices and make progress toward the identified instructional priorities.

Our district has adopted the MTSS model to ensure that we have a systematic approach to student success rather than being reactive when students fall behind. Our Behavior Instructional Coach makes contact with students and teachers to help support the social/emotional needs that may serve as barriers to a student's success. Our school-wide PBIS (Positive Behavior Interventions and Supports) System recognizes students for positive behaviors and exemplars of the Roaring Tiger Student Pledge. Students receive positive recognition during the BRAVO team's morning announcements. McKinley's PBIS system also includes systems of monitoring student behavior through Discipline Referrals, Intervention Referrals, and Threat Referrals, as well as a turn-around room and the campus, is building an additional space around positive earned time for team building and "fun".

As specific support to middle school students, our counselor meets with parents of at-risk students immediately after the first five-week marking period ends. Parents of a middle school student who receives one or more Ds or Fs will be invited

to a strategic meeting where they receive information about our academic requirements and homework lab, as well as helpful tips to reinforce effective study habits that keep students accountable.

Development of the Single Plan for Student Achievement:

The development of the Single Plan for Student Achievement at McKinley is a collaborative process. The input was solicited from English Learner Advisory Council (recommendations are attached) as well as the African American Parent Council (recommendations are attached) as well as from teachers, staff, Parent-Teacher Association, and administration. Data from the district assessments were used to determine growth targets and set targets for the next year. Within the McKinley School Single Plan, we state goals for all students in the areas of Language Arts, Math, English Language Development, Closing the Achievement Gap, Parent Involvement, School Safety, and Visual and Performing Arts. Differentiating instruction for students who are not achieving at the Proficient level is a priority at our school. Our part time ELD teacher and the coaches work together to help support the classroom teachers in identifying and serving targeted students' needs and interventions. This direct support includes extended instructional time in the areas of curricular weakness, modifications, and small group tutoring by the resource teachers, and before and after school homework lab attendance.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.42%	0.3%	0.26%	5	3	2
African American	18.43%	17.7%	19.44%	174	165	147
Asian	8.69%	6.0%	4.76%	82	56	36
Filipino	3.07%	2.6%	2.91%	29	24	22
Hispanic/Latino	54.66%	60.6%	61.64%	516	567	466
Pacific Islander	0%	0.1%	%	0	1	
White	12.29%	10.1%	7.67%	116	94	58
Multiple/No Response	1.91%	2.0%	2.51%	18	19	19
Total Enrollment				944	935	756

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	110	77	63
Grade 1	83	75	53
Grade 2	93	76	65
Grade3	75	84	61
Grade 4	100	62	65
Grade 5	103	99	68
Grade 6	141	141	120
Grade 7	128	158	110
Grade 8	111	163	127
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	944	935	756

Conclusions based on this data:

1. MKS has experienced an overall decrease in enrollment by over 100 students from 20-21 to 21-22.

2. Despite the growth in Kinder from 2015-2018, MKS has had a decline in enrollment in Kinder for 2021 and 2022. Decline in enrollment grades 1st, 2nd, 4th, and 5th grades.
3. An increase with 5th grade articulation to 6th grade may be attributed to the Summit Learning and Math Academy programs.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	130	132	90	13.8%	14.1%	15.3%
Fluent English Proficient (FEP)	225	215	110	23.8%	23.0%	20.0%
Reclassified Fluent English Proficient (RFEP)	41	17	8	27.7%	13.1%	12.1%

Conclusions based on this data:

1. MKS has exceeded reclassification goals for ELs three years in a row, producing a decline in overall ELs. In Fall of 2021 MKS RFEP's rate is 23.7%
2. MKS still enrolls a significant number of new ELs each year. The total number of EL students Fall 2021 is 90 and RFEP student enrollment 40 students
3. MKS has over 20 languages spoken at home.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	102	86		101	0		101	0		99	0.0	0
Grade 4	94	61		91	0		91	0		96.8	0.0	0
Grade 5	113	101		110	0		110	0		97.3	0.0	0
Grade 6	134	142		131	0		131	0		97.8	0.0	0
Grade 7	126	157		121	0		121	0		96	0.0	0
Grade 8	129	162		123	0		123	0		95.3	0.0	0
Grade 11												
All Grades	698	709		677	0		677	0		97	0.0	0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2387.			13.86			19.80			22.77			43.56		0
Grade 4	2445.			16.48			26.37			16.48			40.66		0
Grade 5	2479.			15.45			23.64			20.00			40.91		0
Grade 6	2481.			13.74			18.32			22.90			45.04		0
Grade 7	2500.			9.92			28.10			19.01			42.98		0
Grade 8	2540.			10.57			33.33			24.39			31.71		0
Grade 11															
All Grades	N/A	N/A	N/A	13.15			24.96			21.12			40.77		0

2019-20 Data:

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Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	13.86			46.53			39.60		
Grade 4	15.38			54.95			29.67		
Grade 5	20.00			43.64			36.36		
Grade 6	16.03			35.11			48.85		
Grade 7	15.00			35.00			50.00		
Grade 8	21.14			43.90			34.96		
Grade 11									
All Grades	17.01			42.46			40.53		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	9.90			39.60			50.50		
Grade 4	13.19			51.65			35.16		
Grade 5	15.45			55.45			29.09		
Grade 6	10.69			44.27			45.04		
Grade 7	15.00			50.00			35.00		
Grade 8	12.20			58.54			29.27		
Grade 11									
All Grades	12.72			50.00			37.28		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	12.87			63.37			23.76		
Grade 4	16.48			62.64			20.88		
Grade 5	15.45			60.00			24.55		
Grade 6	16.03			48.85			35.11		
Grade 7	7.50			58.33			34.17		
Grade 8	16.26			64.23			19.51		
Grade 11									
All Grades	14.05			59.17			26.78		

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	14.85			43.56			41.58		
Grade 4	14.29			42.86			42.86		
Grade 5	18.18			39.09			42.73		
Grade 6	22.90			41.22			35.88		
Grade 7	19.17			43.33			37.50		
Grade 8	16.26			50.41			33.33		
Grade 11									
All Grades	17.90			43.49			38.61		

2019-20 Data:

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Conclusions based on this data:

1. As students have been enrolled in the workshop model (15-16 SY) the percentage above or near standard overall increased 6%. Reduced % below standards in 7% in Writing.
2. Participation at grades 3rd - 8th is at or above 97%. MKS students had been scoring overall slightly higher on reading than writing as of 2017-2018. and 18-19.
3. MKS students score overall 7 points higher on research and inquiry than writing and 18 points higher on listening than reading as of 2017-2018.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	102	86		99	0		99	0		97.1	0.0	
Grade 4	95	61		95	0		95	0		100	0.0	
Grade 5	114	101		113	0		113	0		99.1	0.0	
Grade 6	134	142		133	0		133	0		99.3	0.0	
Grade 7	126	157		120	0		120	0		95.2	0.0	
Grade 8	129	162		122	0		122	0		94.6	0.0	
Grade 11												
All Grades	700	709		682	0		682	0		97.4	0.0	

