



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 Elementary	43-69450-6047245	April 20, 2023	

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
The purpose of this plan is to address the needs of students at McKinley Elementary, including specifically addressing additional targeted support for the attendance of 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.

McKinley Elementary's school plan has been developed in partnership with stakeholders, including the students, families, community partners, and school staff. Partnership and input from stakeholders was gathered through our Culture and Climate Committee, our Lead Literacy Team, a series of staff meetings, the district's Panorama Survey (students, parents and staff), parent meetings, student site Trimester surveys, and School Site Council/English Language Advisory Council Meetings.

The school plan is informed by student performance on accountability indicators from local assessments during the 2022-2023 school year and historical data from the California School Dashboard. Local assessment indicators specifically addressed by this plan include: English Language Arts, Math, Reclassification, student wellness indicators (safety, self-efficacy, reports of bullying), and parent engagement. The plan was developed in response to a school-level needs assessment and includes evidence-based interventions. McKinley qualified for Additional Targeted Support and Improvement (ATSI) by the California Department of Education under one category: attendance for Students with Disabilities. The plan includes specific strategies to support this ATSI category. The plan responds to identified resource inequities and is approved by the School Site Council and the Board of Franklin-McKinley School District.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Three surveys were conducted at a district-wide level including the Panorama 2022-2023 Student Survey, Staff Survey, and Family Survey.

132 students participated in the "About School" survey. Of those students, 88% reported a favorable climate of support for academic learning (a 5% increase since Winter of 21-22), 82% reported favorable knowledge and fairness of discipline, rules, and norms (no increase since Winter of 21-22), 75% reported a favorable sense of belonging and connected to school (a 5% increase since Winter of 21-22), and 58% reported a favorable sense of safety at school (a 6% increase since Winter of 21-22). As the lowest category, Safety was identified as an area for further goals and action. Within the category of safety, the lowest score was in students' favorable response to the prompt: "I feel safe talking about my ideas and feelings in class", as it held at 40% favorable with no increase compared to the prior year. Also within the category of safety, there was a 10% increase in students' favorable response to the prompt: "Have you seen or heard bullying in your classes this year?", rising from 51% favorable in Winter 21-22 to 61% favorable in Winter 22-23. However, this contrasted with the past SPSA goal around behavior in which 82% of students reported favorable knowledge and fairness of discipline, rules, and norms. Based on these responses, supporting students' sense of agency and comfort at school, along with decreasing bullying, were identified as priorities.

135 students participated in the "About Self" survey. Of those students, 65% reported favorable self-management (a 2% decrease since Winter of 21-22), 68% reported favorable growth mindset (a 6% increase since Winter of 21-22), 65% reported favorable social awareness (a 5% increase since Winter of 21-22), and 57% reported favorable self-efficacy (a 14% increase since Winter of 20-21). While the growth in self-efficacy is with commendating, supporting students' belief in their own capabilities and helping them recognize their academic progress remains a priority.

30 staff members participated in the staff survey. Of those staff, 97% reported a favorable understanding of mission and goals (up 7% from from 21-22), 93% reported a favorable communication (up 3% from from 21-22), 93% reported a favorable sense of belonging (down 5% from from 21-22), 81% reported favorable conditions of learning (down 5% from from 21-22), 81% reported favorable outcomes (down 6% from from 21-22), 80% reported favorable engagement (down 15% from from 21-22), 75% reported favorable student achievement (down 13% from from 21-22), and 27% reported a favorable climate of support for academic learning, although it is worth noting this category only had one question about the use of technology create new levels of interaction, such tech projects with non-FMSD classrooms. Based on these responses, school goals, communication, and belonging are strong but there are improvements needed in ensuring all students have the supports they need and that all staff have access to the professional learning and collaboration they need to be successful in their roles.

93 family members participated in the family survey. Of those family members, 98% reported favorable classroom climate (no change from 21-22), 100% reported favorable sense of belonging/school connectedness (up 2% from 21-22), 96% reported favorable conditions of learning (down 1% from 21-22), 97% reported favorable parent engagement (no change from 21-22), 99% reported favorable student engagement (up 3% from 21-22), and 98% reported favorable student outcomes (up 2% from 21-22). On the parent survey, the lowest rated item was 88% of families that answered: "I have participated in school activities other than parent-teacher conferences this year). Based on these responses, parents feel positive about school and district efforts to support student learning and wellbeing.

Classroom Observations

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

The Principal visits classrooms regularly to provide feedback on teaching and learning. Instructional data is collected across grade levels, as well as for individual teachers, in order to help teachers improve their practice. Grade level and school-wide trends are shared with the Lead Literacy Team, Culture and Climate Committee, and School Site Council. School-wide data is analyzed and used for planning at the end of each trimester during administrator-led data reviews and also during BOY, MOY, and EOY literacy DIBELS data review days.

McKinley is receiving state Elementary Literacy Support Block grant funding. As part of site-wide literacy improvement efforts, classroom observations and teachers' professional development and collaboration has focused on implementing the site's structured literacy block, which includes instruction in foundational skills and language comprehension. Site Social Emotional Learning professional development has focused on Trauma-Skilled Schools resilience factors, integrating SEL competencies into lessons, community circles, and addressing misbehavior using a range of positive, preventative, and restorative strategies.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Teachers use local assessments (RenaissanceSTAR Reading and Math; Next Step Guided Reading Assessment (NSGRA); DRDP; Lexia/PowerUp, and Imagine Learning), as well as prior data from state assessments (CAASPP Interim and Summative Assessments, ELPAC) to inform their instruction and offer interventions to students. As part of McKinley's site literacy work, K-6 grade classes also used DIBELS as a foundational skills literacy screening assessment. To support site culture and climate efforts, students provide feedback on a Trimester Student Survey. Trimester data reviews support staff in analyzing school-wide trends and problems of practice, and both individual teachers and grade spans use formative assessments to gauge the effectiveness of instructional practices and to adjust instruction and provide intervention.

Below is a summary of local assessment data from this year that was reviewed by staff, shared with stakeholders (school-site council and monthly parent meetings), and used to plan instruction:

STAR Ren ELA average independent reading level (BOY, Trimester 1, Trimester 2)

Grade 1--0.3, 0.5, 0.9
Grade 2--1.2, 1.4, 1.7
Grade 3--1.6, 1.8, 2.1
Grade 4--2.2, 2.8, 3.2
Grade 5--3.8, 4.2, 4.4
Grade 6--3.5, 4.1, 4.6

STAR Ren Math average grade-level equivalency (BOY, Trimester 1, Trimester 2)

Grade 1-- 0.6, 0.9, 1.2
Grade 2--1.5, 1.9, 2.2
Grade 3--2.1, 2.6, 2.9
Grade 4--3.3, 3.8, 4.3
Grade 5--4.6, 4.9, 5.2
Grade 6--4.5, 5.2, 5.9

NSGRA (percentage of students at- or above-level for Trimester 1, Trimester 2)

Kindergarten (16%, 58%)
Grade 1 (11%, 16%)
Grade 2 (26%, 19%)
Grade 3 (6%, 11%)

DIBELS Composite (percentage of students in support category, Middle of Year)

Kindergarten: Intensive (36%), Strategic (24%), Core: (20%), Core^ (20%)
Grade 1: Intensive: (68%), Strategic: (11%), Core: (14%), Core^: (7%)
Grade 2: Intensive: (59%), Strategic: (10%), Core: (14%), Core^: (17%)
Grade 3: Intensive: (64%), Strategic: (18%), Core: (9%), Core^: (9%)
Grade 4: Intensive: (27%), Strategic: (14%), Core: (32%), Core^: (27%)
Grade 5: Intensive: (49%), Strategic: (5%), Core: (19%), Core^: (27%)
Grade 6: Intensive: (50%), Strategic: (21%), Core: (8%), Core^: (21%)

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

Teachers use curriculum embedded assessments and grade-level developed common formative assessments to identify students' progress towards content standards and adjust instruction in response to students' needs. Data is reviewed during collaboration time, which is scheduled during staff meetings. The staff worked with site-determined essential standards to select areas for formative assessment and focused instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff are considered Highly Qualified and have the proper teaching credential for California.

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

All teachers have access to the appropriate instructional materials for their grade level.

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

Staff professional development is based upon data related to identified student needs and is on-going throughout the year.

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

Professional development for teachers is ongoing and based on increasing familiarity with the Common Core State Standards (including: ELA, mathematics, ELA/ELD Framework), developing rigor and relevance of instruction, and improving continuity across the grade levels. K-3 teachers receive support in implementing the instructional strategies associated with the Sobrato Early Academic Language (SEAL) program. McKinley has a full time SEAL/Literacy TOSA that supports teachers through coaching, facilitating team collaboration and professional development, and supporting colleague observations. Special emphasis from site- and district-led professional development this year was placed on Science of Reading instructional strategies, writing strategies and unit design, and classroom leadership strategies to support students' social and emotional needs.

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

Teachers are provided regular collaboration time during administrator-led meetings. During this time, grade-span teams plan for instruction, develop assessments, analyze data, and adjust upcoming instruction. In order to support data analysis and action planning for DIBELS data and site survey data, in 2022-2023 McKinley had 4 additional early release days with staff meetings.

Teaching and Learning

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

District Curriculum is aligned with CCSS and NGSS.

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

McKinley Elementary School adheres to the recommended Instructional Minutes for Reading/Language Arts and Mathematics for K-8.

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

McKinley Elementary School teachers provide in-class intervention K-6th to support student needs in core content areas. In 2022-2023 McKinley also provided K-6th pull-out literacy intervention to support students needing intensive and strategic intervention.

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

Standards-based materials are available and appropriate for all student groups.

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

McKinley Elementary School teachers use SBE-adopted, standards-aligned instructional and intervention materials.

Opportunity and Equal Educational Access

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

Interventions are provided by the classroom teacher within the school day to enable underperforming students to meet standards. Teachers identify students that need extra supports, and then implement plans developed by the Student Study Team. A Student Support Specialist is on campus 2.5 days a week to provide additional literacy intervention. Additional intervention is provided by a retired teacher providing literacy intervention 3 mornings a week. Teachers have taken advantage of ELO funds to provide targeted after-school intervention as well.

Evidence-based educational practices to raise student achievement

Teachers are trained to use research based practices in order to engage students and raise their achievement.

Parental Engagement

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

CORAL provided after-school support and enrichment for over 150 students at McKinley this year; School Linked Services referrals through district wellness team members; Catholic Charities referrals for home visits, parent support, and individual counseling as well as presentations at school meetings; Pacific Clinic referrals for individual counseling, Reading intervention programs through Cultivating Literacy and Aspire Education.

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

School Site Council, English Language Advisory Committee, Tiger Talks (Coffee with Principal), Cultivating Literacy Family Literacy Workshops, beginning of the year empathy interviews.

Funding

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

Interventions provided to students during school include: Instructional materials, technology, extended learning offered by classroom teachers, outside reading intervention, and intervention provided by resource staff.

Fiscal support (EPC)

Title I, Title III, LCFF

Educational Partner 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

Parents were consulted in formal School Site Council/English Language Advisory meetings as well as informal Tiger Talks Parent Meetings. Parents were provided with an overview of the local indicators (ELA, Math, EL Reclassification, student responses on site and local surveys) and historical indicators from the California School Dashboard. Parents were asked about their areas of concern related to these indicators. Parents were also provided with a brief overview of the Franklin-McKinley School District Local Control and Accountability Plan Goals. During School Site Council, the team worked together to draft goals for the School Plan for Student Achievement.

- School Site Council Meetings on March 23, 2023, April 20, 2023 and May 4, 2023.

Students feedback was included during the development of this SPSA. Student responses on the McKinley Trimester 1 Survey and McKinley Trimester 2 Student Survey were reviewed. These

surveys included open-ended questions about what was going well at school and what areas there are for improvement.

Teachers and staff were consulted in formal School Site Council/English Language Advisory meetings as well as Lead Literacy Team meetings, Culture and Climate Committee meetings, and staff meetings. Teachers were provided with an overview of the local indicators (ELA, Math, EL Reclassification, student responses on site and local surveys) and historical indicators from the California School Dashboard. Teachers were asked about their areas of concern related to the indicators. Teachers were also provided with a brief overview of the Franklin-McKinley School District Local Control and Accountability Plan Goals. During staff meetings, the team worked together to draft goals for the School Plan for Student Achievement.