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

2019-20 Data:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2415.			15.15			27.27			22.22			35.35		
Grade 4	2472.			16.84			25.26			32.63			25.26		
Grade 5	2476.			18.58			10.62			24.78			46.02		
Grade 6	2489.			20.30			11.28			22.56			45.86		
Grade 7	2488.			9.17			13.33			27.50			50.00		
Grade 8	2512.			13.11			11.48			25.41			50.00		
Grade 11															
All Grades	N/A	N/A	N/A	15.54			15.84			25.66			42.96		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	32.32			26.26			41.41		
Grade 4	31.58			30.53			37.89		
Grade 5	23.01			22.12			54.87		
Grade 6	24.81			21.80			53.38		
Grade 7	15.83			24.17			60.00		
Grade 8	16.39			25.41			58.20		
Grade 11									
All Grades	23.46			24.78			51.76		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	21.21			44.44			34.34		
Grade 4	20.00			50.53			29.47		
Grade 5	13.27			37.17			49.56		
Grade 6	19.55			33.83			46.62		
Grade 7	10.83			40.00			49.17		
Grade 8	16.39			39.34			44.26		
Grade 11									
All Grades	16.72			40.32			42.96		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	21.21			44.44			34.34		
Grade 4	23.16			47.37			29.47		
Grade 5	15.93			35.40			48.67		
Grade 6	18.80			33.08			48.12		
Grade 7	7.50			55.00			37.50		
Grade 8	10.66			56.56			32.79		
Grade 11									
All Grades	15.84			45.16			39.00		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. As of 2018-2019, MKS students score exhibited growth in concepts and procedures at every grade level with % exceeding standards. Slight drop in overall Not Meeting and Nearly meeting standards.
2. As of 2018-2019, over 57% of MKS students overall are meeting or exceeding grade level problem solving skills, 60% in communication skills and 48% in Concepts and Procedures.
3. As of 2017-2018, 5th and 6th grade students outscored their other grade level cohorts in meeting or exceeding math standards on CAASPP.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1431.3	1425.2		1445.6	1430.9		1397.5	1411.1		19	19	
1	1443.2	1418.5		1450.8	1443.3		1435.1	1393.4		19	18	
2	1493.7	*		1510.3	*		1476.5	*		12	10	
3	1468.0	1486.1		1464.2	1501.0		1471.1	1470.5		16	16	
4	1492.9	*		1495.5	*		1489.8	*		12	9	
5	1501.1	1507.3		1490.5	1515.1		1511.1	1498.9		15	19	
6	*	1510.9		*	1502.4		*	1518.8		10	19	
7	1535.1	*		1550.1	*		1519.3	*		12	13	
8	*	*		*	*		*	*		5	10	
All Grades										120	133	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	21.05	10.53		31.58	26.32		31.58	57.89		15.79	5.26		19	19	
1	5.26	5.56		36.84	16.67		36.84	38.89		21.05	38.89		19	18	
2	16.67	*		33.33	*		41.67	*		8.33	*		12	*	
3	6.25	18.75		12.50	18.75		56.25	50.00		25.00	12.50		16	16	
4	25.00	*		33.33	*		33.33	*		8.33	*		12	*	
5	13.33	0.00		20.00	47.37		46.67	42.11		20.00	10.53		15	19	
6	*	15.79		*	26.32		*	36.84		*	21.05		*	19	
7	25.00	*		16.67	*		41.67	*		16.67	*		12	*	
8	*	*		*	*		*	*		*	*		*	*	
All Grades	14.17	9.23		29.17	30.00		40.00	43.85		16.67	16.92		120	130	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	31.58	26.32		31.58	21.05		26.32	47.37		10.53	5.26		19	19	
1	15.79	16.67		36.84	22.22		36.84	44.44		10.53	16.67		19	18	
2	33.33	*		50.00	*		8.33	*		8.33	*		12	*	
3	18.75	25.00		18.75	56.25		43.75	12.50		18.75	6.25		16	16	
4	41.67	*		25.00	*		8.33	*		25.00	*		12	*	
5	40.00	31.58		20.00	57.89		20.00	5.26		20.00	5.26		15	19	
6	*	15.79		*	42.11		*	26.32		*	15.79		*	19	
7	41.67	*		33.33	*		16.67	*		8.33	*		12	*	
8	*	*		*	*		*	*		*	*		*	*	
All Grades	32.50	23.85		30.83	38.46		21.67	26.92		15.00	10.77		120	130	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	5.26	10.53		31.58	36.84		47.37	36.84		15.79	15.79		19	19	
1	5.26	0.00		10.53	16.67		52.63	33.33		31.58	50.00		19	18	
2	8.33	*		25.00	*		41.67	*		25.00	*		12	*	
3	0.00	0.00		12.50	18.75		43.75	37.50		43.75	43.75		16	16	
4	8.33	*		33.33	*		50.00	*		8.33	*		12	*	
5	0.00	0.00		20.00	5.26		60.00	52.63		20.00	42.11		15	19	
6	*	10.53		*	15.79		*	36.84		*	36.84		*	19	
7	8.33	*		8.33	*		41.67	*		41.67	*		12	*	
8	*	*		*	*		*	*		*	*		*	*	
All Grades	5.00	4.62		18.33	18.46		50.00	41.54		26.67	35.38		120	130	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	15.79	15.79		78.95	73.68		5.26	10.53		19	19	
1	36.84	16.67		57.89	72.22		5.26	11.11		19	18	
2	25.00	*		58.33	*		16.67	*		12	*	
3	0.00	37.50		43.75	37.50		56.25	25.00		16	16	
4	33.33	*		41.67	*		25.00	*		12	*	
5	0.00	0.00		60.00	73.68		40.00	26.32		15	19	
6	*	15.79		*	68.42		*	15.79		*	19	
7	16.67	*		50.00	*		33.33	*		12	*	
8	*	*		*	*		*	*		*	*	
All Grades	16.67	15.38		58.33	65.38		25.00	19.23		120	130	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	42.11	15.79		31.58	57.89		26.32	26.32		19	19	
1	15.79	16.67		63.16	61.11		21.05	22.22		19	18	
2	75.00	*		16.67	*		8.33	*		12	*	
3	43.75	62.50		43.75	31.25		12.50	6.25		16	16	
4	41.67	*		41.67	*		16.67	*		12	*	
5	73.33	78.95		6.67	15.79		20.00	5.26		15	19	
6	*	42.11		*	47.37		*	10.53		*	19	
7	75.00	*		16.67	*		8.33	*		12	*	
8	*	*		*	*		*	*		*	*	
All Grades	52.50	42.31		31.67	44.62		15.83	13.08		120	130	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	5.26	10.53		89.47	68.42		5.26	21.05		19	19	
1	10.53	5.56		57.89	44.44		31.58	50.00		19	18	
2	8.33	*		50.00	*		41.67	*		12	*	
3	6.25	6.25		31.25	37.50		62.50	56.25		16	16	
4	0.00	*		83.33	*		16.67	*		12	*	
5	13.33	0.00		60.00	52.63		26.67	47.37		15	19	
6	*	15.79		*	10.53		*	73.68		*	19	
7	0.00	*		25.00	*		75.00	*		12	*	
8	*	*		*	*		*	*		*	*	
All Grades	6.67	9.23		55.83	42.31		37.50	48.46		120	130	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	31.58	47.37		47.37	42.11		21.05	10.53		19	19	
1	5.26	0.00		52.63	38.89		42.11	61.11		19	18	
2	8.33	*		66.67	*		25.00	*		12	*	
3	6.25	0.00		81.25	62.50		12.50	37.50		16	16	
4	16.67	*		66.67	*		16.67	*		12	*	
5	0.00	0.00		80.00	78.95		20.00	21.05		15	19	
6	*	26.32		*	63.16		*	10.53		*	19	
7	8.33	*		83.33	*		8.33	*		12	*	
8	*	*		*	*		*	*		*	*	
All Grades	10.83	12.31		68.33	60.77		20.83	26.92		120	130	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. K-3 grade students had significant growth in writing, this is attributed to the 100% implementation of the workshop model being used in all classrooms. Grade 1 and 3 decreased the percentage of level 4 students.
2. MKS has exceeded reclassification goals for the past four years.
3. In reading, all grades measured in somewhat and moderately developed domains, and grew by 10%, this is attributed to early intervention by campus Reading Programs.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
734	77.1	14.1	2.4
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.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	132	14.1
Foster Youth	22	2.4
Homeless	53	5.7
Socioeconomically Disadvantaged	721	77.1
Students with Disabilities	110	12.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	145	17.6
American Indian or Alaska Native	3	0.3
Asian	56	6.0
Filipino	24	2.6
Hispanic	605	60.6
Two or More Races	19	2.0
Native Hawaiian or Pacific Islander	1	0.1
White	56	10.1

Conclusions based on this data:

1. MKS decreased enrollment by 120 students (-12%). Our Foster Youth increased from .6% (17-18) to 1.3% (18-19). SWD increased by 2.6%.

2. MKS has many ethnic groups on campus and needs to work on equity initiatives to ensure that academic and SEL opportunities meet student needs.
3. Most of the student race/ethnicity groups remain consistent except for an increase with our Hispanic student group by 3.2% and a decrease in our Asian student group by 2%.





School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Graduation Rate	Suspension Rate  Orange
Mathematics  Yellow	Chronic Absenteeism  Orange	
English Learner Progress		
College/Career		

Conclusions based on this data:

1. Increased growth in English and math for ALL Students by 8 pts and 3 pts respectively during the 18-19 SY. Homeless student subgroup grew by 29 pts. Additional ELA academic strategies are needed to support EL and SWD students. Math strategies for our EL learners are also critical. Instructional coach instructional strategies during PD and teacher mentoring/coaching along part time EL teacher in support of 150 students. Increase ELD interventions and training to both teachers and instructional aides.
2. We will also need to maintain Vanguard Cohort/ Summit Learning model and Workshop model for instruction along with a commitment to TK-8 Arts integration. Continued efforts with RSP push in/ co-teaching needs to be normalized.
3. Suspensions increased overall at MKS last year. Specifically with Hispanic, EL, SED, SWD, Homeless populations. The need to redevelop MTSS/ PBIS interventions, training and tiered approaches to supporting student engagement and behavior. Student Absenteeism increased over 2% and significant increases within the Hispanic,

EL and SED subgroups. Additional Attendance personnel, reward systems and Hispanic and/or EL parent support is needed.

School and Student Performance Data

Academic Performance English Language Arts

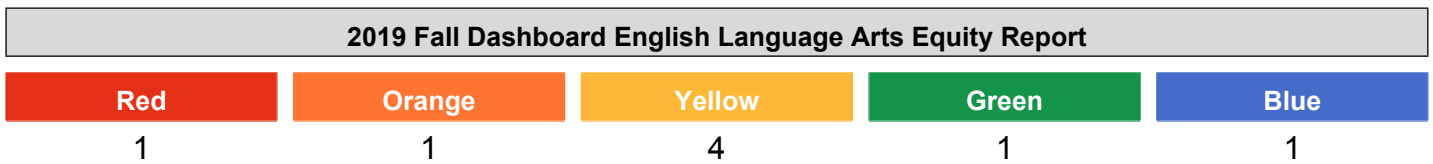
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Yellow 35.9 points below standard Increased ++7.9 points 659	<p>English Learners</p> Red 78.4 points below standard Maintained -2.3 points 180	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
<p>Homeless</p> Yellow 64.1 points below standard Increased Significantly ++20.6 points 31	<p>Socioeconomically Disadvantaged</p> Yellow 52.4 points below standard Increased ++9.2 points 461	<p>Students with Disabilities</p> Orange 106.5 points below standard Increased ++5.6 points 87

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 48.8 points below standard Increased ++14 points 118	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 23.9 points above standard Increased Significantly ++15 points 42	 No Performance Color 41.4 points above standard Declined -3.4 points 17
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 50.3 points below standard Increased ++7.5 points 385	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color 0 Students	 Green 5.6 points above standard Increased ++9.3 points 81

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
123.5 points below standard Increased ++13 points 61	55.3 points below standard Maintained ++0.6 points 119	28.4 points below standard Increased ++8.2 points 404

Conclusions based on this data:

1. MKS has experienced an overall increase in 2019 in ELA CAASPP performance overall and in all subgroups except for EL learners.
2. EL, Hispanic and SWD are most at-risk for CAASPP performance based on DFS compared to other groups. African American student demonstrated significant growth of 14 points. White and Asian Race/Ethnicities show strong continued growth.
3. MKS English Learners in the Fall of 2019 showed positive increases but still remain well below standard.

School and Student Performance Data

Academic Performance Mathematics

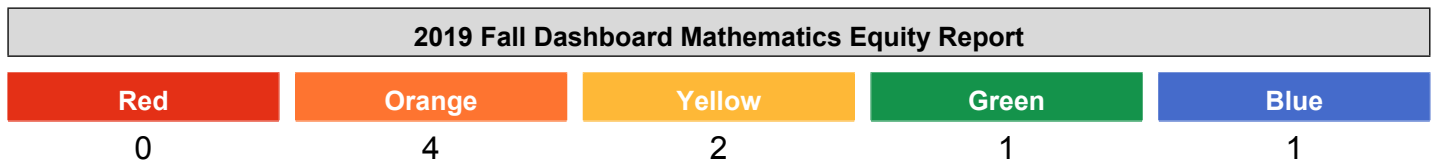
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>50.8 points below standard</p> <p>Increased ++3.4 points</p> <p>656</p>	<p>English Learners</p> <p>Orange</p> <p>84 points below standard</p> <p>Declined -6.6 points</p> <p>179</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8</p>
<p>Homeless</p> <p>Yellow</p> <p>94.7 points below standard</p> <p>Increased ++5.6 points</p> <p>31</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>68.7 points below standard</p> <p>Maintained ++2.3 points</p> <p>460</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>130.4 points below standard</p> <p>Increased ++9.8 points</p> <p>87</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 67.7 points below standard Increased Significantly ++19.9 points 118	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 58.5 points above standard Maintained -1.6 points 42	 No Performance Color 4.2 points below standard Declined Significantly -19.4 points 17
Hispanic	Two or More Races	Pacific Islander	White
 Orange 70.4 points below standard Maintained ++2.6 points 384	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9		 Green 2.7 points above standard Maintained -1.4 points 79

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
114.3 points below standard Increased ++7.5 points 60	68.7 points below standard Declined -6.5 points 119	45.2 points below standard Increased ++4.9 points 402

Conclusions based on this data:

1. in 2019, there was an overall increase in CAASPP performance compared to 2018 scores by 3.4 points. Students with disabilities increased by nearly 10 points but still remain significantly below standard,
2. MKS students generally are performing was minimal with African American students demonstrating a 19 point increase. MKS - RFEP students declined over 6 points and our EL students showed growth but remain significantly below standard.
3. White and Asian students are above standard in Math with no increases in DFS.

School and Student Performance Data

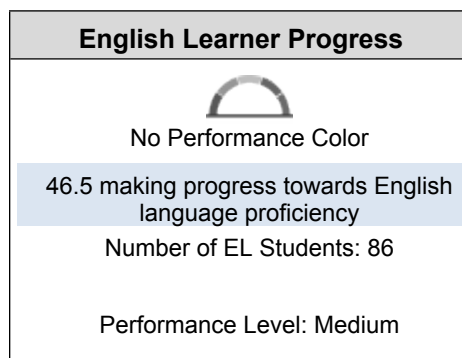
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
32.5	20.9	3.4	43.0

Conclusions based on this data:

1. MKS tested almost half the amount of students from the previous year. Majorit of the students performance was maintained but only a small number at a Level 4.
2. MKS has exceeded reclassification goals for four years in a row.
3. MKS has nearly 50% EL students showing progress with 23% increasing by one ELPI level and 13% decreasing by one ELPI level.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
2	5	1	0	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Orange 11 Increased +2.6 1025	Orange 13.3 Increased +2.5 166	No Performance Color 45 Increased +21.5 20
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Yellow 17.8 Declined -1.1 45	Red 12.2 Increased Significantly +3.5 697	Orange 18.2 Maintained -0.1 143

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 12.4 Maintained -0.3 177	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Orange 6.8 Increased +2.8 88	 No Performance Color 0 Maintained 0 29
Hispanic	Two or More Races	Pacific Islander	White
 Red 11.4 Increased Significantly +3.3 563	 No Performance Color 32 Increased +5 25	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Orange 8 Increased +2.2 138

Conclusions based on this data:

1. In 2018-2019 there was notable increase of +2.5% overall in chronic absenteeism at MKS.
2. ELs, FY, SWD students are the most at risk for chronic absenteeism. FY increased by over 21%.
3. Subgroups, Hispanic and SED are were identified with increases in chronically absent rates.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

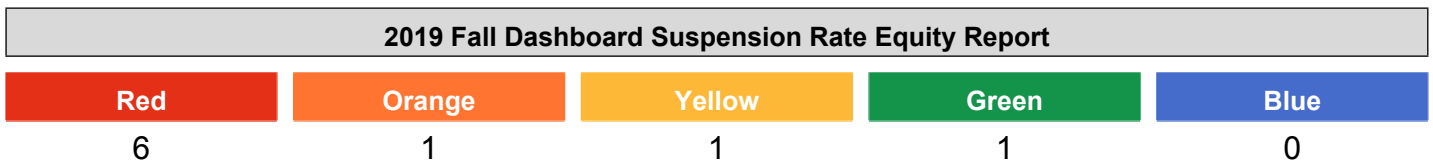
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>5.9</p> <p>Increased +1.7</p> <p>1071</p>	<p>English Learners</p> <p>Red</p> <p>6.3</p> <p>Increased Significantly +3</p> <p>175</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>36</p> <p>Declined -14</p> <p>25</p>
<p>Homeless</p> <p>Red</p> <p>8.9</p> <p>Increased +0.8</p> <p>45</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>7.5</p> <p>Increased +1.9</p> <p>716</p>	<p>Students with Disabilities</p> <p>Red</p> <p>15</p> <p>Increased +3.6</p> <p>147</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 9 Maintained 0 188	 No Performance Color Less than 11 Students - Data 5	 Yellow 1 Increased +1 99	 Orange 3.3 Increased +0.7 30
Hispanic	Two or More Races	Pacific Islander	White
 Red 6.6 Increased Significantly +2.8 578	 No Performance Color 14.8 Increased +7.3 27	 Pacific Islander	 Green 1.4 Declined -1 144

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	4.2	5.9

Conclusions based on this data:

1. Overall MKS experienced a notable overall 1.7% increase in student suspensions in 2018-2019 with sharp increases in Hispanic, SWD, SED, EL and students who identify as Two or More races. Students with disabilities and EL students experienced over 3% increase.
2. Foster Youth dropped nearly 20% from 17-18 to 18-19. Homeless students continues to increase but at a lower rate.
3. MKS need for consistent intervention support with SEL/ Behavior. Need to implement Restorative Justice and ATS programs.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Goal 1

By the next SBAC testing school year:

1. Students will increase scores by 2% at "Meet/Exceeds" standards in math, as measured by 31.38% (2019) and decrease Not Met 42.96% (2019) by 2%
 2. All students groups will increase DFS from by -50.8 to -47.8 points,, by 3 points.
 3. English Learner student group will show increase of 3 points DFW from -84 to -81 points,
 4. Students with disabilities (SWD) will show continued SBAC recorded growth of 10 points, -139.4 DFS to -129.4 DFS. Goal is to reduce by 3 points to -126.4 points
- Data extracted from the SBAC administered in 2019-20 No testing (2020 or 2021)

Identified Need

In 2020-21: To close the achievement Gap:

SBAC results in 2018-2019 -Standard Not Met %:

Grade 3: 42.47%
Grade 4: 42.11 %
Grade 5: 46.02 %
Grade 6: 45.86 %
Grade 7: 50.00 %
Grade 8: 50.00 %
Overall: 42.96 %

SBAC results in 2018-2019 -Not Meeting Standard %

Subgroups: EL 69.35%
SWD 74.7%
FY (too small to assess)
Homeless. 60.87%
African Am. 52.59%

To Increase Gate students overall percentage to meet or exceed standard from 81% to 84%.

To provide Academic math interventions and tutoring for EL, Hispanic and SWD students in all areas with an emphasis in Concepts and Procedures.

To provide tiered / differentiated instructional strategies with support form Instructional coaches.

To assess IReady baseline data and benchmark data to assess student growth or decline.

To model math instruction using Workshop Model / Summit Learning Platform, using Common Core Curriculum grade levels K-8.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
To close the achievement gap: 2019 SBAC results: DFS for All students was -7 its	In 2019, MKS students scored at -50.8 points	In 2022, students will decrease a total of 3 points to maintain performance level. Or (to reach Green) with a stretch goal of 25.8 .
To close the achievement gap: 2019 SBAC results: DFS for students with disabilities was -130 its	In 2019, MKS students with disabilities scored at -139.7 points.	In 2022, MKS with special needs decrease by 3 or more (o reach the next performance level.. with a stretch goal of 69 or more
To close the achievement gap: 2019 SBAC results: DFS for English Learners was -84 its.	In 2019, MKS English Learners Students scored at - 87students.	In 2022, MKS EL students 2019 by a total of 3 or more reach the next performance level.
IReady Fall 2021	Grade 1-5 - Benchmark Results (Jan 2022) On/ Above Grade level 30% (increase by 13% from baseline) One Grade Level below 50% (decrease by 3% from baseline) Two Grade Levels below: 20% (decrease of 10% from baseline)	Grade 1-5 - Benchmark Results (Jan 2022) On/ Above Grade level 30% (increase by 13% from baseline) One Grade Level below 50% (decrease by 3% from baseline) Two Grade Levels below: 20% (decrease of 10% from baseline)
SBAC results in 2019: GATE students meeting and exceeding standard in English Language at 77.63%	in 2022, 81.2% of MKS Gate students met or exceeded on SBAC Math.	in 2022, 84% of MKS Gate students will meet or exceed on SBAC Math.
IAB/ICA Math Performance Tasks Grades 3-8	In 2021-2022 Establish baseline participation rate for all students grades 3-8 95%	June 2022- Grades 3 - 8 students participation rate is 95%
IReady Baseline and Benchmark Participation in Grades 3-8	August/September (baseline) 2022 - participation rate for all students grades 3-8 is 95%	2020-22 Benchmark - participation rate for all students grades 3-8 is 93%

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)

All Students

Strategy/Activity

Use of iReady Diagnostic Assessment or MAP diagnostic assessment for all students K-8 at 3 points during the year and use of the SBAC Interim Assessment Blocks 1 time per year to drive instructional planning. Purchase programs such as: BrainPop, Flocabulary, Lexia and other identified programs to support literacy and vocabulary development.

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 2

Students to be Served by this Strategy/Activity

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

Middle School Students

Strategy/Activity

Part time additional qualified teacher to teacher grades 7-8 core classes.

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 3

Students to be Served by this Strategy/Activity

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

All students, especially ELs and SWD.

Strategy/Activity

Collaborative planning between ELA and Math instructors and coaches to develop and incorporate consistent instructional language in math writing tasks. PD - Monday Meetings, Monday Modules and other team meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students, especially LPBGS, SPEDs, and At-Risk

Strategy/Activity

Small-group instruction targeting individual student needs via guided math/ workshop/ math discourse and provide targeted math lessons; including the use of parent volunteers and instructional assistants in grades 1-3 (Math Power Hour Volunteers) for targeted small group math intervention during the school day.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide parent training on curriculum and iReady to support math learning at home and online apps for support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Partner with parents to offer an after-school parent-run homework club- After School targeted Tutoring Classes. Intervention - establish groups, Thrivers & Middlers.

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 7

Students to be Served by this Strategy/Activity

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

All Students, especially at-risk students, ELs, LPBGs, and SPEDs.

Strategy/Activity

Academic MTSS-focus on math instructional needs and tutoring for Tier II and Tier III students under the MTSS implementation in a workshop model, and including "Math Partners".
Data chats with students in Tiered groups to evaluate progress and establish personal learning goals. Incorporate Thriverly curriculum 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)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students, especially Gate, LPBGs, and at-risk students, EL support.

Strategy/Activity

Demo/Model use of mentor texts to illustrate exemplars of math writing and implementation of math journals in grades 3-8

Data chats with teachers around progress in Tiered intervention groups toward achievement and needed supports to assist teachers in moving students to less tiers.

Specific instruction for teachers on literacy across the curriculum with an emphasis on math literacy provided by the Professional Development as part of the MTSS pilot school support program.

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 9

Students to be Served by this Strategy/Activity

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

All Students, especially GATE, ELs, SPED, LPBGS.