- School Site Council Meetings on March 23, 2023, April 20, 2023 and May 4, 2023.
- Lead Literacy Team Meetings on March 6, 2023, and April 3, 2023
- Culture and Climate Committee Meetings on February 13, 2023 and March 27, 2023
- Staff Meetings on April 4, 2023 and April 20, 2023

During the 2020-2021 school year, McKinley qualified for the California Early Literacy Supplementary Block grant (ELSB). As part of putting together a proposal for this grant, McKinley established an Literacy Lead Team that has met regularly since the spring of 2021 to do a root cause analysis and needs assessment of McKinley's literacy outcomes and devise a plan based on this analysis. During the 2022-2023 school year, highlights of McKinley's ELSB work include:

- Implementing McKinley's literacy framework in all classrooms K-6th.
- Hiring a part-time literacy coach to provide instructional coaching, assessment support, and to assist with developing McKinley's literacy framework.
- Having 4 additional teachers (9 since grant inception) participate in the Online Elementary Reading Academy, which consisted of 40+ hours of online learning in early literacy skills.
- Implementing DIBELS foundational literacy skills screening 3x a year and providing staff time to analyze these data and plan classroom and pull-out intervention.
- Through partnership with outside consultants, providing professional development to teachers in the elements of effective writing instruction.
- Provide extra intervention for students needing intensive intervention through a retired teacher and outside contractors (Aspire Education and Cultivating Literacy).
- Hosting school-wide and community literacy events.

McKinley Elementary plans to continue the following practices in the 2023-2024 school year in order to support the development of our Multi-Tiered Systems of Support (MTSS):

INSTRUCTIONAL LEADERSHIP TEAM (formerly Lead Literacy Team)

The Instructional Leadership team will lead the school-wide effort to improve literacy skills, math skills, other content learning, all within a framework of Social, Emotional, and Academic Development (SEAD). While the school's literacy focus will remain, the instructional leadership team will broaden the school's work to include other content areas. Integrating Sobrato Early Academic Language (SEAL) strategies into K-3rd instruction will continue to a primary goal. The Instructional Leadership Team will provide input on the assessment and analysis of students learning and wellbeing, help identify ongoing professional development, help identify needed instructional resources, help continually strengthen McKinley's MTSS tiers of support, and will lead the school in ensuring high levels of learning for all students.

CULTUE AND CLIMATE COMMITTEE

The Culture and Climate Committee will continue to drive efforts to improve students' wellbeing and support a positive school experience for all McKinley stakeholders. Specifically, they will investigate

school data around student wellbeing, contribute to site-wide improvement efforts, and continually strengthen McKinley's MTSS tiers of support. The work of this committee supporting our site's partnership with the National Dropout Prevention Center to establish McKinley as a Trauma-Skilled School. The Culture and Climate Committee serves as our trauma-skilled schools lead team, and will facilitate the ongoing training and systems development to improve the climate/culture at McKinley that are necessary for improved student outcomes.

Resource Inequities

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

Resource Equity Provisions in the Every Student Succeeds Act (ESSA)

- **Access to Equitable Funding.** Funding is allocated based on average daily attendance (ADA) as well as allocations based on the Local Control Funding Formula (LCFF). McKinley Elementary receives additional funding in the form of Title I funds to support the high number of students who qualify for Free and Reduced Price Lunch. McKinley Elementary also receives additional LCFF Concentration funding to support the high number of students who qualify under the unduplicated count of students who are English Learners, qualify for Free and Reduced Price Lunch, or foster youth.
- **Access to Effective, In-Field, and Experienced Teachers.** All teachers at McKinley Elementary are teaching within their area of certification by the state of California. Given the range of social emotional and behavioral needs in the classrooms at McKinley Elementary, a resource inequity is teachers' ability to respond to the range of needs in one classroom. Teachers need continued training to respond to the learning differences of students and their range of traumatic-impacted backgrounds. This impacts students' ability to access instruction in the classroom.
- **Access to Rigorous Courses.** All students are provided access to standards-based curriculum and instruction. Teachers in grades Kindergarten through 3rd Grade have speciality training in the SEAL (Sobrato Early Academic Language) model. The strategies in this model support English Learners towards language and content mastery. In addition, 8 Kindergarten-3rd grade teachers have participated or are currently participating in the Online Elementary Ready Academy literacy training, consisting of 40+ hours of professional development in literacy science and practice. A resource inequity is that our 4th through 6th grade teachers do not have the same level of speciality training.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.4%	0.43%	0.42%	1	1	1
African American	%	0.43%	0.85%		1	2
Asian	6.8%	9.13%	10.59%	16	21	25
Filipino	2.5%	1.74%	0.85%	6	4	2
Hispanic/Latino	88.6%	86.96%	86.44%	209	200	204
Pacific Islander	0.9%	0.87%	0.42%	2	2	1
White	0.4%	%	0%	1		0
Multiple/No Response	0.4%	%	0.42%	1		1
	Total Enrollment			236	230	236

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	30	33	35
Grade 1	27	29	28
Grade 2	36	25	29
Grade3	41	32	31
Grade 4	35	41	34
Grade 5	34	39	37
Grade 6	33	31	42
Total Enrollment	236	230	236

Conclusions based on this data:

1. Enrollment has been steady from 20-21 to 22-23.
2. Asian enrollment has increase, both a percent as the number of students from 20-21 to 21-22 to 22-23.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	142	145	150	60.20%	63.0%	63.6%
Fluent English Proficient (FEP)	39	48	54	16.50%	20.9%	22.9%
Reclassified Fluent English Proficient (RFEP)	6			4.2%		

Conclusions based on this data:

1. The percentage of students identified as English Learners increased between 20-21 and 22-23.
2. At the same time, the percentage of students classified as English Proficient increased between 20-21 and 22-23.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	42	35		0	31		0	31		0.0	88.6	
Grade 4	36	39		0	39		0	39		0.0	100.0	
Grade 5	35	41		0	39		0	39		0.0	95.1	
Grade 6	34	28		0	26		0	26		0.0	92.9	
All Grades	147	143		0	135		0	135		0.0	94.4	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2379.			6.45			19.35			25.81			48.39	
Grade 4		2441.			12.82			28.21			23.08			35.90	
Grade 5		2427.			10.26			15.38			12.82			61.54	
Grade 6		2501.			15.38			7.69			42.31			34.62	
All Grades	N/A	N/A	N/A		11.11			18.52			24.44			45.93	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		0.00			64.52			35.48	
Grade 4		10.26			66.67			23.08	
Grade 5		2.56			64.10			33.33	
Grade 6		*			*			*	
All Grades		5.93			60.00			34.07	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.45			54.84			38.71	
Grade 4		10.26			53.85			35.90	
Grade 5		5.13			53.85			41.03	
Grade 6		*			*			*	
All Grades		8.15			54.81			37.04	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		0.00			80.65			19.35	
Grade 4		0.00			76.92			23.08	
Grade 5		7.69			64.10			28.21	
Grade 6		*			*			*	
All Grades		4.44			74.81			20.74	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.45			61.29			32.26	
Grade 4		17.95			64.10			17.95	
Grade 5		5.13			48.72			46.15	
Grade 6		*			*			*	
All Grades		11.11			60.00			28.89	

Conclusions based on this data:

1. Due to students not participating in CAASPP during 20-21, comparison with these data is not possible. Local measures indicate growth in literacy scores.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	42	35		0	34		0	34		0.0	97.1	
Grade 4	36	39		0	39		0	39		0.0	100.0	
Grade 5	35	41		0	40		0	40		0.0	97.6	
Grade 6	34	28		0	27		0	27		0.0	96.4	
All Grades	147	143		0	140		0	140		0.0	97.9	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2375.			0.00			23.53			29.41			47.06	
Grade 4		2432.			5.13			20.51			33.33			41.03	
Grade 5		2442.			10.00			12.50			22.50			55.00	
Grade 6		2462.			11.11			14.81			22.22			51.85	
All Grades	N/A	N/A	N/A		6.43			17.86			27.14			48.57	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.88			50.00			44.12	
Grade 4		12.82			43.59			43.59	
Grade 5		12.50			35.00			52.50	
Grade 6		*			*			*	
All Grades		11.43			39.29			49.29	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.82			38.24			52.94	
Grade 4		7.69			35.90			56.41	
Grade 5		5.00			42.50			52.50	
Grade 6		*			*			*	
All Grades		8.57			37.86			53.57	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		0.00			73.53			26.47	
Grade 4		7.69			58.97			33.33	
Grade 5		2.50			47.50			50.00	
Grade 6		*			*			*	
All Grades		3.57			60.00			36.43	

Conclusions based on this data:

1. Due to students not participating in CAASPP during 20-21, comparison with these data is not possible. Local measures indicate growth in math scores.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1440.6	1368.2		1447.4	1376.5		1424.7	1348.3		19	21	
1	1450.4	1401.4		1486.6	1427.6		1413.6	1374.5		18	14	
2	1443.3	1438.1		1454.6	1465.3		1431.4	1410.3		22	19	
3	1492.9	1463.8		1506.0	1460.9		1479.3	1466.0		28	18	
4	1498.2	1523.8		1522.9	1523.1		1472.9	1524.1		22	21	
5	1490.4	1498.8		1495.6	1490.6		1484.8	1506.4		18	27	
6	1557.5	1521.9		1568.8	1501.8		1545.8	1541.4		24	14	
All Grades										151	134	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	47.37	4.76		21.05	33.33		15.79	33.33		15.79	28.57		19	21	
1	16.67	0.00		27.78	7.14		33.33	35.71		22.22	57.14		18	14	
2	22.73	0.00		36.36	26.32		13.64	42.11		27.27	31.58		22	19	
3	14.29	0.00		32.14	38.89		46.43	27.78		7.14	33.33		28	18	
4	13.64	28.57		40.91	38.10		31.82	23.81		13.64	9.52		22	21	
5	5.88	7.41		29.41	40.74		35.29	29.63		29.41	22.22		17	27	
6	37.50	7.14		41.67	57.14		16.67	28.57		4.17	7.14		24	14	
All Grades	22.67	7.46		33.33	35.07		28.00	31.34		16.00	26.12		150	134	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	47.37	4.76		21.05	33.33		15.79	33.33		15.79	28.57		19	21	
1	38.89	7.14		22.22	14.29		33.33	57.14		5.56	21.43		18	14	
2	31.82	15.79		31.82	36.84		18.18	36.84		18.18	10.53		22	19	
3	39.29	16.67		46.43	38.89		7.14	16.67		7.14	27.78		28	18	
4	31.82	42.86		59.09	47.62		0.00	9.52		9.09	0.00		22	21	
5	29.41	25.93		35.29	44.44		11.76	7.41		23.53	22.22		17	27	
6	58.33	28.57		33.33	42.86		4.17	21.43		4.17	7.14		24	14	
All Grades	40.00	20.90		36.67	38.06		12.00	23.88		11.33	17.16		150	134	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	26.32	0.00		26.32	19.05		26.32	52.38		21.05	28.57		19	21	
1	5.56	0.00		22.22	0.00		11.11	7.14		61.11	92.86		18	14	
2	13.64	0.00		31.82	0.00		18.18	42.11		36.36	57.89		22	19	
3	7.14	0.00		10.71	16.67		42.86	44.44		39.29	38.89		28	18	
4	0.00	14.29		0.00	38.10		50.00	33.33		50.00	14.29		22	21	
5	0.00	3.70		17.65	14.81		29.41	51.85		52.94	29.63		17	27	
6	20.83	7.14		29.17	35.71		29.17	50.00		20.83	7.14		24	14	
All Grades	10.67	3.73		19.33	17.91		30.67	41.79		39.33	36.57		150	134	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	36.84	4.76		47.37	66.67		15.79	28.57		19	21	
1	44.44	21.43		50.00	57.14		5.56	21.43		18	14	
2	27.27	21.05		50.00	57.89		22.73	21.05		22	19	
3	21.43	22.22		67.86	38.89		10.71	38.89		28	18	
4	31.82	66.67		50.00	28.57		18.18	4.76		22	21	
5	17.65	22.22		58.82	62.96		23.53	14.81		17	27	
6	33.33	28.57		54.17	64.29		12.50	7.14		24	14	
All Grades	30.00	26.87		54.67	53.73		15.33	19.40		150	134	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	52.63	4.76		26.32	52.38		21.05	42.86		19	21	
1	33.33	7.14		55.56	42.86		11.11	50.00		18	14	
2	36.36	15.79		40.91	68.42		22.73	15.79		22	19	
3	77.78	38.89		18.52	33.33		3.70	27.78		27	18	
4	71.43	19.05		19.05	80.95		9.52	0.00		21	21	
5	50.00	44.44		31.25	37.04		18.75	18.52		16	27	
6	91.67	21.43		4.17	57.14		4.17	21.43		24	14	
All Grades	61.22	23.13		26.53	52.99		12.24	23.88		147	134	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.79	0.00		63.16	76.19		21.05	23.81		19	21	
1	5.56	0.00		38.89	0.00		55.56	100.00		18	14	
2	27.27	0.00		31.82	42.11		40.91	57.89		22	19	
3	7.14	0.00		50.00	38.89		42.86	61.11		28	18	
4	0.00	19.05		31.82	52.38		68.18	28.57		22	21	
5	0.00	3.70		47.06	44.44		52.94	51.85		17	27	
6	16.67	14.29		41.67	64.29		41.67	21.43		24	14	
All Grades	10.67	5.22		43.33	47.01		46.00	47.76		150	134	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	57.89	23.81		21.05	42.86		21.05	33.33		19	21	
1	5.56	0.00		55.56	50.00		38.89	50.00		18	14	
2	27.27	0.00		31.82	57.89		40.91	42.11		22	19	
3	10.71	0.00		50.00	77.78		39.29	22.22		28	18	
4	0.00	33.33		54.55	47.62		45.45	19.05		22	21	
5	0.00	11.11		52.94	70.37		47.06	18.52		17	27	
6	29.17	14.29		70.83	78.57		0.00	7.14		24	14	
All Grades	18.67	12.69		48.67	60.45		32.67	26.87		150	134	

Conclusions based on this data:

1. The most common overall ELPAC score is a "3", followed by "2", "1", and "4".

2. The largest area of need is the Reading Domain with 48% of English Learners scoring at Beginning English proficiency.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
230	80.0	63.0	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in McKinley Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	145	63.0
Foster Youth		
Homeless	1	0.4
Socioeconomically Disadvantaged	184	80.0
Students with Disabilities	32	13.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.4
American Indian	1	0.4
Asian	21	9.1
Filipino	4	1.7
Hispanic	200	87.0
Two or More Races		
Pacific Islander	2	0.9
White		

Conclusions based on this data:

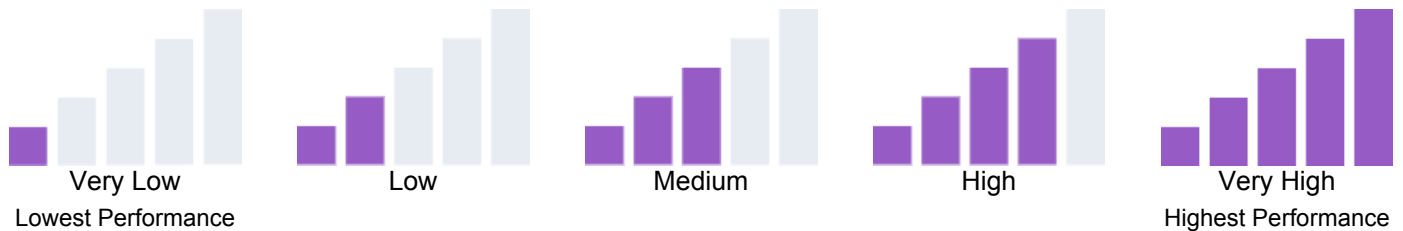
1. 80% of students are identified as Socioeconomically Disadvantaged based on free and reduced price meals.
2. The largest Race/Ethnicity group is Hispanic.
3. The second largest Race/Ethnicity group is Asian.

School and Student Performance Data

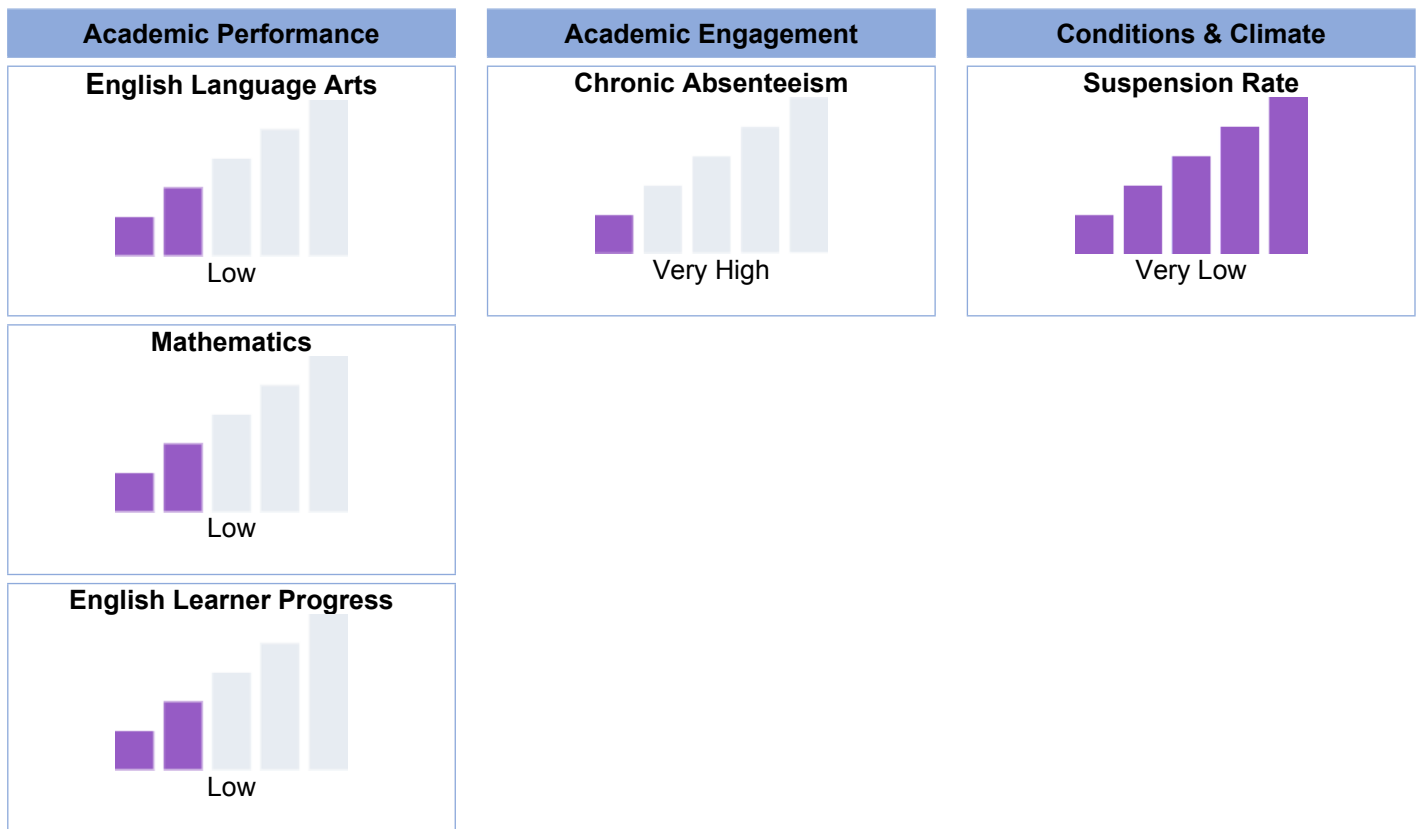
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. Suspension rates were in the "very low" category.
2. Chronic Absenteeism was in the "very high" category.
3. ELA, Math, and English Learner Progress rates were in the "low" category.

School and Student Performance Data

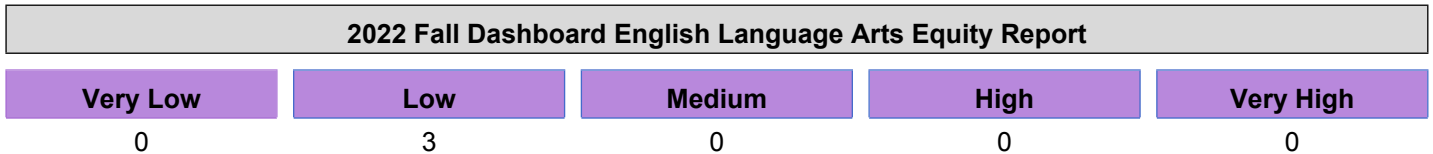
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

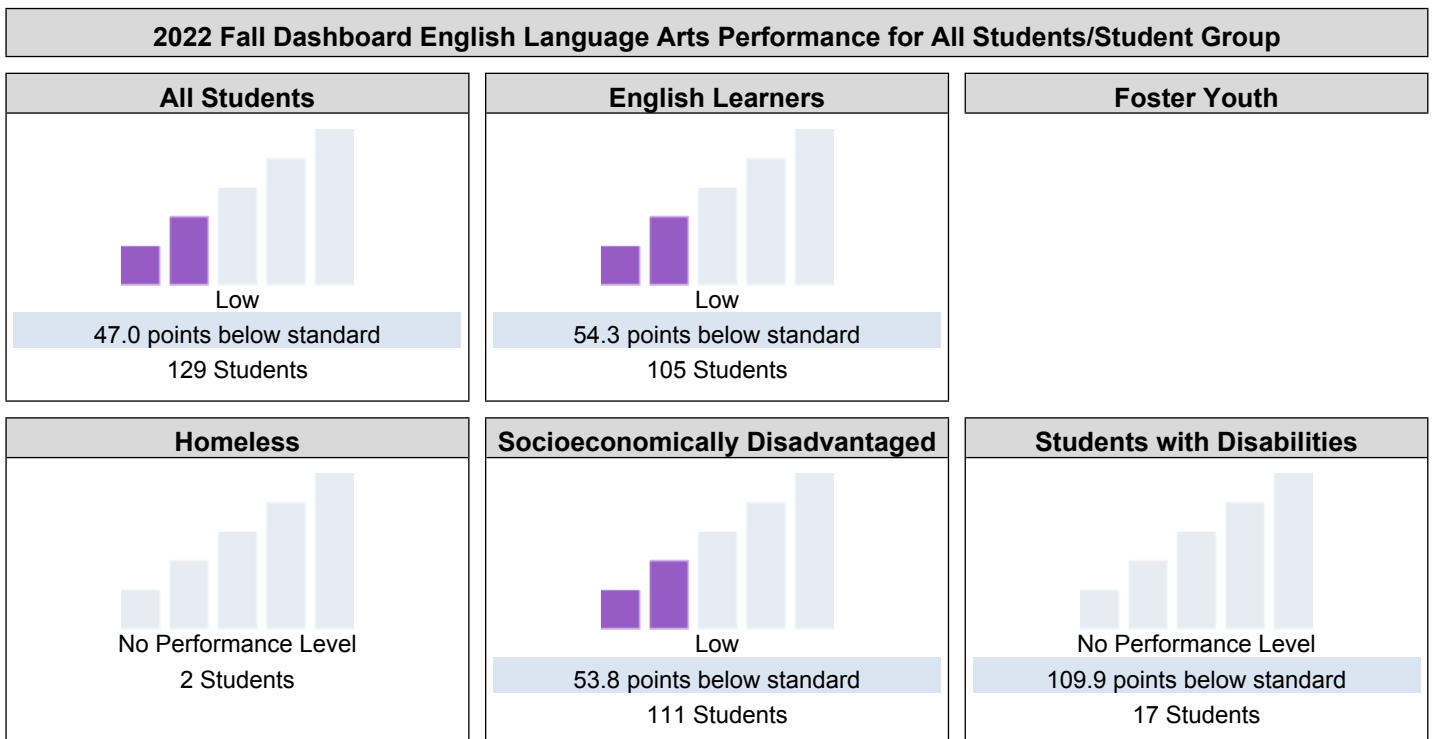
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