Strategy/Activity

Planning time during Monday A Faculty Meetings to deploy the Plan-Do-Study-Act cycle under MTSS implementation for instruction (including teachers soliciting student feedback during each PDSA cycle, use of Think-Pair-Share, Modeling, Flipped Lessons, and teacher alignment on strategies and instruction in Tier I mini lesson 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)

Annual Review

SPSA Year Reviewed: 2021-22

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.

In 20-21 overall teachers worked to improve data chats with iReady data to form small groups to improve and provide Tier II supports. Teachers attended a PD from I-Ready consultants.

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

Overall, while teachers did implement multi-step problems, not all grade levels focused on student discourse.

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.

In 2021-2122, teachers will focus on writing/student discourse in mathematics (such as math journals). Summit Learning will continue to use student reflection model on the platform.

Administration and Coaches will work with teacher to track the implementation of the intended strategies throughout the year.

MTSS monitoring of Tier II/III students with input from teachers will receive additional support and tutoring opportunities.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Goal 2

By the next SBAC testing school year:

1. Students will increase scores at "Meet/Exceeds" standards in ELA, as measured by 3%, up from 38.11% and decrease Standards Not Met by 3% reduced to 37.77%.
 2. All Students group will decrease DFS from -35.9 to -30.9 points, a decrease of 5 points.
 3. English Learner student group will show increase of 3 points DFS from -78.4 to -75.4, with interventions in reading, writing and research.
 4. Increase EL students who "Met or Nearly Met" standards(CAASPP) from 3.17% to 5% in 2018-2019.
 5. Students with Disabilities (SWD) will reduce the CAASPP - Standards Not Met from 71.43% to 69.42%.
 6. 120 % of EL students will be RFEP in 2020-21.
- Data extracted from the SBAC assessment in 2019-20 (no test data for 2021-2022).

Identified Need

In 2020-21: To close the achievement Gap:
decrease:

SBAC results in 2018-2019 -Standard Not Met %:

Grade 3: 43.56%
Grade 4: 40.66 %
Grade 5: 40.91 %
Grade 6: 45.04 %
Grade 7: 42.98 %
Grade 8: 31.71 %
Overall: 40.77 %

SBAC results in 2018-2019 -Not Met %

Subgroups: EL 84.13%

SWD 71.43%

FY (too small to assess)

Homeless. 52.17%

Decrease DFS for EL student group from -78.4 to -75.4

Decrease DFS for Students with disabilities from -106.5 to -101.5

Increase Gate students overall percentage to meet or exceed standard from 78.5% to 82%.

Data extracted from the SBAC assessment in 2019-20.

Admin, Coaches and Teachers will continue to progress monitor student achievement using this IRI, HMRI and SBAC Interim Assessment Blocks to determine SBAC readiness.

K-5: Teachers continue to teach to the Common Core State Standards. Curriculum Grades K-5 is the Reading and Writing Units of Study from Teachers College, and is aligned with the PUSD Scope and Sequence.

Teachers will identify area of need with data analysis to inform instruction.

6th-8th grade students will take the HMRI to determine reading level and areas of reading need. Dedicated professional development opportunities in Reading and Writing Workshop and the Units of Study.

In support of Summit learning and to generate performance data, all students in grades 6th, - 8th will take the MAP test. The MAP test assess the students cognitive skills, math mastery and ELA growth. The estimated cost of the MAP testing for the 2021-22 school year is approximately \$2,500.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
To close the achievement gap: 2019 SBAC results: DFS for All Students was -35.9 pmts.	In 2019, MKS students scored at -8 points.	In 2021-22, students will score at -30.9 points overall.
To close the achievement gap: 2019 SBAC results: DFS for English Learners was -78.4 its.	In 2019, MKS English Learners students scored at -78.4 points.	In 2021-22, students will score at -75.4 points overall.
To close the achievement gap: 2019 SBAC results: DFS for Students with Disabilities was -106.5 pts.	In 2019, MKS Students with Disabilities scored at -106.5 points.	In 2022-22 students will score at -101.5 points overall.
SBAC results in 2019: GATE students meeting and exceeding standard in English Language at 77.63%.	In 2019, Gate Students: Grades 3-5 meet/ exceed ELA standard at 75% Grades 6-8 meet / exceed ELA students at 77.63%	June 2022, Gate Students: Grades 3-5 will meet/ exceed ELA standard at 78% Grades 6-8 will meet / exceed ELA students at 82%
HMRI Fall 2021.	Grade 6-8 - Baseline Results (September 2021): Advanced Level 25% Proficient 17%	Grade 6-8 - Benchmark Results (Jan. 2021) Advanced Level 29% Proficient 20 %

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Basic 29%	Basic 20%
	Below Basic 29%	Below Basic 20%
IRI Fall 2019 - Reading Assessment.	Grade 1-5 - Baseline Results (September 2021). Exceeded Grade level 44% Met Standard 50% Nearly Met Standard 14% Not Met Standard 24%	Grade Levels 1-5 - Benchmark Results (Jan. 2021). Exceed Standard - 46% Met Standard: 55% Nearly Met Standard: 16% Not Met Standard: 20%
Participation Rate in IRI/ HMRI and IAB.	In Fall 2021 Participation rate is 90% (IRI/ HMRI)	In 2021-22 Participation rate is 93% (IRI/HMIRI/ IAB)
English Learner Proficiency Assessment for CA (ELPAC).	ELPAC - 18-19 Baseline Data Level 4 (proficient) 14.17% Level 3 29.17% Level 2 40.0% Level 1(Min. Developed). 16.67%	By June 2022- 20% of EIs will reclassify, as measured by scored 2021-22 ELPAC scores. (Grades, IRI/HMRI, IAB, may be considered).

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)

All students, including English Learners, students with disabilities, Foster Youth, Hispanic, and African-American students.

Strategy/Activity

Part time additional qualified teacher to teacher English Language Development .

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 2

Students to be Served by this Strategy/Activity

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

All TK-8th Grade Student.

Strategy/Activity

Use of DOK levels in planning resource materials to insure proper rigor of instruction with support from Instructional Coach(s). Counselor will schedule students in Honors classes. Counselor will schedule students in Innovation Club, and after school tutoring groups. Will partner with Harambee to provide after school opportunities for 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)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students, including GATE, SPED, LPBGS, ELs.

Strategy/Activity

School-wide focus on workshop structure to provide all students K-8 differentiated support for individual needs. This support may come in form of: increased phonics instruction, individual conferences targeted on specific reading or writing need, or in a small group structure (ie. guided reading) to support students with similar areas of need. Provide magazine/journal access through the library to supplement.

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 4

Students to be Served by this Strategy/Activity

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

All Students, especially GATE, ELs, SPED, At-Risk, LPBGS.

Strategy/Activity

Planning time during Monday A Faculty Meetings review weekly instruction to include/develop a focused PD on high-yield strategies, including (but not limited to) Kagan structures, Think-Pair-Share, Activating prior knowledge, and learning through reasoning, investigation, and applied content to projects.

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)

All Students, especially GATE, ELs, SWD, At-Risk, LPBGS.

Strategy/Activity

Units of study and workshop mini lessons in all grade levels and station/center activities as well as increased rigor in ELA instruction, which may include book reports, research reports, Summit Learning, etc where students are working in dependently and at a higher DOK, and school-wide writing festivals and grade level publishing parties to promote and celebrate writing.

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 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide parent training on units of study, words their way, reading strategies, and phonics support to all parent partnership on literacy and after school parent-led literacy supports for 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)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students, especially GATE, ELs, SWD, At-Risk, LPBGS.

Strategy/Activity

Continued planning for small groups, grades 2-4 literacy levels with Reading Partners.

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 8

Students to be Served by this Strategy/Activity

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

All Students

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 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Use HMRI, MAP data for differentiation in workshop, targeted professional development in an on-going and as-needed basis to ensure the use of common core best practices and other high yield strategies as noted on Hattie index.

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 10

Students to be Served by this Strategy/Activity

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

All Students, especially GATE ELs, SWD, At-Risk, LPBGS.

Strategy/Activity

School -wide ELD Teacher/Coach support focus on QUALITY Tier I mini lessons for newer teachers and small group instruction/conferring for continuing teachers; including a middle school ELD intervention elective for students who are 2 or more years below reading level.
Hire 1 ELD teacher coach.

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 11

Students to be Served by this Strategy/Activity

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

All Students, especially SWD and EL students.

Strategy/Activity

Instruction in functional language used in formal assessments. Intervention with ELD Teacher support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All students, including English Learners, students with disabilities, Foster Youth, Hispanic, and African-American students.

Strategy/Activity

Partner with College Access Plan CAP to provide techniques to prepare for graduation and college. Purchase materials , consumables and supplies to support the CAP program.

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 13

Students to be Served by this Strategy/Activity

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

All Students with an emphasis on ELs, LPBGS, and SPED students.

Strategy/Activity

Use of Reading Partners SPED team and instructional coaches to deploy 1:1 instruction to close the gap in reading levels.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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.

Overall the ELA teachers utilized the intended strategies this year. Students enter class with such a wide range of reading and writing levels, the demand to differentiate and small group instruction can feel overwhelming.

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

One strategy that did not receive the required focus was teaching functional language that appears in formal assessments.

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.

For 2021-2022 teachers will continue to improve on word study, phonics, guided reading groups, and quality stations as well as increase the rigor of expected writing that students will produce in Reader's Writer's workshop.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

Students will be in school every day in an environment that is clean, safe, caring, and conducive to learning. All facilities will be clean and in good repair and equipped for 21st century learning.

Goal 3

By June 2022

1. The average attendance rate - TK - 8th grade will be 97%
2. The chronic absenteeism rate will not be greater than 9%
3. The chronic absenteeism rate for students with disabilities, English Learner, Hispanic, African American, Foster Youth and socially economically disadvantaged will be reduced by at least .5%
4. The suspension rate will not be greater than 5%, decrease EL student suspension by 1%, SWD by 2%, Hispanic students by 2% and African American students by 1%.
5. Increase school attendance and develop a positive school culture.

Identified Need

2018-19 62 students were suspended. In 2019-20 students suspended was decreased to 33. Students increased in suspension (EL, SED, SWD, Hispanic and Multiple Races increased by at least 2%). In 2020-21 No students were suspended from school.

Increase incentive programs and attendance recognition awards for student who reduce chronic absences.

Increase communication regarding their child's attendance (ADA) with Parents of at-risk Hispanic, African American, English learners, students with disabilities, foster youth and socially economically disadvantaged students.

Increase a support systems for homeless families to provide resources needed to increase their child(s) attendance.