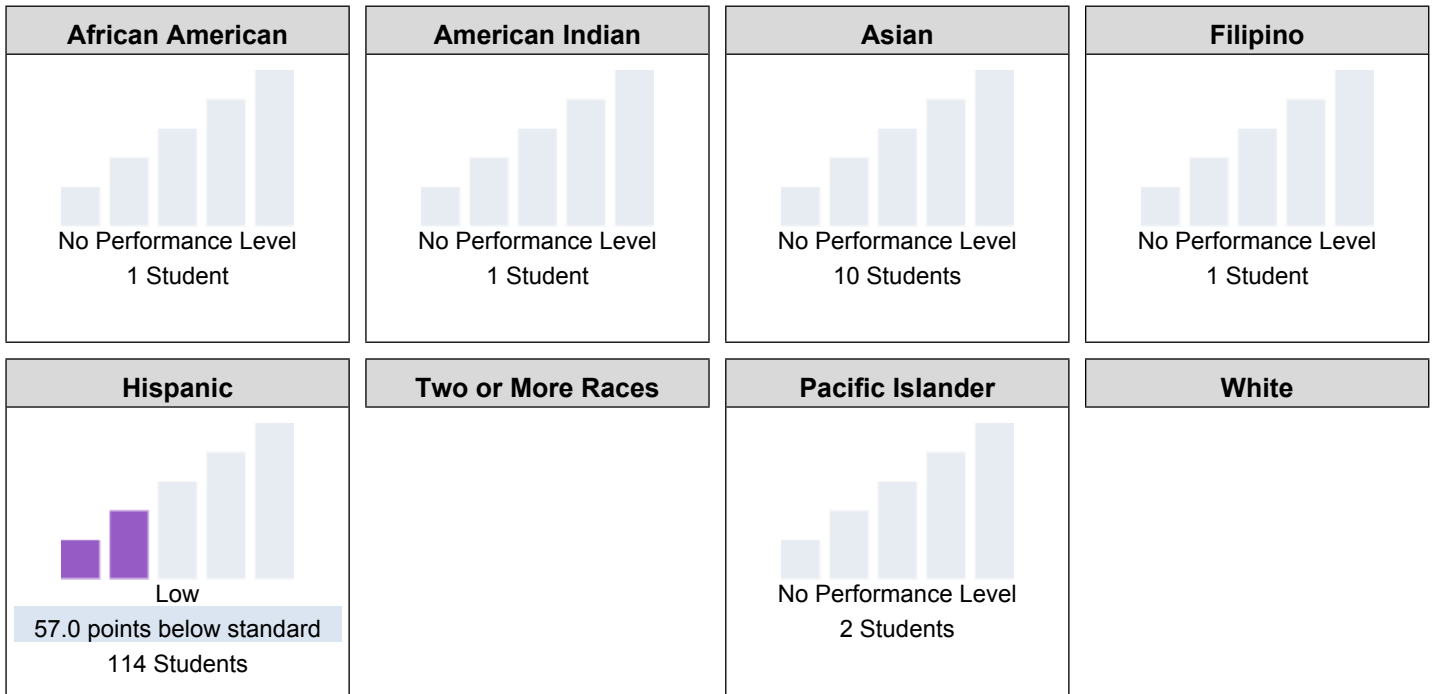
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
89.7 points below standard 71 Students	19.7 points above standard 34 Students	25.0 points below standard 13 Students

Conclusions based on this data:

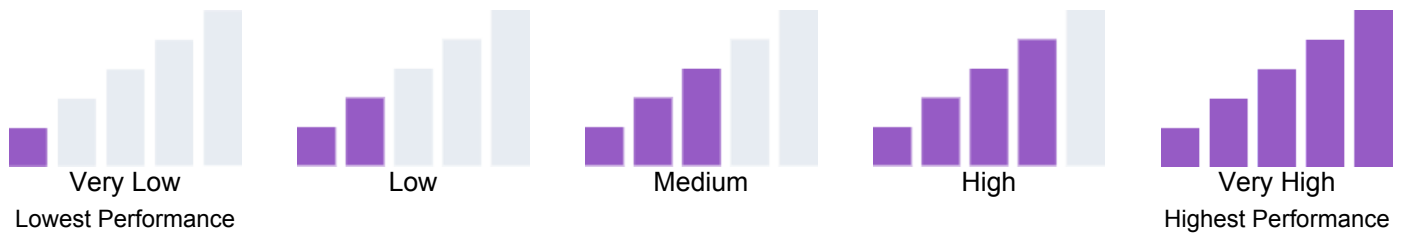
- All categories of students (English Learners, Socioeconomically Disadvantaged, and Hispanic) were in the "low" category.
- Reclassified English Learners scored 19.7 points above standard in ELA, whereas current English Learners scored 89.7 points below standard.

School and Student Performance Data

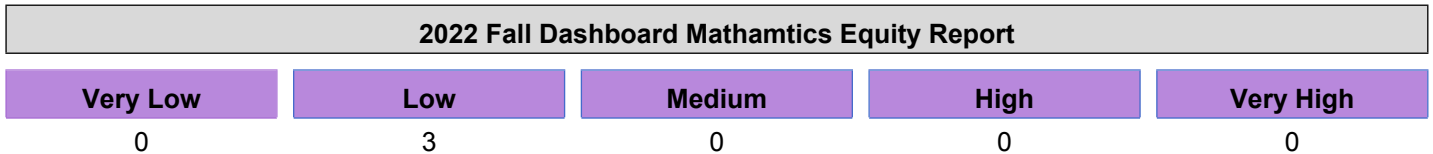
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

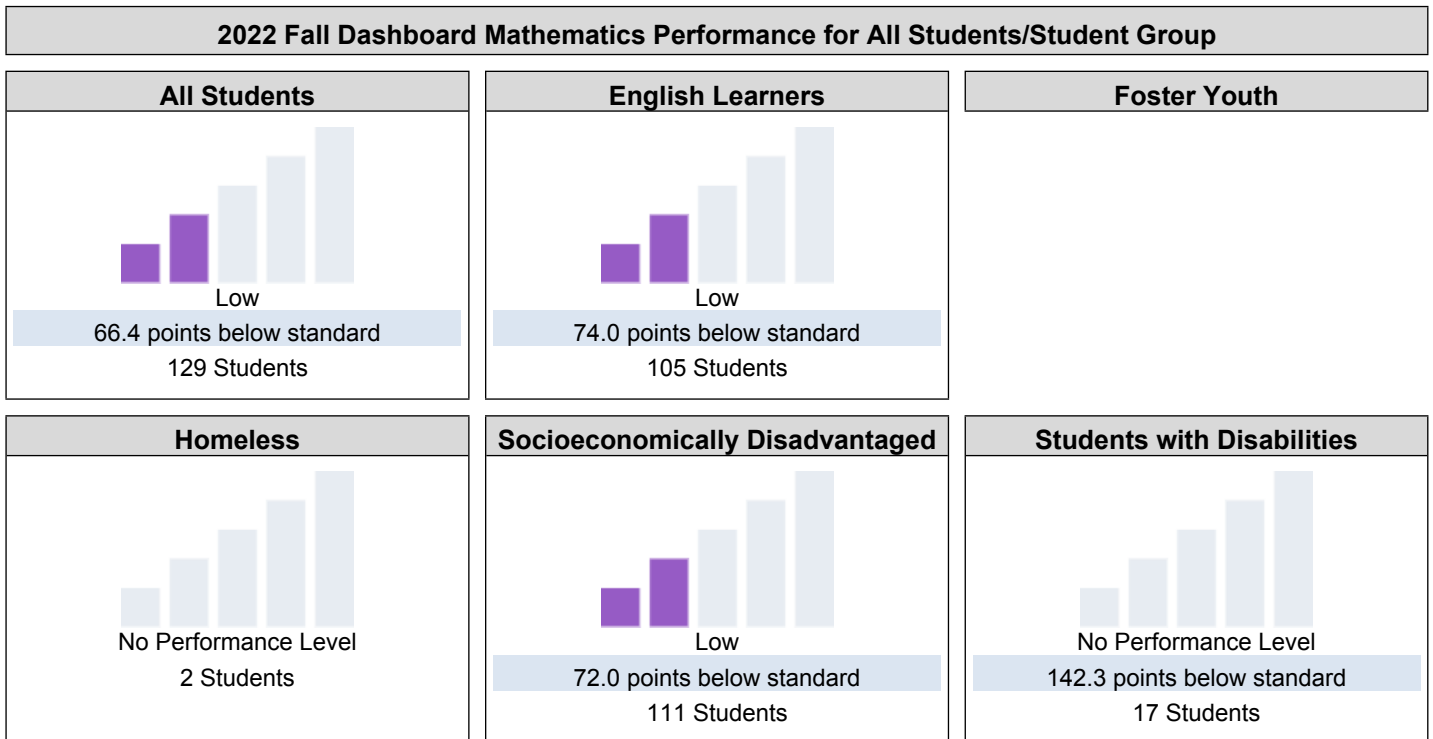
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



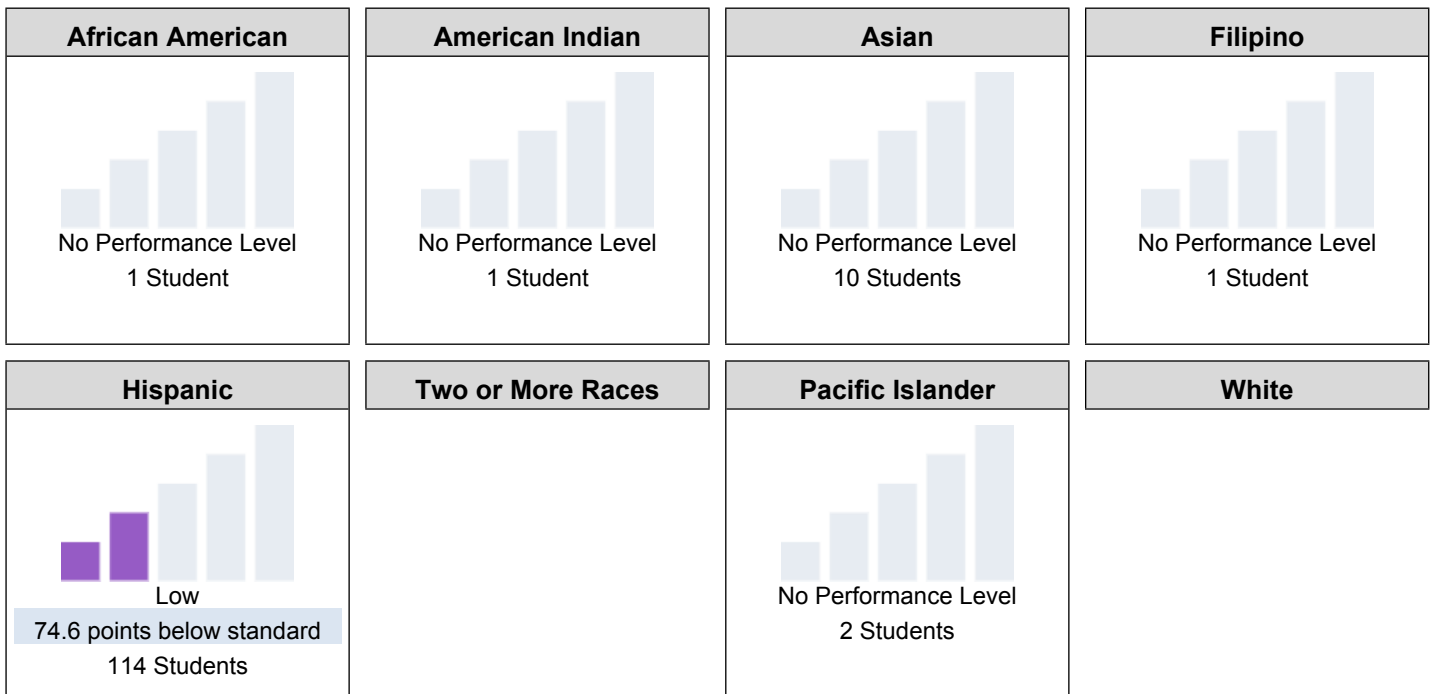
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
104.4 points below standard 71 Students	10.4 points below standard 34 Students	41.0 points below standard 13 Students

Conclusions based on this data:

- All categories of students (English Learners, Socioeconomically Disadvantaged, and Hispanic) were in the "low" category.
- Reclassified English Learners scored 10.4 points above standard in Math, whereas current English Learners scored 104.4 points below standard.

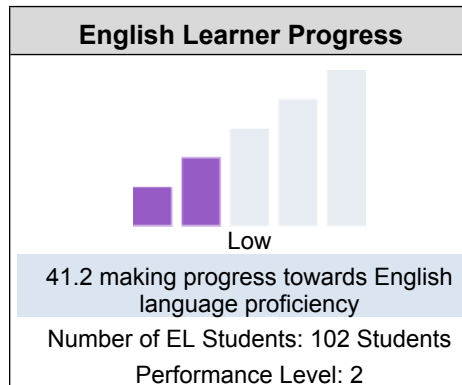
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 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.

2022 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
27.5%	31.4%	1.0%	40.2%

Conclusions based on this data:

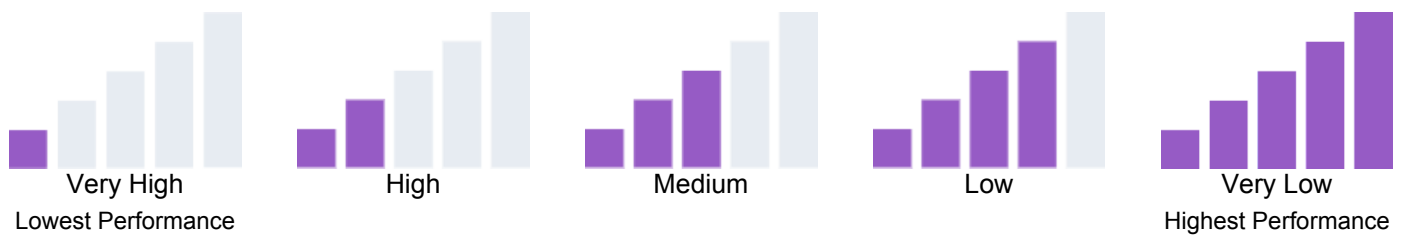
1. A plurality of students (40.2%) progressed at least one ELPI level.
2. The second largest group of students (31.4%) maintained ELPI Level 1, 2L, 2H, 3L, or 3H.
3. The third largest group of students (27.5%) decreased one ELPI level.

School and Student Performance Data

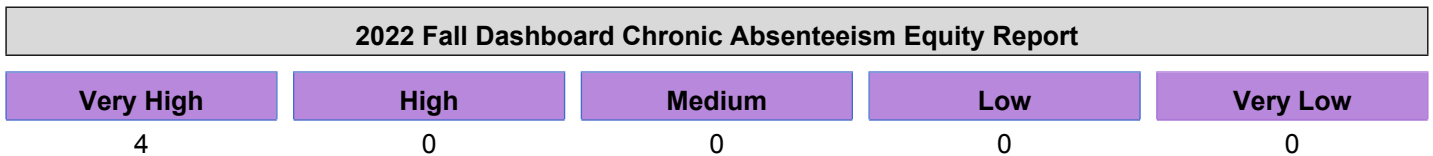
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

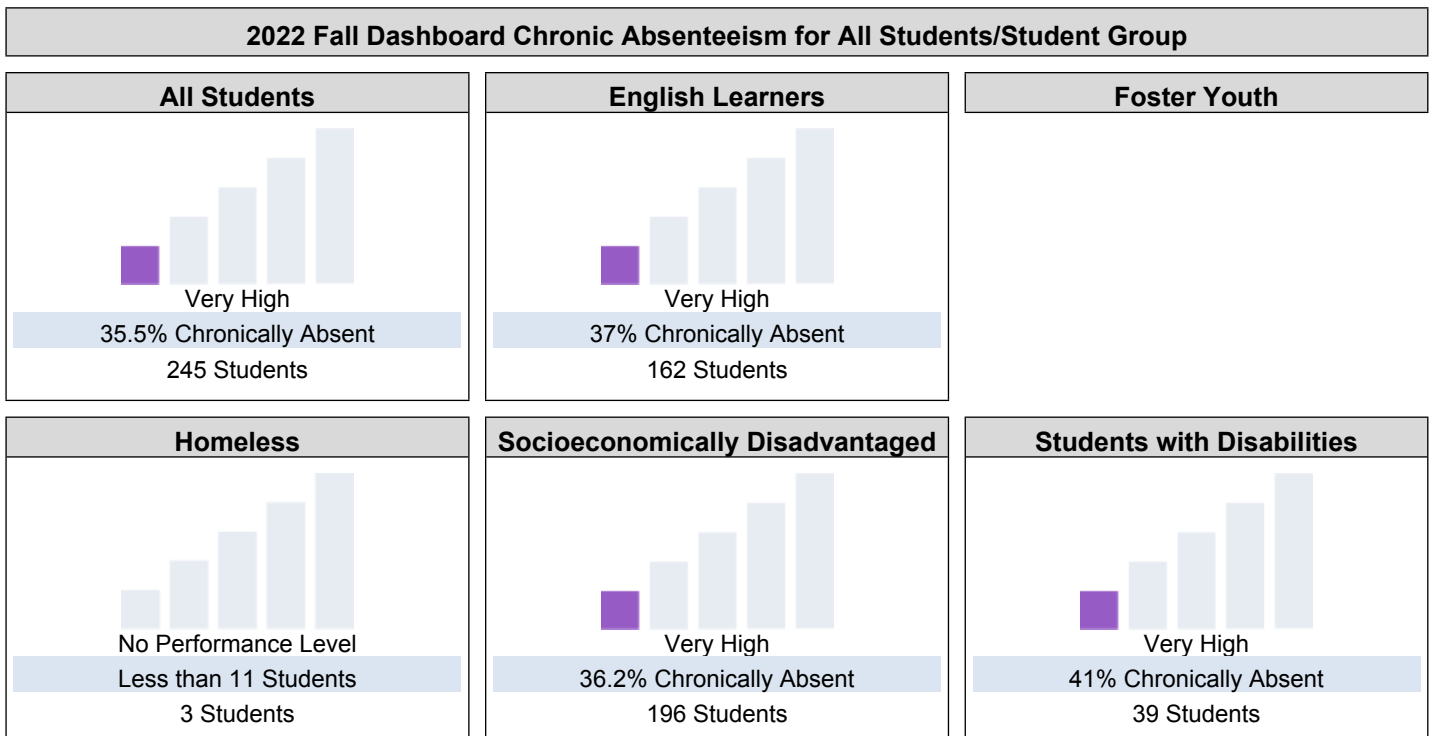
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



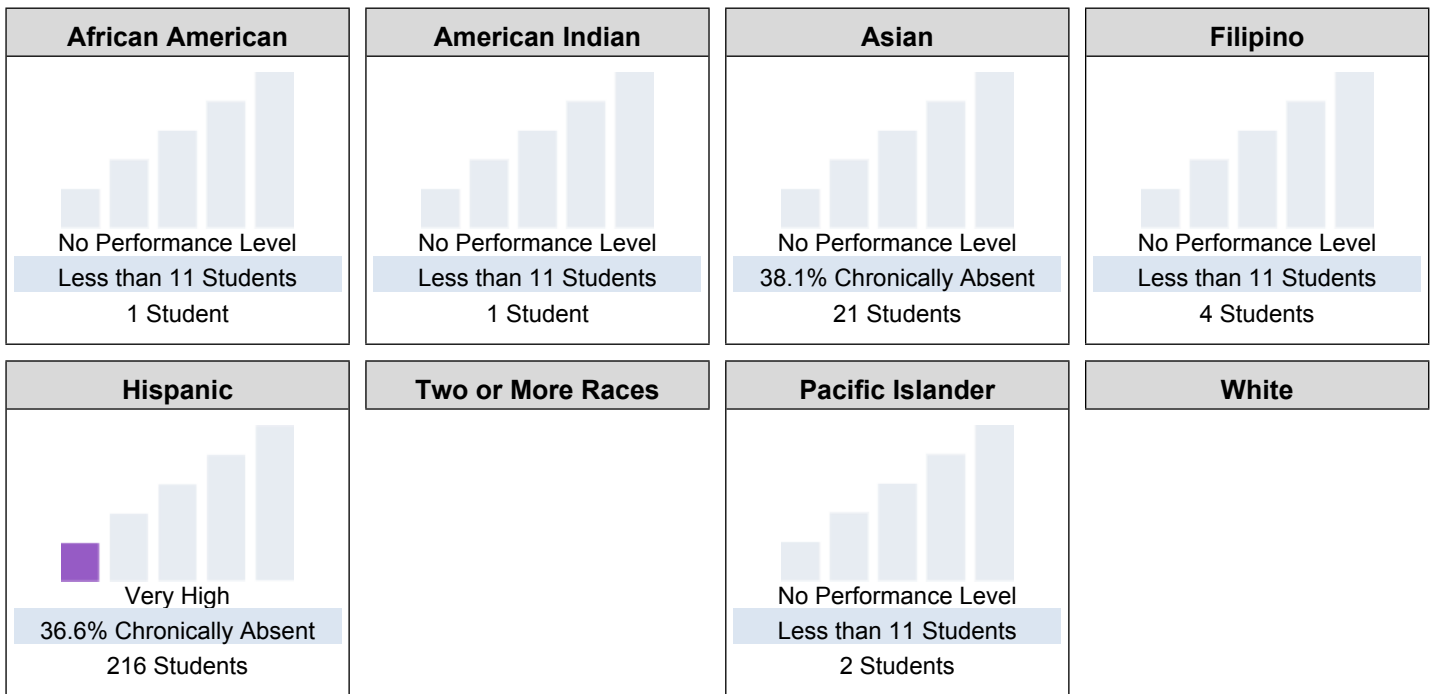
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

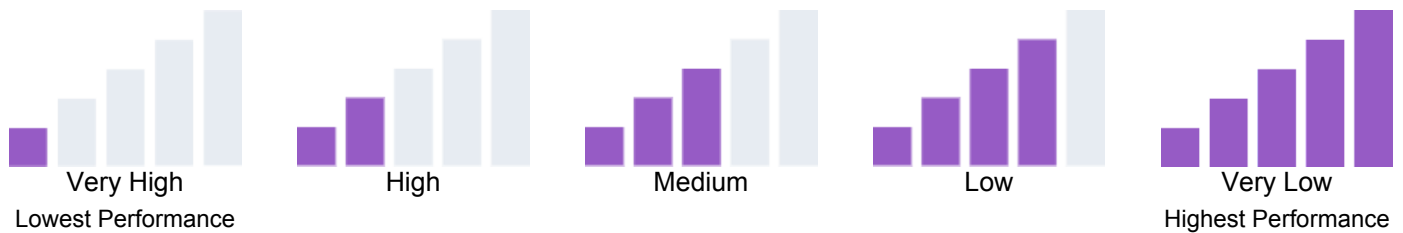
1. All categories of students (English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic) were in the "very low" category.
2. The sub-group with the highest rate of Chronic Absenteeism was Students with Disabilities at 41%. While school-wide attendance improvement strategies are needed, this indicates extra support is needed to support the attendance of Students with Disabilities.