Maintain Emergency Preparation Monthly Planning to increase knowledge of safety should an emergency occur.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate - Aeries Discipline Report	In 2018-19 MKS suspension of Hispanic, African American and student with disabilities was at 5.9%, an increase from 2017-18 by 1.7%.	Suspension Rate for All Students will decrease by of - 0.3% or more. A goal of 5.6% or lower by the end of the 2020-2021 school year or
	Hispanic, English learners, and students with disabilities	Suspension Rate for English Learners will decrease by a

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>students suspension rate had each increased by at least about 3%. Multiple raced students increased by 7.3%.</p> <p>Suspension Rate for Homeless Youth continue to be over 8%.</p> <p>African American students, maintained a suspension rate of 9%.</p> <p>Suspension Rate for Socioeconomically Disadvantaged is 7.5% (Red) in 2019</p> <p>Suspension Rate for Students with Disabilities increased to 15%, an increase by 3.6% from 2018.</p>	<p>total of -0.3% or more (to reach Orange) with a stretch goal of -1 or more (to reach Yellow) to end at 6% or lower by the end of the 2021-2022 school year.</p> <p>Suspension Rate for Hispanic will decrease by a total of -0.3% or more (to reach Orange) with a stretch goal of -1% or more (to reach Yellow). To end at 6.3% or lower by the end of the 2021-2022 school year.</p> <p>Suspension Rate for Homeless Youth will decrease by a total of -0.3% or more (to reach Orange) with a stretch goal of -1% or more (to reach Yellow) to end at 8.6% or lower by the end of the 2021-2022 school year.</p> <p>Suspension Rate for Socioeconomically Disadvantaged will decrease by a total of -0.3% or more (to reach Orange) with a stretch goal of -0.3% or more (to reach Yellow) to end at 7.2% or lower by the end of the 2021-2022 school year.</p> <p>Suspension Rate for Students with Disabilities will decrease by a total of -0.3% or more (to reach Orange) with a stretch goal of -1% or more (goal is to reach Yellow) to end at 14.7% or lower by the end of the 2021-2022 school year.</p>
<p>Chronic Absenteeism - Daily Attendance Report and Heat Maps.</p>	<p>Chronic Absenteeism for All Students will decrease the</p>	<p>In 2020-21 Chronic Absenteeism for All Students will decrease by a total of -0.5% or more.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>baseline of 11 (Orange) from 2019 to 10.5%.</p> <p>Chronic Absenteeism for Students with Disabilities will decrease the baseline of 18.2 (Orange) from 2019 to 17.7%</p> <p>Chronic Absenteeism for Hispanic will decrease the baseline of 11.4% (Red) from 2019</p> <p>Chronic Absenteeism for EL students will decrease the baseline of 13.3%</p>	<p>Chronic Absenteeism for Students with Disabilities will decrease by a total of -0.5 or more (to reach Yellow).</p> <p>Chronic Absenteeism for Hispanic will decrease by a total of 10.9 or more (to reach Orange).</p> <p>Chronic Absenteeism for Hispanic will decrease by a total of 12.8 or more (to reach Orange).</p>
Daily (average) attendance rates (ADA)-Daily/ Weekly/ Monthly ADA reports.	<p>2019-2020 Elementary Middle School</p> <p>Month 1 97.28% 97.4%</p> <p>Month 2 96.56 97.3</p> <p>Month 3. 96.27 96.8</p> <p>Month 4 95.98 96.5</p> <p>Month 5 95.54 96.3</p> <p>Month 6 95.11 95.9</p>	Increase average daily attendance rate by 1% school wide and between 3% for chronically absent students for Foster Youth, African America, Hispanic, English learner, SED and students with Disabilities.
Discipline Report Aeries.	Reduce Suspensions / Injury.	<p>PD to train/retrain 100% of Project Aides/ Noon Aides to increase monitoring/supervision and develop strategies for conflict resolution with students during outside play.</p> <p>Use positive referrals to promote a positive culture.</p>
Monthly Campus M/O Report.	Monthly needs assessment.	Monthly priority list to maintain clean/safe campus

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)

Reduce Chronic Absents for: At-Risk Students, including ELs, Students with Disabilities, Homeless, FY, SED, LPBGS, Hispanic, and African American students.

Strategy/Activity

Re-Introduction of the school compact to students, parents, teachers and staff to set a positive culture and communicate expectations. The McKinley Compact is a tool to support positive academic achievement, attendance and behavioral goals and create and maintain positive school climate for learning.

Teacher and additional .5 FTE attendance clerk will monitor student absences and contact parents as needed.

Attendance clerk will advise and share data on a weekly and/or monthly basis, with SEL Coach and administrator. Interventionist will meet with student (and parents if needed) develop an attendance plan.

Monthly ILT meetings will include data sharing with a focus on at- risk students data. This team will monitor school wide programs and assess needs with SEL coach and administration.

Team will provide targeted and specific Tier II and Tier III intervention instruction to students identified as being at-risk. Monitor students who are also below grade level in ELA and Math due to chronic absences and / or behavior.

Schedule an SST. Monitor progress of SST and determine further support/ action based on follow up meetings with parent and SST Team.

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 2

Students to be Served by this Strategy/Activity

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

At Risk Students with disabilities - strategies to reduce suspension.

Strategy/Activity

Continue to decrease suspension rates using Alternative to Suspension (ATS) and/or increase the use of the Restorative Justice (RJ)Practices for all students.

Provide training for teachers to use Restorative Justice practices in their classroom.

Increase communication with parent groups during orientation regarding RJ. Offer Saturday school for students as an opportunity to catch up on assignments and receive instructional assistance.

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 3

Students to be Served by this Strategy/Activity

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

All students, especially Foster Youth, SPED, Homeless, and otherwise At-Risk Students, including ELs, SPED, LPBGS, Hispanic, and African American students.

Strategy/Activity

To support student's SEL needs:

1. SEL/Rti Coach and/or counselor and/or parent will determine is student would benefit from a School based Mental Health Referral.
2. Seek a District based and community-based mentor if needed.
3. Schedule an SST/IEP meetings. Monitor progress of SST and determine further support/ action based on follow up meetings with parent and SST Team.
4. Use of Child Find, Triage Meeting, and Behavioral Therapeutic Meetings to identify Foster Youth. Provide targeted needs and classroom supports including tutoring and SEL support to close achievement gaps (Tier III).
5. Begin the SART/SARB Process if no actionable change.
6. Provide Tier III pull out instruction on Social-Emotional Learning and self-regulation provided by the Interventionist in grades K- 5 and by the middle school counselor in grades 6-8
7. Provide positive incentive programs for individual Tier III students.
8. Maintain a safe environment for all students
9. Purchase new desk top computers to record attendance data, complete SST/IEP paperwork, access SEIS for Foster Youth, SPED, Homeless, and otherwise At-Risk 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)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Administrator, Office Manager and Lead Custodial will meet monthly to walk the campus and identify maintenance/ operations needs.

September 2022 Needs list will be completed. A priority system including I- immediate, M-monitoring, NS - not a safety issue.

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)

All Students:

Strategy/Activity

Provide training to 100% Project Aides/ Noon Aides before the start of school (and an additional training at the end of semester 1)to include:

- 1. Conflict resolution strategies
- 2. Safe monitoring techniques

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 6

Students to be Served by this Strategy/Activity

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

All Students, especially at-risk, EL, Students with disabilities, Hispanic and LBGS

Strategy/Activity

- 1. Quarterly Attendance Celebrations
- 2. School-wide campaign to educate parents on attendance rules and importance of attending every day
- 3. Make proactive parent contacts (phone calls, home visits) when a student is at risk of becoming truant

4. Proactively schedule parent workshops to train all parents on Aeries Parent Portal and Summit Learning.
5. Frequent parent reminders on clearing absences and how to utilize home school for extended absences from the attendance clerk.
6. Provide attendance presentations to all parent groups and on school-wide parent nights.
7. Identify at-risk and college bound middle school students, preferable 1st generation college students, to participate in CAP
8. Awards assemblies quarterly.

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 7

Students to be Served by this Strategy/Activity

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

All Students, especially African Americans, Homeless/Foster Youth, SPED, and At-Risk.

Strategy/Activity

Use of alternatives to suspension to ensure learning and teaching
 Use of the turn around room to improve student self-regulation and increase readiness for learning
 Provide Tier III intervention groups around structured play, conflict resolution, self esteem, time management, study skills, grief support, and healthy lifestyle choices.
 Parent meetings for students with high behavior needs to determine parallel causes and refer for any possible community/district supports
 Weekly tracking of intervention referrals for reference, time, place, type of infraction to monitor hot spots and needs
 School-wide PD on Trauma Informed Care practices
 Revamp the conduct matrix and Teacher PD on the intervention/referral protocol and in-class de-escalation strategies to prevent referrals before the student makes an infraction.
 Utilize Restorative Justice practices
 Train parents on PBIS and TIC practices to help increase parent alignment and support with home.
 Provide Staff PD on how to use counter-narratives to combat harmful racial narratives.
 Increase utilization of positive referrals in middle and elementary school- goal to achieve a 3:1 ratio.

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 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

The service provided is Supplemental differentiated personalized learning resources by Books, mobile learning carts, and additional materials based on students' current grade-level performance to meet the needs of All students based on current academic performance.

The identified need being met is current classroom resources do not have enough materials to effectively implement the delivery of differentiated resources prepared by the teacher for each student.

This will increase/improve service by student mastery of content subjects will increase as well as overall engagement.

*** budget for this strategy is contained in Goal 7 of the SPSA

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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.

Trauma Informed Care, Alternatives to Suspension and restorative justice practices reduced suspension of African American, Hispanic and a students with disabilities by over 50% by Spring of 2022. Additional attendance personnel will support MKS to meet the goal of 97% for the 2021-22 school year. In 2019-20 middle school average (M1-M6) was 96.71% and Elementary was 96.12%. In 2020-21 no students were suspended.

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

The academic/ behavior interventions was not in place after September of 2020. The MTSS team identified students at Tier II/ III with attendance, behavior and academics separately. MTSS Team/Admin Team defined criteria for Tier II and Tier III students. This systematic approach to behavior alternatives (using SIM-Form) to implement alternatives.

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.

MKS needs to focus on early attendance and behavior interventions. Scheduled and/or increased training and use of restorative justice practices. Re-Introduction of the school compact to increase communication and expectations of students. The compact is a tool to support positive academic achievement and smart behavioral choices

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 4

Parents and guardians feel welcomed at their school, have sufficient two-way communication with their school and are provided with the knowledge and skills to successfully support and advocate for their child.