School and Student Performance Data

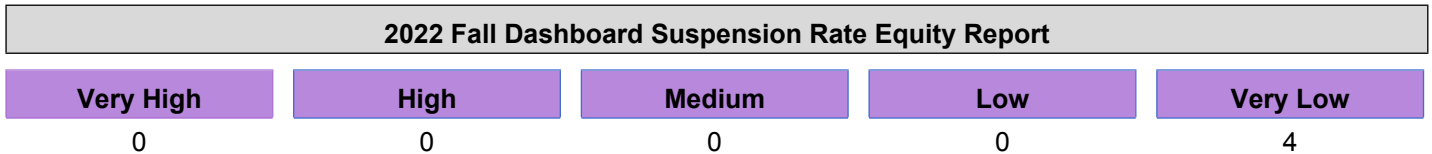
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

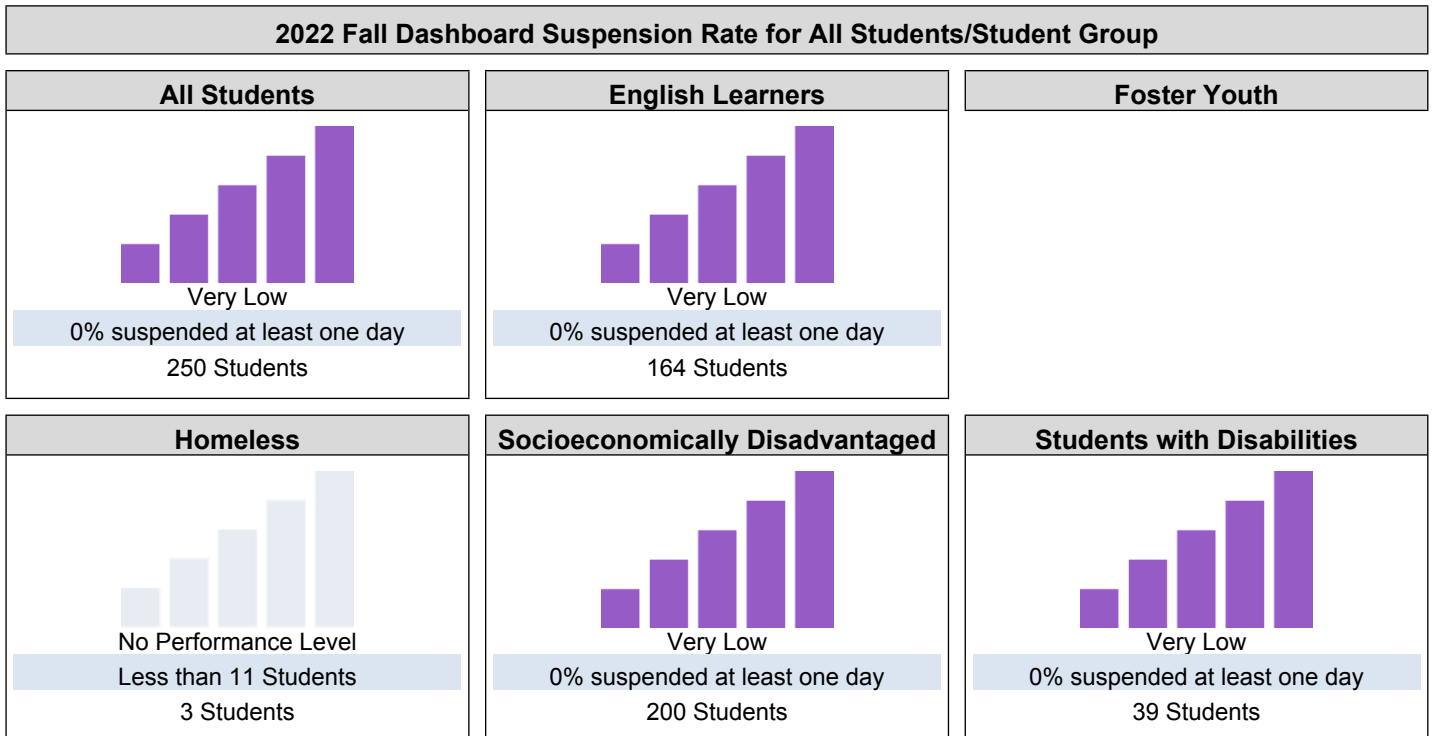
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



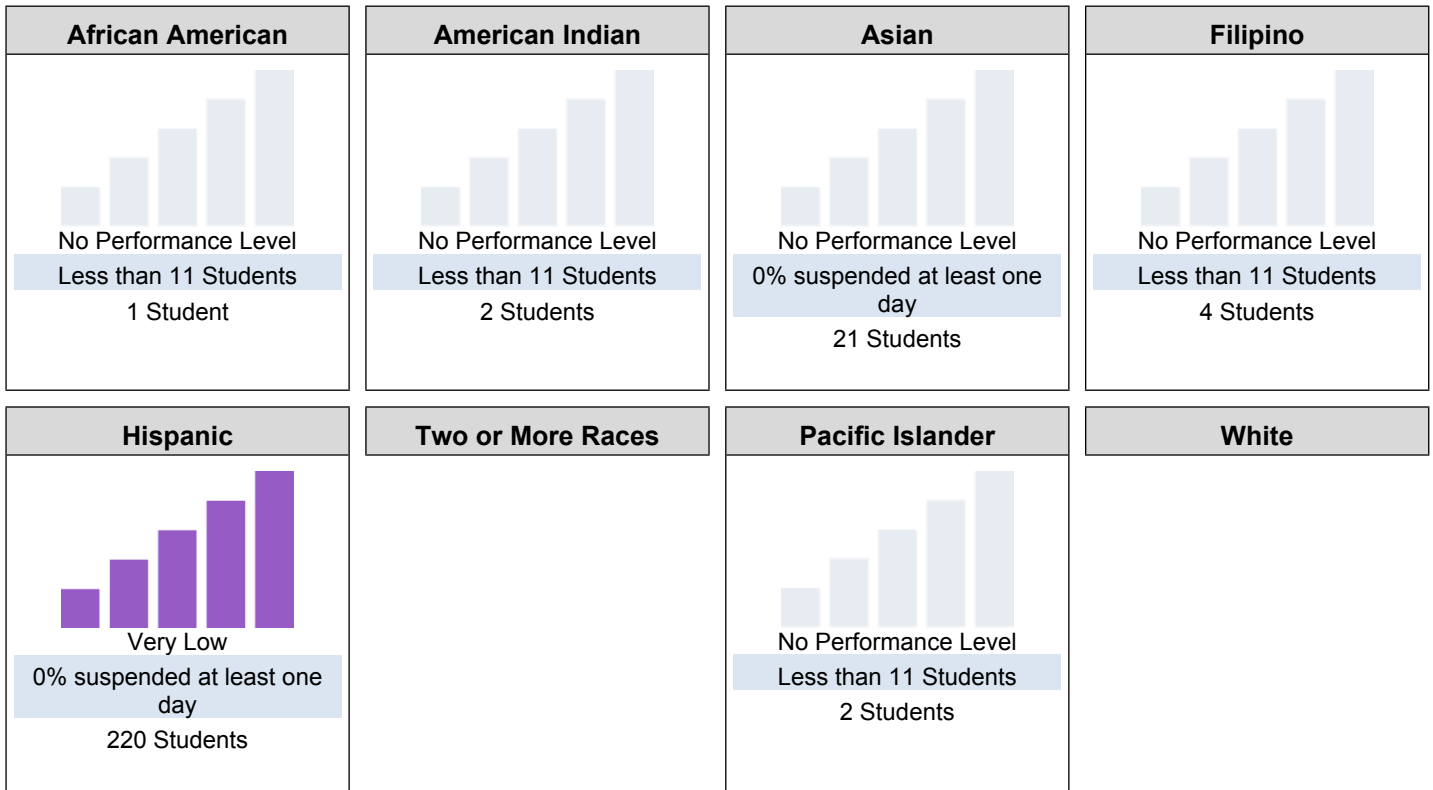
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. All categories of students (English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic) were in the "very low" category.
2. In 2021-2022, no students were suspended.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Achievement for All: With equity at the core, FMSD will increase the level of success for all students while addressing learning gaps.

Goal 1

McKinley Goal 1a: Students will develop their literacy skills. All K-3rd grade students will grow at least 1 year on average on local reading assessments in 2023-2024 (NSGRA K-3rd assessment and RenSTAR ELA 3rd-6th). This will correspond to a 5% increase in the percentage of students scoring as proficient on the state CAASPP ELA assessment.

McKinley Goal 1b: Students will develop their math skills. All K-6th grade students will grow their math skills by at least 1 year on average on local math assessments in 2023-2024 (site measures for K and RenSTAR Math 1st-6th). This will correspond to a 5% increase in the percentage of students scoring as proficient on the state CAASPP Math assessment.

McKinley Goal 1c: The percentage of students classified as English Learners that reclassify as Fluent English Proficient will increase from 4.1% in 2022-2023 to 9.1% in 2023-2024.

Identified Need

Student achievement data detailed in our comprehensive needs assessment indicates that the majority of students are below grade-level in ELA and Math. Data from the CA Schools Dashboard and local data indicate that students classified as English Learners are achieving at lower levels than that English Only and Reclassified peers.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1a) 1+ year's growth on NSGRA K-3rd and RenSTAR ELA 3rd-6th.	BOY to Tri 2 for 2022-2023: All students have grown 0.68 years in reading. All ELs have grown 0.62 years in reading. K-3rd students have grown 0.50 years in reading. K-3rd ELs have grown 0.47 years in reading. 4th-6th students have grown 0.90 years in reading. 4th-6th ELs have grown 0.83 years in reading.	By Tri 3 of 2022-2023, 1.0+ year's growth for all students in reading (K-6th and English Learners)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1a) 5% increase CAASPP ELA	2022 CAASPP ELA: 30% of students met or exceeded standard (11% exceeded, 19% met, 24% nearly met, 46% not met)	2023 CAASPP ELA: 35% of students meet or exceed standard
1b) 1+ year's growth on RenSTAR Math 1st-6th.	BOY to Tri 2 for 2022-2023: All students have grown 0.77 years in math. All ELs have grown 0.70 years in math. K-3rd students have grown 0.62 years in math. K-3rd ELs have grown 0.62 years in math. 4th-6th students have grown 0.95 years in math. 4th-6th ELs have grown 0.88 years in math.	By Tri 3 of 2022-2023, 1.0+ year's growth for all students in math (K-6th and English Learners)
1b) 5% increase CAASPP Math	2022 CAASPP Math: 24% of students met or exceeded standard (6% exceeded, 18% met, 27% nearly met, 49% not met)	2023 CAASPP Math: 29% of students meet or exceed standard
1c) Reclassification Rate	2022-2023 Reclassification Rate: 4.1%	2023-2024 Reclassification Rate: 9.1%

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)

Identified students with need

Strategy/Activity

A Student Support Specialists, under the direction of Ed Services, plan, implement, monitor, assess, and provide direct intervention support for students who have not met the district's adopted standards of proficiency and require additional support to attain these standards.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Implement the McKinley Literacy Block (developed in 2021-2022). Utilize consultants, professional development, and extra teacher collaboration time to develop instructional practices in foundational skills, writing, and guided reading.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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)

10,000

Source(s)

Other

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide Science of Reading literacy training for 1 new Kinder-3rd grade teacher through participation in the Online Elementary Reading Academy.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Other

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

Implement DIBELS benchmark assessments 3x a year to screen students' foundational reading skills. Provide support administering assessments and time for analyzing these data.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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)

700

Source(s)

Other

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

Literacy support materials, including: foundational skills program K-3rd; teacher professional learning resources; and classroom resources.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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)

12,241

Source(s)

Other

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

SEAL Collaboration and Unit Development time (extra hours or release time) to develop curriculum and adjust unit plans to meet students' academic language needs as identified by formative and summative assessment data

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students K-3rd

Strategy/Activity

Full-time SEAL coach to support language and content instruction, assessment, and collaboration.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Identified students with needs

Strategy/Activity

Full-time Literacy Intervention Teacher/Coach to provide push-in and pull-out support for below-grade level readers, coach teachers on Science of Reading literacy practices, support teacher collaboration, and support literacy assessment and data analysis.

If a full-time TOSA cannot be hired, funds will be spent on two full-time paraprofessionals or outside resources to provide literacy intervention.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

125,000

Other

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

Copy machine lease and laminator maintenance agreement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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)

9,230

LCFF Supplemental

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Instructional materials such as pencils, paper, manipulatives, etc. to provide students with access to state standards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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)

21,652

500

Source(s)

LCFF Supplemental

General Fund

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Reprographics for supplemental materials.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,000

Source(s)

LCFF Supplemental

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Field trip assistance to enrich the instructional 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)

5,000

Source(s)

LCFF Supplemental

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All 6th grade students

Strategy/Activity

Science camp stipends.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,000

Source(s)

LCFF Supplemental

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Online intervention programs provided by Ed. Services (Lexia/PowerUp, Imagine Learning, Learning A-Z K-3rd) and site purchase (Accelerated Reader, Learning A-Z grades 4th-6th, Math 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)

8,700

Source(s)

Title I

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Teacher/sub release time to analyze student data and plan Tier I/II supports within an MTSS framework.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

3,037	Title I
3,652	LCFF Concentration

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Staff professional development and planning time, specifically on reading foundational skills instruction in upper grades, addressing disruptive behavior, and restorative practices

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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)
4950	LCFF Supplemental

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

Identified students based on need

Strategy/Activity

Extra hours for a retired teacher or classroom teacher to provide reading intervention to students on an on-needed basis

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,000	Other

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

All 6th grade students

Strategy/Activity

Students will participate in experiential learning, science camp, aligned to the next Generation Science Standards with a focus on recycling and sustainability.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,000	District Funded
5,000	ASB

Annual Review

SPSA Year Reviewed: 2022-23

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.

McKinley is on track to reach its current ELA goal of a year or more growth on average (0.68 years growth average through Trimester 2). McKinley is also on track to reach its current Math goal of a year or more growth on average (0.77 years growth average through Trimester 2). We are waiting on final reclassification data, but as of winter the rate is 4.1%, which is below the goal of 10%. Students classified as English Learners scores slightly lower than the school average in ELA growth (0.62 years growth average through Trimester 2) and in Math (0.70 years growth average through Trimester 2).

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

McKinley's SPSA for 2022-2023 included a part time Literacy Intervention teacher to provide additional intervention to target students. However, the site was not able to find a highly qualified candidate. Funds were directed towards having a retired teacher and outside groups provide intervention, but this was not as intensive as what a part-time intervention teacher could have provided.

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 the 2023-2024 school year, the district will be funding a full-time Student Support Specialist and a full-time SEAL coach. This increase in district-funded positions allows the site to reassign funds marked as "other" (from the CA Early Literacy Supplemental Block grant) to try to hire a full time literacy intervention teacher.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Positive School Environment and School Culture: Prioritize and support the physical, mental, and social well-being of all students and staff by establishing a restorative and equitable systems and creating a safe, welcoming and inclusive environment that allows students to fully participate in learning and the school community.

Goal 2

McKinley Goal 2a: The percentage of students who are Chronically Absent in K-6th grade will decrease 5% as measured by the California State Dashboard from 35.5% in 2022-2023 to 30.5% in 2023-2024. The percentage of Chronically Absent Students with Disabilities in K-6th grades will decrease 8% from 41% in 2022 to 33% in 2023.

McKinley Goal 2b: The percentage of students who feel safe talking about their feelings and ideas in class as measured by the Panorama Student Survey will increase from 40% in winter of 2022-2023 to 50% by winter 2023-2024.

McKinley Goal 2c: The percentage of students who feel they can succeed in achieving academic outcomes (self-efficacy) at school as measured by the Panorama Student Survey will increase from 53% in fall 2022 to 63% by winter 2023-2024.

McKinley Goal 2d: McKinley students will be supported to have positive behavior. This will be evidenced by an increase in the percentage of students reporting not having seen, heard, or experienced bullying at school, as measured by the Panorama Student Survey, from 61% in winter 2022-2023 to 66% by winter 2023-2024.

Identified Need

Students' responses on the Panorama surveys indicate that safety is the area students mark least favorably on the "About School" survey while self-efficacy is the area that students mark least favorably on the "About Self" survey. Safety includes feeling safe talking about ideas/feelings in class and perceptions of bullying. The CA School Dashboard indicates that Attendance is the one area that is "very low" for McKinley. In addition, McKinley qualified for Additional Targeted Support and Improvement in the area of attendance for Students with Disabilities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2a) Chronic Absenteeism as indicated by the CA Schools Dashboard	In 2022, 35.5% of students were Chronically Absent. In 2022, 41% of Students with Disabilities were Chronically Absent.	In 2023, 30.5% of students will be Chronically Absent. In 2023, 33% of Students with Disabilities will be Chronically Absent.
2b) The percentage of students who feel safe talking about their feelings and ideas	In winter of 2021-2022, 40% students responded favorably. In fall of 2022-2023, 41% of students responded favorably.	In the winter of 2023-2024, 50% of students will respond favorably.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
in class as measured by the Panorama Student Survey.	In winter of 2022-2023, 40% of students responded favorably.	
2c) The percentage of students who feel they can succeed in achieving academic outcomes (self-efficacy) at school as measured by the Panorama Student Survey.	In winter of 2021-2022, 43% students responded favorably. In fall of 2022-2023, 53% of students responded favorably. In winter of 2022-2023, 57% of students responded favorably.	In the winter of 2023-2024, 63% of students will respond favorably.
2d) The percentage of students who report having seen, heard, or experienced bullying at school as measured by the Panorama Student Survey.	In winter of 2021-2022, 61% students responded favorably. In fall of 2022-2023, 61% of students responded favorably. In winter of 2022-2023, 61% of students responded favorably.	In the winter of 2023-2024, 66% of students will respond favorably.

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

Little Heroes will provide structured recess, lunch and PE activities during the school day for all grade levels. In addition, it provides youth leadership opportunities that develop conflict resolution skill building that supports a positive school climate.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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)

40,000

17,000

Source(s)

District Funded

LCFF Concentration

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

A full-time School Social Worker will be assigned to each school site. School Social Workers will support the needs of All students and families. Wellness is an essential part of learning and as such, School Social Workers will foster a healthy community of students and adults where each

person's mental, social, and emotional health, are both safe and supported on their learning journey.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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)

150,000

District Funded

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Develop McKinley's Multi-Tiered Systems of Support (MTSS) in order to support students' attendance, positive behavior, wellbeing, and learning from a whole-child perspective. Through MTSS efforts, build out Tier I and beginning Tier II student wellness, behavior management, and learning systems. Build consistency between classroom and school-wide procedures so that all staff can effectively support students in following our McKinley Agreements.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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

Establish McKinley as a Trauma-Skilled School by:

- continued training in all components of the Trauma-Skilled Schools Model with consultants from the National Dropout Prevention Center.
- enacting our site-specific trauma-skilled schools plan.
- assessing student and staff experiences of school safety through district surveys, McKinley students surveys (every Trimester), and McKinley staff surveys.
- increasing our school's capacity for promoting a positive culture and climate by having staff review wellbeing data, facilitate staff reflection and planning based on this data, and leading site-wide improvement activities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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

Promote students' sense of safety and connection by emphasizing Social Emotional Learning (SEL) throughout the school day. This will include:

- Providing dedicated class meeting time in every classroom to start the school day.
- Support SEL throughout the school day through deliberate integration of SEL competencies into lesson/unit plans.
- Holding weekly community circles in all classes so students can share their thoughts and feelings in a safe, connected setting.
- Providing ongoing training, observations, and support for teachers on strategies for conducting community circles.
- Having a physical and virtual "Strengths Spotlight" where students can share about their interests and talents inside and outside of school
- Utilizing Second Step SEL curriculum to help create a more empathetic, safe school culture.
- Hosting wellness activities during recess and after school in our Wellness Den.
- Increasing the amount of social skills groups led by the site social worker.
- Dedicating time for upper- and lower-grade buddy classes to meet and share activities.
- Conducting monthly school-wide assemblies that include student presentations on our McKinley agreements, Trauma-Skilled Schools resilience factors, and self-advocacy.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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)

Strategy/Activity

Students will have access to music, art and/or theater educational experiences as part of their academic program. Consultants will be hired to provide these classes to students 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)

District Funded

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Work with Student Council and other student groupings to promote a school climate where all students feel safe, connected, and engaged.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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

Develop common practices around supporting students to feel capable of succeeding in school. As part of McKinley's Multi-Tiered Systems of Support (MTSS), develop and align systems to promote students' feeling of self-efficacy by:

- Framing student learning and behavior from a growth-mindset perspective
- Providing opportunities for students to help and serve others in the classroom and around the school
- Having all classes complete at least one service learning project a year.
- Recognizing students' strengths in and out of school through classroom and school-wide postings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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

Work with students and families to develop academic and personal growth goals. This will happen by:

- Holding beginning of the year empathy interviews with families to understand students' and families' backgrounds.
- Communicating students' successes and growth through weekly home-school communication logs, classroom expositions, and parent-teacher conferences.
- Providing students constructive feedback so they feel empowered as learners.
- Helping students track their progress towards their goals.
- Implementing common lessons/language for teaching students strategies about using resources and seeking support.
- Sharing teacher electronic contact information with all students and families so that students/families can also communicate any concerns.
- Modeling goal-setting by having all teachers set professional goals and posting them in their classroom to model a mindset that emphasizes learning and 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 10

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide differentiated instruction and small group intervention across the school day so that students get the support they need to feel successful. Provide teacher planning time to support effective differentiated instruction and intervention.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Recognize and celebrate student non-academic strengths through:

- Students of the week
- Sharing during daily SEL instruction (community circles)
- Classroom recognition events
- Trimester awards related to special recognitions
- School-wide posting where students can share their strengths and interests outside of school

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Noon Duty to provide supervision and support student safety during lunch and lunch recess and to promote a positive school climate.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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)

13,546

General Fund

5,000

LCFF Supplemental

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Yearbook to help build school connection and pride.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

500

LCFF Supplemental

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Recognize and celebrate student non-academic strengths through:

- Students of the week
- Sharing during daily SEL instruction (community circles)
- Classroom recognition events
- Trimester awards related to special recognitions
- School-wide posting where students can share their strengths and interests outside of school

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Culminating events and activities for 6th graders to celebrate their promotion from McKinley.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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 16

Students to be Served by this Strategy/Activity

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

All 6th grade students

Strategy/Activity

School-wide contents and activities that encourage school attendance and academic engagement

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

Include Special Education case managers during monthly attendance team meetings to help plan more intensive attendance outreach and support for students with disabilities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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: 2022-23

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.

Students' self-efficacy showed significant improvement, up from 43% in winter 2021-2022 to 57% in winter 2022-2023. Students' feeling of safety improved modestly, up from 52% in winter 2021-2022 to 58% in winter 2022-2023. Students' knowledge perception of fairness of rules showed no change, at 82% in winter 2021-2022 and 82% in winter 2022-2023. Rates of Chronic Absenteeism were higher than pre-pandemic levels.

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

McKinley was not able to secure a Little Heroes Coach until late November 2022, and had substitute coaches through January of 2023.

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.

As McKinley's faculty developed knowledge of Multi-Tiered Systems of Support, site-wide culture and climate efforts were brought into this unified framework. Work to establish McKinley as a Trauma-Skilled school was reflected in goals targeting students' sense of belonging, connection, achievement, autonomy, and fulfillment/service.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Family and Community Engagement: FMSD will fully engage parents/guardians and community members in support of educational outcomes for all students.

Goal 3

McKinley Goal 3: Families' sense of connection to McKinley will increase. The percentage of parents who report they have participated in school activities other than parent-teacher conferences on the Panorama Family Survey will increase from 88% in winter of 2022-2023 to 93% in 2023-2024. In addition, the number of parents that respond to the Panorama Family Survey will increase from 93 responses in winter of 2022-2023 to 100 responses in 2023-2024.

Identified Need

On the Panorama Family Survey, participation in activities other than parent-teacher conferences was the lowest scored response at 88%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The percentage of parents who report they have participated in school activities other than parent-teacher conferences on the Panorama Family Survey.	In winter of 2021-2022, 87% of parents responded favorably. In winter of 2022-2023, 88% of students responded favorably.	By the winter of 2023-2024, 93% of parents will respond favorably.
The number of families that complete the Panorama Family Survey.	93 families completed the survey in the winter of 2022-2023.	100 families will complete the survey in the winter of 2023-2024.

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

Provide extra hours for classified and certificated staff to support community events and school activities after school hours.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,122

Source(s)

LCFF Supplemental

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide food or materials for home use at family events to promote attendance at events

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,000

Source(s)

LCFF Supplemental

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Babysitting for parent meetings and community events

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

393

Source(s)

Title I

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

Family engagement programming around social, emotional, behavioral, and academic 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)

2,000

Title I

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

Translators to provide interpretation at parent meetings and translation of documents sent home so parents are able to actively engage in their child's education.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

500

LCFF Supplemental

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

Monthly school newsletters and parent meetings where the school can share information and families can ask questions, share concerns, and provide feedback on school efforts.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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: 2022-23

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.

Parent response categories on the winter 2022-2023 Panorama Family survey ranged from 96%-100%.

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

McKinley was not able to bring the Parent Institute for Quality Education (PIQE) back in 2022-2023, as the community partner that provided supporting funds in 2020-2021 and 2021-2022 was not able to continue their support.

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.

Given the high percentages in parents' responses on the Panorama Family survey, the strategies are consistent with those the year before. Family engagement programming funding was increased and is broadened to include all aspects of students' development (social, emotional, behavioral, and academic development).

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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$458,723.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$14,130.00

Subtotal of additional federal funds included for this school: \$14,130.00

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

State or Local Programs	Allocation (\$)
ASB	\$5,000.00
District Funded	\$195,000.00
General Fund	\$14,046.00
LCFF Concentration	\$20,652.00
LCFF Supplemental	\$51,954.00
Other	\$157,941.00

Subtotal of state or local funds included for this school: \$444,593.00

Total of federal, state, and/or local funds for this school: \$458,723.00

School Site Council Membership

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

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

Name of Members	Role
Daniel Dennedy-Frank	Principal
Lisa Bracamonte	Classroom Teacher
Thanh Ta	Classroom Teacher
Maureen Casey	Classroom Teacher
Gloria Molina	Other School Staff
Sinthia Diaz	Parent or Community Member
Alejandro Lopez Garcia	Parent or Community Member
Eustolia Gopar	Parent or Community Member
Nerely Campos	Parent or Community Member
Griselda Pimentel	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on April 20, 2022.