Goal 4

1. By the end of August 2021/22 Parent Orientation Meeting (Meeting will be facilitated in two languages)
 - Signed Agreement of MKS Compact
 - Vanguard Platform Training for all Middle School Parents.
 - Aeries Platform - Training for all families!
 - Canvas Platform - TBD
 - October 2021 - Students are registered in Aeries, contact information including family data populated.
 - October 2021 - Blackboard Group set up to include specific group identified for message distribution.
2. By August 2021/22 - Community Assistant will set up tracking system to include
 - monthly participation updates to Administration and Parent Group Leaders, as reported by Leaders - 85% attendance for Parent Group Leaders85% attendance for Parent Group Leaders, 90% Administrator attendance, 95% attendance with Community Assistant
 - monthly participation of volunteers to campus including classroom support, field trip attendance,
3. By June 2021/22
 - Parents will be offered Parent Workshops on campus
 - Parents will have attended at least one event (Back to School, ATM, Parent Workshop, Vanguard Training, Aeries Training)
4. Ongoing: Community Assistant and Administration will collaborate with Parent Group Leaders
 - Monthly planning meeting to include calendar of event, meeting dates/ time/ goals/ progress with goals to provide support as needed.
 - Community Assistant will maintain Parent Group Binders to include Agendas, Notes, Flyers, Calendar
 - Community Assistant will orientate all new families with opportunities to participate
 - Community Assistant will measure parent participation/engagement at school events
5. Develop a Social Media/Marketing Plan (3 points of Contact) for communication
 - by August 2021, a process to post and manageWeekly School Webpage, Facebook, blackboard messages, Twitter, Peach Jar, Instagram
 - Identify staff member (s) who communicates with Admin to plan message distribution.
7. By September 2021/2022
 - 80% of teachers will have Gradebook/ Parent Portal updated in Aeries (use of Canvas school-wide)

Identified Need

Continue parent engagement goal is to:

Create a system or use sign in sheets to track parent attendance at parent group meeting, campus event, and/or volunteering (through hours and field trips); create systems to improve collaboration and communication across all parent groups to improve relations, cohesion, and to work on common initiatives in support of school needs and goals so that we could increase % of parents attending a parent group meeting, campus event, and/or volunteering (through hours and field trips) by 20% overall.

In 2021-22 MKS needs to have a clear social marketing plan to increase communications across various platforms. Focus should include school awareness for prospective current parents and students. The website and school's Facebook page and increase the use of blackboard messenger, Twitter, Peach Jar, etc. is a consistent means for communication.

The Community Assistant collected attendance data at parent meetings and events. and there was a rise in all parent groups for attendance and participation

By August of 2021 A survey parent needs to be developed to provide feedback. Admin team and SSC should develop the survey.

McKinley School would like to increase the number of parents with Parent Portal Accounts. 71% Elementary parents have accounts. 69% Middle school parents have accounts.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
In the 2020-2021 school year, MKS increased the percentage of parents who actively engage in the school by 10%. Refine systems to track parents attending a parent group meeting, campus event, and/or volunteering (through hours and field trips).	MKS currently has 150 parent volunteer, sign up sheets. MKS will invite parent to attend Back To School, Open House, Parent Workshops, Parent Meetings, School Performances.	MKS should have at least 165 engaged volunteers by the end of May 2022.
Increase parent participation with Aeries and Summit Learning to access student grades, progress, attendance and programs.	65% Middle School Parents will attend a Summit Parent Workshop. 85% of Parents will use Aeries to access student Grades 30% of 5th grade parents will attend Middle School Orientation	Community Assistant /Principal will calendar, communicate to parents, track attendance.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Parents will be introduced to Canvas -	
Monthly collaboration meetings with parent groups Leaders to identify goals for school/ student needs.	Develop at common goals to meet school or student need.	15% Increase the number of parents involved in specific school needs projects.
Determine a baseline for parent engagement in terms of their feeling engaged and welcome on campus as measured by a campus-wide parent survey for MKS.	Sign in Sheets at Parent Meetings.	Community Assistant will ensure volunteers are certified with PUSD.
McKinley will use grade book in Aeries or Summit Learning for parent access.	Parents have Passwords to Aeries and/or Summit Learning Elementary Parent Portal accounts 71% Middle School Parent Portal accounts 69%	60% of Parents have password to Aeries and/or Summit Learning.
Increase Social Media and Marque messages.	Posting School upcoming events via Sunday Message. Instagram post Facebook updates Website Updates Weekly SMORES	Weekly Messages, measured by Community Assistant, Sunday Message, Instagram post, facebook, webpage, Flyers, announcements access results.
Develop a Survey to gather parent data to develop a plan to increase parent participation.	Goal is 10% of parents to participate	Publish the results and for action plan.

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)

All Families and Students.

Strategy/Activity

The Community Assistant, administrator or designee, will attend Parent Group meetings. A sign-in sheets to track attendance numbers, track the number of volunteer hours, track the percent of parents who serve as volunteers.

Provide parent volunteer surveys to assess what categories and grade level parents are most comfortable with volunteering.
 Create an ongoing parent involvement sign-up list for all school activities to align interest with needs for effective volunteering
 Re-establish room parents
 Community Liaison to create volunteer database with grade-level voluntary categories generated from parent volunteer surveys.
 All parent volunteers will adhere to the guidelines of the district volunteer handbook to ensure the effectiveness
 Compile and circulate a list of parent volunteer opportunities
 Community Assistant will promote parent group enrollment. Tract volunteers. Provide translation as needed. Organize parent workshops with District support.

This service will be provided to allow parents of students who qualify for free/reduced lunch to have access to technology. Said parents are unable financially to purchase additional services such as internet and/or technology. This service will afford parents access to student databases, homework, and school emails.
 Parents will be able to participate in their child’s learning, teacher instruction, and parent resources to help students in the home.
 Purchase two technology risers to provide access to computers as well as secure computers for students Foster Youth, SPED, and Homeless.
 Purchase laptops for Parent Room
 Laptops \$20000

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)
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Families.

Strategy/Activity

Develop a Social Media/marketing plan to improve the quantity and quality of communications across the mediums and continue to update the school's web site and facebook page and other social media messaging platforms. Update calendars on webpage, newsletters, and Sunday Messages

Teachers to send welcome letters or postcards prior to the start of school.

Teachers make positive phone calls within the first four weeks the beginning of each semester.

Hard copies of events distributed via the Tiger Folders.

Continue Coffee and Conversation with the Principal
Roaring Tiger sent via email and phone blast

Continued parent-teacher conferences

Continued classroom newsletters/ Facebook pages

Purchase software system to create weekly newsletters. News letters will be translated to ensure access for Foster Youth, SPED, Homeless, and English Language Learners.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All MKS Families

Strategy/Activity

Work with parent groups to improve parent group communications within groups.

Work with parent groups to promote meetings and agendas in advance.

Support parents with training and workshop needs : including MTSS, College Readiness, SBAC, high school transition, brain development, TIC, and Common Core best practices.

Solicit input from parent groups on training needs and parent group funding to support these needs.

Provide all parent communications in English and Spanish (including parent group communication)

Coordinate with the MTSS coach on trends and needed parent topics for training and programs.

Look for community resources to support English classes for parents.

Ensure community assistant training to support parent needs.

Consider out-of-district training opportunities for parents to choose from.

Provide Leadership Training for leads of Arts Council/AF, ELAC, AAPC, PTA and SSC

Publish MKS parent groups calendar with brief summary of what each group's focus is.

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 4

Students to be Served by this Strategy/Activity

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

All MKS Families

Strategy/Activity

Work with SSC and Admin team to review parent survey and action plan. Community Assistant will facilitate survey development with parent parthers. The survey could include questions to parents for example: (1) identifying their child's need (academic or social) and the parent can partner in decision making with a member of administration (2) identify how parent groups can benefit the community, (3) suggest parent workshops needed to increase knowledge and support for their child social/emotional and/or academic 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)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All MKS Families

Strategy/Activity

Share Positive referrals and invite parents to social emotional learning workshops.

Invite parents to All Team Meetings, Grade level awards assembly.

Community Liaison will calendar/ invite parents to School and District workshops.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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.

1. Continue to use various forms of Communication (Teachers send home information, Phone Blasts, Weekly emails, Flyers, Webpage, and Social Media).
2. Scheduled Parent Group Leaders meeting to set goals for school/ students needs.

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

1. Challenges with concerns within parent groups
2. Continued need to develop a survey
3. Work with Admin team to develop a needs 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.

1. The changes for 2021-2022 are intended to increase parents participation, involvement and support for the school and student needs.
2. Increase activities where all stakeholders can engage in a social event which benefits the school's needs and fosters community.
3. Create systems to track parent attendance a parent group meeting, campus event, and/or volunteering (through hours and field trips); create systems to improve collaboration and communication across all parent groups.
4. In 2021-22 MKS needs to have a clear social marketing plan to increase communications across various platforms. Focus should include school awareness for prospective current parents and students. The website and school's Facebook page and increase the use of blackboard messenger, Peach Jar, etc. is a consistent means for communication.

By August of 2022 The admin team and SSC should develop a parent survey.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

Students will demonstrate grade-level knowledge in all core subjects and graduate in four years, in line with the PUSD Graduate Profile. All students, English Learners, Foster Youth, students eligible for Free/Reduced Meal Program and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Goal 5

1. McKinley will increase arts instruction in grades Tk-8 and increase students' access the arts to reach their artistic potential.
2. Support Lead Teachers to develop learning models to integrate CCSS and National Art Standards/ VAPA Standards.
3. Continue Arts-focused PD (Art Attack) to train McKinley teachers with ARTiculation curriculum and lesson planning.
4. Hire one teacher over formula to serve as the artist in residence.

Identified Need

McKinley continues to collaborate with PUSD Arts Education Division to develop an TK-8 Grade arts integrated curriculum based on the 2019 ARTiculation Art Curriculum with Lead Teachers.

For 2021-2022,

Increase arts integration in the general curriculum - using ARTiculation Art curriculum

Maintain and increase student access to current performance arts specifically vocal instruction, theater /music productions and instrumental music in Middle School

Rehabilitate and upgrade the auditorium. - partially achieved. MKS purchased new sound equipment. Phase 2 remodeling plans for MKS is still pending.