Attested:

Principal, Daniel Dennedy-Frank on April 20, 2022

SSC Chairperson, Nerely Campos on April 20, 2022

Goal 1: Achievement for All: With equity at the core, FMSD will increase the level of success for all students while addressing learning gaps.

- McKinley Goal 1a: Students will develop their literacy skills. All K-3rd grade students will grow at least 1 year on average on local reading assessments in 2023-2024 (NSGRA K-3rd assessment and RenSTAR ELA 3rd-6th). This will correspond to a 5% increase in the percentage of students scoring as proficient on the state CAASPP ELA assessment.
- McKinley Goal 1b: Students will develop their math skills. All K-6th grade students will grow their math skills by at least 1 year on average on local math assessments in 2023-2024 (site measures for K and RenSTAR Math 1st-6th). This will correspond to a 5% increase in the percentage of students scoring as proficient on the state CAASPP Math assessment.
- McKinley Goal 1c: The percentage of students classified as English Learners that reclassify as Fluent English Proficient will increase from 4.1% in 2022-2023 to 9.1% in 2023-2024.

Goal 2: Positive School Environment, Climate, and Culture: Support the physical, mental and social well-being of all students and staff by establishing systems and creating a safe, welcoming and inclusive environment that allows students to participate fully in learning and the school community.

- McKinley Goal 2a: The percentage of students who are Chronically Absent in K-6th grade will decrease 5% as measured by the California State Dashboard from 35.5% in 2022-2023 to 30.5% in 2023-2024. The percentage of Chronically Absent Students with Disabilities in K-6th grades will decrease 8% from 41% in 2022 to 33% in 2023.
- McKinley Goal 2b: The percentage of students who feel safe talking about their feelings and ideas in class as measured by the Panorama Student Survey will increase from 40% in winter of 2022-2023 to 50% by winter 2023-2024.
- McKinley Goal 2c: The percentage of students who feel they can succeed in achieving academic outcomes (self-efficacy) at school as measured by the Panorama Student Survey will increase from 53% in fall 2022 to 63% by winter 2023-2024.
- McKinley Goal 2d: McKinley students will be supported to have positive behavior. This will be evidenced by an increase in the percentage of students reporting not having seen, heard, or experienced bullying at school, as measured by the Panorama Student Survey, from 61% in winter 2022-2023 to 66% by winter 2023-2024.

Goal 3: Family and Community Engagement: FMSD will fully engage parents/guardians and community members in support of educational outcomes for all students.

- McKinley Goal 3: Families' sense of connection to McKinley will increase. The percentage of parents who report they have participated in school activities other than parent-teacher conferences on the Panorama Family Survey will increase from 88% in winter of 2022-2023 to 93% in 2023-2024. In addition, the number of parents that respond to the Panorama Family Survey will increase from 93 responses in winter of 2022-2023 to 100 responses in 2023-2024.

Each expenditure line in your SPSA should be outlined on this document.. Please try to keep it to two (2) pages.

Goal	Specific Actions <i>McKinley</i> Will Undertake to Meet Goal	Expenditure	Funding Source	Total Expenditure By Source
1	Implement the McKinley Literacy Block (developed in 2021-2022). Utilize consultants, professional development, and extra teacher collaboration time to develop instructional practices in foundational skills, writing, and guided reading.	\$10,000	ELSB	Total Expenditures LCFF Supp. Allocation: \$51,954
1	Provide Science of Reading literacy training for 1 new Kinder-3rd grade teacher through participation in the Online Elementary Reading Academy.	\$0	ELSB	
1	Implement DIBELS benchmark assessments 3x a year to screen students' foundational reading skills. Provide support administering assessments and time for analyzing these data.	\$700	ELSB	
1	Literacy support materials, including: foundational skills program K-3rd; teacher professional learning resources; and classroom resources.	\$12,241	ELSB	
1	SEAL Collaboration and Unit Development time (extra hours or release time) to develop curriculum and adjust unit plans to meet students' academic language needs as identified by formative and summative assessment data	\$0	District Funded	Total Expenditures LCFF Conc. Allocation: \$20,652
1	Full-time SEAL coach to support language and content instruction, assessment, and collaboration.	\$0	District Funded	
1	Full-time Student Support Specialist to provide Tier I and Tier II small group intervention in literacy and math.	\$0	District Funded	
1	Full-time Literacy Intervention Teacher/Coach to provide push-in and pull-out support for below-grade level readers, coach teachers on Science of Reading literacy practices, support teacher collaboration, and support literacy assessment and data analysis. If a full-time TOSA cannot be hired, funds will be spent on two full-time paraprofessionals or outside resources to provide literacy intervention.	\$125,000	ELSB	
1	Copy machine lease and laminator maintenance agreement.	\$9,230	LCFF Supplemental	Total Expenditures Title 1 Allocation: \$14,130
1	Instructional materials such as pencils, paper, manipulatives, etc. to provide students with access to state standards.	\$21,652 \$500	LCFF Supplemental General Fund	
1	Reprographics for supplemental materials.	\$1,000	LCFF Supplemental	
1	Field trip assistance to enrich the instructional program.	\$5,000	LCFF Supplemental	
1	Science camp stipends.	\$1,000	LCFF Supplemental	Total Expenditures General Fund Allocation: \$14,046
1	Online intervention programs provided by Ed. Services (Lexia/PowerUp, Imagine Learning, Learning A-Z K-3rd) and site purchase (Accelerated Reader, Learning A-Z grades 4th-6th, Math Program).	\$8,700	Title 1	
1	Extra hours for a retired teacher or classroom teacher to provide reading intervention to students on an on-needed basis	\$10,000	ELSB	
1	Teacher/sub release time to analyze student data and plan Tier I/II supports within an MTSS framework.	\$3,037 \$3,652	Title 1 LCFF Concentration	

1	Staff professional development and planning time, specifically on reading foundational skills instruction in upper grades, addressing disruptive behavior, and restorative practices	\$4950	LCFF Supplemental	
1	Students will participate in experiential learning, science camp, aligned to the next Generation Science Standards with a focus on recycling and sustainability.	\$5,000 \$5,000	District Student Body	
2	Establish McKinley as a Trauma-Skilled School by: - continued training in all components of the Trauma-Skilled Schools Model with consultants from the National Dropout Prevention Center. - enacting our site-specific trauma-skilled schools plan. - assessing student and staff experiences of school safety through district surveys, McKinley students surveys (every Trimester), and McKinley staff surveys. - increasing our school's capacity for promoting a positive culture and climate by having staff review wellbeing data, facilitate staff reflection and planning based on this data, and leading site-wide improvement activities.	\$0	-	ELSB grant Allocation: \$112,941
2	Promote students' sense of safety and connection by emphasizing Social Emotional Learning (SEL) throughout the school day. This will include: - Providing dedicated class meeting time in every classroom to start the school day. - Support SEL throughout the school day through deliberate integration of SEL competencies into lesson/unit plans. - Holding weekly community circles in all classes so students can share their thoughts and feelings in a safe, connected setting. - Providing ongoing training, observations, and support for teachers on strategies for conducting community circles. - Having a physical and virtual "Strengths Spotlight" where students can share about their interests and talents inside and outside of school - Utilizing Second Step SEL curriculum to help create a more empathetic, safe school culture. - Hosting wellness activities during recess and after school in our Wellness Den. - Increasing the amount of social skills groups led by the site social worker. - Dedicating time for upper- and lower-grade buddy classes to meet and share activities. - Conducting monthly school-wide assemblies that include student presentations on our McKinley agreements, resilience factors, and self-advocacy.	\$0	-	
2	Develop McKinley's Multi-Tiered Systems of Support (MTSS) in order to support students' attendance, positive behavior, wellbeing, and learning from a whole-child perspective. Through MTSS efforts, build out Tier I and beginning Tier II student wellness, behavior management, and learning systems. Build consistency between classroom and school-wide procedures so that all staff can effectively support students in following our McKinley Agreements.	\$0	-	ELSB grant Carryover: ~\$45,000
2	Work with Student Council and other student groupings to promote a school climate where all students feel safe, connected, and engaged.	\$0	-	
2	Develop common practices around supporting students to feel capable of succeeding in school. As part of McKinley's Multi-Tiered Systems of Support (MTSS), develop and align systems to promote students' feeling of self-efficacy by: - Framing student learning and behavior from a growth-mindset perspective - Providing opportunities for students to help and serve others in the classroom and around the school - Having all classes complete at least one service learning project a year. - Recognizing students' strengths in and out of school through classroom and school-wide postings. - Recognize students for personal and academic growth during trimester awards assemblies and classroom recognition events.	\$0	-	
2	Work with students and families to develop academic and personal growth goals. This will happen by: - Holding beginning of the year empathy interviews with families to understand students' and families' backgrounds. - Communicating students' successes and growth through weekly home-school	\$0		

	<p>communication logs, classroom expositions, and parent-teacher conferences.</p> <ul style="list-style-type: none"> - Providing students constructive feedback so they feel empowered as learners. - Helping students track their progress towards their goals. - Implementing common lessons/language for teaching students strategies about using resources and seeking support. - Sharing teacher electronic contact information with all students and families so that students/families can also communicate any concerns. - Modeling goal-setting by having all teachers set professional goals and posting them in their classroom to model a mindset that emphasizes learning and development. 			
2	Provide differentiated instruction and small group intervention across the school day so that students get the support they need to feel successful. Provide teacher planning time to support effective differentiated instruction and intervention.	\$0		
2	Recognize and celebrate student non-academic strengths through: <ul style="list-style-type: none"> -Students of the week -Sharing during daily SEL instruction (community circles) - Classroom recognition events -Trimester awards related to special recognitions -School-wide posting where students can share their strengths and interests outside of school 	\$0		
2	Contract Little Heroes recess, lunch and after-school program to support student safety, enrichment, and leadership opportunities.	\$17,000 \$40,000	LCFF Concentration District funded	
2	Noon Duty to provide supervision and support student safety during lunch and lunch recess and to promote a positive school climate.	\$13,546 \$5,000	General Fund LCFF Supplemental	
2	Yearbook to help build school connection and pride.	\$500	LCFF Supplemental	
2	Culminating events and activities for 6th graders to celebrate their promotion from McKinley.	\$0		
2	School-wide contents and activities that encourage school attendance and academic engagement	\$0		
2	Include Special Education case managers during monthly attendance team meetings to help plan more intensive attendance outreach and support for students with disabilities.	\$0		
3	Provide extra hours for classified and certificated staff to support community events and school activities after school hours.	\$2,122	LCFF Supplemental	
3	Provide food or materials for home use at family events to promote attendance at events	\$1,000	LCFF Supplemental	
3	Babysitting for parent meetings and community events	\$393	Title 1	
3	Family engagement programming around social, emotional, behavioral, and academic development	\$2000	Title 1	
3	Translators to provide interpretation at parent meetings and translation of documents sent home so parents are able to actively engage in their child's education.	\$500	LCFF Supplemental	
3	Monthly school newsletters and parent meetings where the school can share information and families can ask questions, share concerns, and provide feedback on school efforts.	\$0	-	

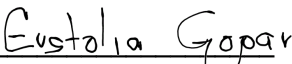
The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

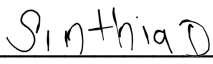
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

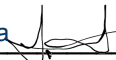
This SPSA was adopted by the SSC at a public meeting on April 20, 2023.

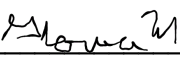
Nerely Campos 
Chairperson–Parent


Griselda Pimentel 
Vice-Chairperson–Parent


Eustolia Gopar 
DAC Representative–Parent

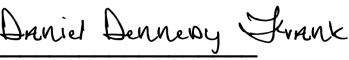
Sinthia Diaz 
DELAC Representative–Parent


Alejandro Lopez Garcia 
Parent

Gloria Molina 
Classified Staff

Maureen Casey 
Secretary–Certificated Staff

Lisa Bracamonte 
DAC Representative–Certificated Staff

Daniel Dennedy Frank 
DELAC Representative–Principal

Thanh Ta 
Certificated Staff