Increase the profile of MKS as an arts-focused school. MKS offered (Postponed 2021-22 school year)

Continue to partner with the Music Center to provide Dance Movement through PE.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
All Team Meetings (Assemblies) MKS will Present and celebrate student artists. Celebrate the arts and academic achievement in each grade level.	All Team Meeting (August Sept, November, January, March, May). Academic / Arts Awards (Mid Year and End of Year).	Schedule 2021-2022 school calendar - 5 ATMs All School Meeting Awards assemblies or award events as needed - 2 scheduled

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Increase Arts emphasis (events/ activities) on campus by partnering with Annual Fund (AF). Increase campus arts events and after school enrichment classes.</p>	<p>AF fundraising (\$30K) targeting the following yearly events: Set Monthly Goals and report out at Arts Council Meetings.</p> <p>Provide Monthly Goal Setting Progress to Parents/ Community at SSC, PTA and ELAC meetings.</p> <p>Increase Parent Participation by 5% in:</p> <ul style="list-style-type: none"> • Musical theatre clinic (postponed 2021-22) - Yearly • Coffee with the principal - BiMonthly • Increase parent dine out fundraising nights - 2x years • Musical Theater Productions with access for students grades 2-8th) - 2 / Year • Grade Level Performances- integrate art performance standards with core content when possible. October/ December/ February/ April. • End of Year Art Gallery (Community Art Walk) 	<p>The AF should maintain all current programs into 2021-2022 and look for new opportunities for fundraising.</p> <ul style="list-style-type: none"> • Goal \$30K • Donations from McKinley Parents/ Community
<p>100% of Core and Art Teachers have access to arts integrated curriculum built upon</p>	<ul style="list-style-type: none"> • Continued Teacher PD led by Teacher 	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
art standards, including integrating arts into middle school content courses.	Trainers (Arts Lead Teachers) during A-Mondays <ul style="list-style-type: none"> • Access to Scope/Sequence Arts Curriculum (Grades k-8) • Planned arts integrated lessons. At least one lesson each week. 	

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)

All Students will have access to arts curriculum and instruction to include VAPA standards at grade level.

Strategy/Activity

MKS will continue celebrating visual and performance art at all school assemblies. Reflections, district art contests, and district instrumental and vocal concerts to include No Boundaries and Reflection. Spring and fall music concerts and dramatic performances (Spring postponed due to shorten year 2021-2022) “Artist of the Month” selected for each classroom and/or grade level. Students will participate in My Masterpieces field trips and activities, TK-6th Grade: Performance Instruction Middle School: Direct Instruction from Teachers with an Arts Education/Experience in Music, Theater, Voice and Visual.

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)
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students and Families will have access to participate in school-wide events.

Strategy/Activity

A designated teacher/Artist in residence will be hired to work with All students, including English Learners, students with disabilities, Foster Youth, Hispanic, and African-American students to provide access and expand the current arts program, including, but not limited to:

- Mosaic restoration committee/Arts Council
- Offer arts-based clubs, have monthly school-wide art themes, and seek out and enter student work in arts competitions, contact press to laud successes.
- Bi-annual class art piece for silent auction,
- MKS will provide a music director for music instruction and grade level shows TK-8.
- Recruit parent volunteers to help write grants to support arts programs and increase them.
- Hire 1 teacher over formula
- Hire 1 Lead Instructional Fine Arts Specialist

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)
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All MKS Students

Strategy/Activity

McKinley will continue to support Scope/ Sequence Arts standards and teachers will incorporate at least 2 arts integrated lessons per quarter Grades TK-8. and capture the number, frequency, and topics of art units/lessons from TK-8th 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)
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students and teachers have access to Art Lab. Increase in staffing will directly increase use of Visual Art Lab staffed by a teacher.

Strategy/Activity

Increase art teacher staffing at Middle School to provide additional art selections. Provide monthly calendar for teachers to reserve the Art Lab for visual arts instruction taught by MKS teacher, hire an Artist in Residence, Visiting Artist or Community Partner.

Create a calendar of Art Enrichment Offerings and after school classes for semester 1 and semester 2.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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.

No gains noted as there was no measurement tool to assess the new TK-6 arts units. The Art Lab was not fully functional for all grade levels to use. Supplies were ordered per teacher for arts lessons. Growing the Annual Fund events, focusing on arts at assemblies, and increased the funding for the percent of time of campus for the music director was a goal, but with COVID-19 the musical theater production was postponed/cancelled.

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

The school did not move forward with the mosaic mural project due to a lack of ability to partner with the PTA on arts initiatives. This should continue to be a desired outcome in the future. Additionally, the current Admin team needs additional information.

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 deployment of the ART Lab allowed The Armory to support our 4th and 5th graders with arts instruction and art integration with math. After-school arts enrichment classes had accessibility for all students. Due to the Covid-19 this is an area which will be revisited.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 2

A well-trained and qualified teacher in every classroom. every day supported by adequate, well-trained support staff.

Goal 6

Improve training for Signature Instructional Programs (Workshop Model and Vanguard (Summit Learning) and improve teacher and support staff quality.

Professional Development: By June 2022 85% McKinley teachers will attend and the following:

1. Middle School Teachers will attend professional development initial training or reconvening trainings yearly. Training may be led by Summit Learning staff (off site) or MKS (Site) Train the Trainer Model. Teachers will attend at least 5 Site or Offsite based PD events.
2. Elementary School Teachers will attend professional development with initial and/or additional training with the Workshop Model. Trainings may be led using the Train the Trainer Model by MKS Teachers. Teacher will attend at least 3 site based events.

Identified Need

Increase instructional strategies using Workshop Model (ES) and Summit Learning Platform (MS) for Teachers and Instructional Coaches to reduce a student's achievement gap .

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
By Spring of 2022, McKinley teachers will be 75% proficiency using the instructional model, based on grade level.j	All general education teachers will attend training in The Workshop Model or (Summit Learning) Model, depending on grade level.	75% of teachers will have attended The Workshop Model or Summit Learning, depending on grade level.
By Spring 2022, McKinley's Instructional Coach will participate in professional development activities to support teachers with instructional strategies.	Instructional Coach(s) will attend or facilitate at least PD focused on McKinley's Instructional programs to include Summit Learning.	By June 2022: Attendance rate of 90% presenting or attending PD.
By Spring 2022, Counselor/SEL Coach will monitor Tier II/ Tier III students progress.	By June of 2022: 10% of students will move from Tier III to Tier II. 10% of students will move from Tier II to Tier I.	By June of 2022: 15% of students will move from Tier III to Tier II. 15% of students will move from Tier II to Tier I.

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)

All MKS Students, including English Learners, students with disabilities, Foster Youth, Hispanic, and African-American students.

Strategy/Activity

McKinley Teaches, Coach and Counselor will continue to monitor students progress using the MTSS protocols to include attendance, SEL, Behavior and academic growth. Teachers, Coach and counselor will build their capacity to support the needs of struggling students in math and English.

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 2

Students to be Served by this Strategy/Activity

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

All MKS students, including English Learners, students with disabilities, Foster Youth, Hispanic, and African-American students.

Strategy/Activity

McKinley middle school teachers will participate in at least two Summit trainings per year. and one instructional round with a coach in a MKS classroom. Substitutes will support teachers for at least one period to attend the instructional round.

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 3

Students to be Served by this Strategy/Activity

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

All students, including English Learners, students with disabilities, Foster Youth, Hispanic, and African-American students.

Strategy/Activity

Teachers will network with educators from other schools that offer Summit learning. Teachers who are required to travel will be paid millage.

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)
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students, including English Learners, students with disabilities, Foster Youth, Hispanic, and African-American students.

Strategy/Activity

Additional resources, curriculum supports and technology will be purchased to assist students that are struggling with Summit Learning.

Students from the identified group (All students, including English Learners, students with disabilities, Foster Youth, Hispanic, and African-American students) need additional ways to access the digital curriculum via Summit.

Projector Screens are an integral part of both viewing and providing student access to materials across all subject areas and all demographic subgroups (EL, socio-economically disadvantaged, etc). Screens allow visual manipulation and presentation of materials that would normally only be viewable by students one-at-time and within close contacts with teachers. Projector screens will be an absolute necessity for both equity and accessibility to all subgroups in all subject areas.

23-Document cameras will be purchased. Document cameras will be used to project student completed school work, assignments and resources.

38-Projector screens will be purchased to accompany the document cameras to ensure proper use and visibility of items projected by the document camera and printers.

In support of Summit learning and to generate performance data, all students in grades 6th, - 8th will take the MAP test. The MAP test assess the students cognitive skills, math mastery and ELA growth. The estimated cost of the MAP testing for the 2021-22 school year is approximately \$2,500.

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)
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students, including English Learners, students with disabilities, Foster Youth, Hispanic, and African-American students.

Strategy/Activity

In support of Summit learning and to generate performance data, all students in grades 6th, - 8th will take the MAP test. The MAP test assess the students cognitive skills, math mastery and ELA growth. The estimated cost of the MAP testing for the 2021-22 school year is approximately \$2,500.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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.

All middle school teachers are trained in Summit Learning. Additional support is needed to ensure effective strategies are used to increase the number of students who successfully complete the assignments. During the pandemic, and the transfer of new teachers, Mckinley has been inconsistent in providing well trained teachers using instructional programs Workshop Model and Vanguard with integrity based on teacher movement. The training will build capacity and ensure students have consistency in elementary and middle school programs.

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

This goal will require an annual self-study using MAP/ HMRI/ IReady assessment data for academic growth and MTSS data tracking with attendance, SEL, math and ELA.

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

This new goal involves a commitment to ensure McKinley's instructional programs, staff and administration. All should be well versed, data analysis, instructional strategies and implementation.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

MKS students will demonstrate grade-level knowledge in all core subjects and graduate in four years, in line with the PUSD Graduate Profile. All students, English Learners, Foster Youth, students eligible for Free/Reduced Meal Program and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Goal 7

Closing the Gap:

Mathematics:

By August 2022, each of the listed student and ethnic groups will show the following decreases in Distance from Standard(DFS) as measured by the 2019 assessment SBAC Mathematics assessment

- English learners students: decrease by 3 points, DFS from 84 to 81 points below grade level standard
- Students with disabilities: decrease by 3 points, DFS from 130.4 to 127.4 points below grade level standard
- African American students: decrease by 42 points, DFS from 67.7 to 25.7 points below grade level standard
- Socio-economically disadvantaged students: decrease by 3 points, DFS from 68.7 to 65.7 points below grade level standard
- Hispanic students: decrease by 3 points, DFS from 70.4 to 67.4 points below grade level standard
- Homeless students: decrease by 3 points, DFS from 94.7 to 91.7 points below grade level standard

English Language Arts:

By August 2022, each of the listed student and ethnic groups will show the following decreases in Distance from Standard(DFS) as measured by the 2019 assessment SBAC English Language Arts/ Literacy assessment

- English learners students: decrease by 3 points, DFS from 78.4 to 75.4 points below grade level standard
- Students with disabilities: decrease by 15 points, DFS from 106.5 to 91.5 points below grade level standard
- African American students: decrease by 15 points, DFS from 48.8 to 33.8 points below grade level standard
- Socio-economically disadvantaged students: decrease by 15 points, DFS from 54.2 to 39.2 points below grade level standard
- Hispanic students: decrease by 15 points, DFS from 50.3 to 35.3 points below grade level standard

English Learners will reclassify at a 20% annually. Increase the percentage of EL students making progress with English Language Acquisition (ELPI) from 45% to 50%. In 18-19, 32.5% students dropped one level from the year before and 43% increased by one level. No significant growth at

Level 4.

Identified Need

In Mathematics:

School-wide, in 18-19 students who scored Met/Exceeded (CAASPP) was 31.38% , with no increase from 17-18. 67% of English learners were not meeting standards grades 3-8. Over 40% of students with disabilities. We did not administer the SBAC in 2020-21. Therefore the baseline data above will remain the same.

In English/ Language Arts

School-wide, students

For 2019-20 school year, the reclassified rate was 20% for our English learner. In 2019 86 students were identified as English learners. 2020-21 reclassification data data will be included when results are released.

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

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)

Students with disabilities/ English learners/ Hispanic/ Socio-Economically disadvantaged/ African American students.

Strategy/Activity

The service provided is Supplemental differentiated personalized learning resources by Books, consumables, mobile learning carts, technology, and additional materials based on students' current grade-level performance to meet the needs of All students based on current academic performance.

The identified need being met is current classroom resources are not enough. Additional materials are needed to effectively implement the delivery of differentiated resources and individualized instruction prepared by the teacher for each student.

This will increase/improve services to assist with students mastering Math and English content and grade-level subjects. Additionally, this will increase overall student engagement.

Example materials to purchase for support of this service could include

Books: \$10,000 (items have not been purchased. Therefore we have revised what we would like to purchase. Mobile Carts: \$75,000 Included in the 2019-20 School Plan.

Organization bins and other items to promote student independent work time: \$25,000 Included in the 2019-21 School Plan.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students with disabilities/ English learners/ Hispanic/ Socio-Economically disadvantaged/ African American students.

Strategy/Activity

NEW NEW NEW

The service provided is Supplemental differentiated personalized learning resources by Books, consumables, mobile learning carts, technology, and additional materials based on students' current grade-level performance to meet the needs of All students based on current academic performance.

The identified need being met is current classroom resources are not enough. Additional materials are needed to effectively implement the delivery of differentiated resources and individualized instruction prepared by the teacher for each student.

This will increase/improve services to assist students in mastering Math and English content and grade-level subjects. Additionally, this will increase overall student engagement.

Example materials to purchase for support of this service could include

It has been difficult to receive desired items for purchase such as Books Mobile carts and organization bins.

Therefore, SSC has worked with the school to purchase educational software Lexia and Espark to provide students with current grade-level reading material.

Lexia \$12,500

eSpark \$3,145

Reflex math \$3,500

Books: \$10,000 (items have not been purchased. Therefore we will purchase electronic (software)

In support of Summit learning and to generate performance data, all students in grades 6th, - 8th will take the MAP test. The MAP test assesses the student's cognitive skills, math mastery, and ELA growth. The estimated cost of the MAP testing for the 2021-22 school year is approximately \$2,500.

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 3

Students to be Served by this Strategy/Activity

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

Students with disabilities/ English learners/ Hispanic/ Socio-Economically disadvantaged/ African American students.

Strategy/Activity

In support of Summit learning and to generate performance data, all students in grades 6th, - 8th will take the MAP test. The MAP test assess the students cognitive skills, math mastery and ELA growth. The estimated cost of the MAP testing for the 2021-22 school year is approximately \$2,500.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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.

The goal is to train and retain all trained teachers at the middle and elementary school level.

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

This will allow for school wide implementation of Summit and software to improve individual student performance.

Prior to 2020-21 only two grade levels received Summit instruction. During the 2021-22 school year all grade levels 6, 7 & 8 will receive Summit instruction.

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

During the 2021-22 school year all grade levels 6, 7, & 8 will receive Summit instruction. Goal #7 is a goal specifically for Summit Training, decreasing the learning gap. Goals # 1, 2 include teacher PD.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 8

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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)

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)
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Annual Review

SPSA Year Reviewed: 2021-22

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.

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

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.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 9

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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)

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)
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Annual Review

SPSA Year Reviewed: 2021-22

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.

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

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.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 10

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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)

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)
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Annual Review

SPSA Year Reviewed: 2021-22

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.

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

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.

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	\$156615
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Title I and CSI Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$156615
Other State/Local Funds provided to the school	\$109375

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 Funding Sources	Allocation (\$)
Title I	\$153859
Title I Part A: Parent Involvement	\$2756

Subtotal of additional federal funds included for this school: \$156,615

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

State or Local Programs Funding Sources	Allocation (\$)
LCFF - Supplemental and Concentration (S/C)	\$109375

Subtotal of state or local funds included for this school: \$109,375

Total of federal, state, and/or local funds available for this school: \$265,990

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
LCFF - Supplemental and Concentration (S/C)	109375.00	109,375.00
Title I	153859.00	153,859.00
Title I Part A: Parent Involvement	2756.00	2,756.00

Expenditures by Funding Source

Funding Source	Amount
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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
- 4 Parent or Community Members

Name of Members	Role
Merian Stewart	Principal
Diane Trout	Parent or Community Member
Allison Garwood	Parent or Community Member
Angelica Gaieta	Other School Staff
Ms. Carmona	Other School Staff
Tamakye Edwards	Other School Staff
Emily Brink	Classroom Teacher
Diana Morrison	Classroom Teacher
Niema Shabaz	Parent or Community Member
Cynthia Beal	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
per email	English Learner Advisory Committee
Merian Stewart	Gifted and Talented Education Program Advisory Committee
SEE EMAILS	Other: SSC Committee See Emails

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 4.18.2022.

Attested:

Merian Stewart	Principal, Dr. Merian Stewart on 4.19.2022
T Edwards	SSC Chairperson, Tamakye Edwards on 4.18.2022

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019



PASADENA UNIFIED SCHOOL DISTRICT

Title I - Other Authorized Activities Reservations

Our Children. Learning Today. Leading Tomorrow

The following amount of dollars reflects Title I Other Authorized Activities Reservations for District central Office to provide direct services to school sites. This is NOT the Indirect and Administrative Cost (which generally cannot exceed 15%). In 2022-23, PUSD will provide the following direct services to the school sites with Title I Other Authorized Activities Reservations total amount of \$1,730,036.00:

- a. Instructional Coaches and Curriculum (Math, Science, Literacy (Including ELA and History) Coaches/Resource Teachers, paid by the District, providing direct services/supports to the school sites to increase the unduplicated group students' academic achievements;
- b. District Curriculum, Instruction and Professional Development leadership and staff who are providing direct, hands-on services to the school sites;
- c. Supplemental to CDE identified 4 Comprehensive Support and improvement (CSI) schools;
- d. Supplemental to schools with the CDE identified Low Performing Students;
- e. Families in transition/Homeless and support staff;
- f. Parent and Community Engagement;
- g. Multi-Tier System of Support (MTSS) intervention (such as Behavior Intervention Aides assigned to the identified school sites).

Title I guidelines require consultation and input from SSC, not approval.

Your school's share of the Other Authorized Activities Reservation for Direct Services cost is calculated for school year of 2022-23 is as below:

School: McKinley

Resource Code	Title I	Total District Other Authorized Activities Reservation	# of FRL Student at District Title I Eligible Schools	Per Student shared Cost to School	#of FRL Student at School	Total Shared Cost to School
30100	Intervention Activities	\$1,730,036.00	7793	\$221.99	516	\$114,546.84



From: Cynthia Beale beale.cynthia@pusd.us

Subject: Re: Email Signature

Date: May 3, 2022 at 4:02 PM

To: Merian Stewart stewart.merian@pusd.us

Cc: Tamyke Edwards edwards.tamyke@pusd.us, Diana Morrison morrison.diana@pusd.us, Emily Brink brink.emily@pusd.us, Diane Trout diane@ghic.org, Allison Garwood (she/her) allisongarwood@me.com

Yes, I approve.

On Tue, May 3, 2022, 1:41 PM Merian Stewart <stewart.merian@pusd.us> wrote:

Hello,

I know you guys have already completed this activity, however, please respond to this email that you agree with the School Plan. I need your name and the statement, I agree with the McKinley School Plan. I will upload this email thread to the school plan. 😊



From: Emily Brink brink.emily@pusd.us

Subject: Re: Email Signature

Date: May 3, 2022 at 9:57 PM

To: Merian Stewart stewart.merian@pusd.us

Cc: Tamyke Edwards edwards.tamyke@pusd.us, Diana Morrison morrison.diana@pusd.us, Cynthia Beale beale.cynthia@pusd.us, Diane Trout diane@ghic.org, Allison Garwood (she/her) allisongarwood@me.com

I agree with the McKinley school plan.

Emily Brink

Sent from my iPhone

On May 3, 2022, at 1:41 PM, Merian Stewart <stewart.merian@pusd.us> wrote:

Hello,

I know you guys have already completed this activity, however, please respond to this email that you agree with the School Plan. I need your name and the statement, I agree with the McKinley School Plan. I will upload this email thread to the school plan. 😊



From: Tamyke Edwards edwards.tamyke@pusd.us
Subject: Re: Email Signature
Date: May 4, 2022 at 2:47 PM
To: Allison Garwood allisongarwood@me.com
Cc: Merian Stewart stewart.merian@pusd.us, Diana Morrison morrison.diana@pusd.us, Emily Brink brink.emily@pusd.us, Cynthia Beale beale.cynthia@pusd.us, Diane Trout diane@ghic.org

I agree with the McKinley school plan.
Tamyke Edwards

On Wed, May 4, 2022 at 6:38 AM Allison Garwood <allisongarwood@me.com> wrote:

I agree with the McKinley School Plan.
Allison Garwood

Best,
Allison Garwood

On May 3, 2022, at 13:41, Merian Stewart <stewart.merian@pusd.us> wrote:

I agree with the McKinley School Plan.

--

Tamyke Edwards M.Ed.
Instructional/English Language Coach
McKinley School of the Arts
edwards.tamyke@pusd.us
(626)396-5630 ext 73229

"The function of education, therefore, is to teach one to think intensively and to think critically. Intelligence plus character- that is the goal of true education." Dr. Martin L. King, Jr.

From: Diana Morrison morrison.diana@pusd.us
Subject: Re: Email Signature
Date: May 3, 2022 at 1:43 PM
To: Merian Stewart stewart.merian@pusd.us

DM

I, Diana Morrison, agree with the McKinley School Plan.

On Tue, May 3, 2022 at 1:41 PM Merian Stewart <stewart.merian@pusd.us> wrote:

Hello,

I know you guys have already completed this activity, however, please respond to this email that you agree with the School Plan. I need your name and the statement, I agree with the McKinley School Plan. I will upload this email thread to the school plan. 🙄