School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
McKinley School of Arts	19-64881-6120265	April 19, 2021	6/30/2021

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)

X Schoolwide Program
X Additional Targeted Support and Improvement
   Students with Disabilities

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

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

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

Resource Inequities

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

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

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

Concern with limited and/or experienced staffing capacity to include:
- 1 Principal new 2020-21 school year
- 2 FTE Instructional coaches, 1 new 2019-20 1 new 2020-21 school year
- 1 FTE Assistant Principal, new 2019-20 school year
- 1 FTE MTSS interventionist not funded
- 1 FTE Artist in residence
- 1 FTE Counselor
- 0.5 FTE ELD teacher,
- 0.5 FTE Attendance Clerk
- 0.5 FTE librarian, only supports middle school
and
- 1 security officer

Concern with need to promote and engage families to increase community participation and involvement.
- need to build PTA; board and membership
- need to build consistent support for Arts Council and AAPC
- need to build a collective efforts for EIFA (special education parents outside of the IEP process.)

School Vision and Mission

OUR VISION:

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

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

OUR MISSION:

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

School Profile

SCHOOL PROFILE

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

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

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

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

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

Homeless/transitional homeless: 39 middle and elementary school.

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

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

Language spoken:
Elementary Student: 18
Elementary Household: 7
Middle School Student: 11

Middle School Household: 6

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

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

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

2018-2019 statistics: CHAREL UPDATE
Number of ETK - K new to McKinley: 98
Number of new students to McKinley 1st - 5th: 64
Number of Middle School new to McKinley- 58
Number of 5th graders that left McKinley for another middle school in Pasadena (private or public): 11
Number of new incoming 6th graders for middle school: 28
Number of Bravo Team Members: 47 students in Grades 3-8

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

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

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

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

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

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

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

Working together to establish and promote the culture of the school:
McKinley's continued success is predicated on a strong belief in the following philosophical foundations:

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

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

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

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

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

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

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

As specific support to middle school students, our counselor meets with parents of at-risk students immediately after the first five-week marking period ends. Parents of a middle school student who receives one or more Ds or Fs will be invited to a strategic meeting where they receive information about our academic requirements and homework lab, as well as helpful tips to reinforce effective study habits that keep students accountable.

Development of the Single Plan for Student Achievement:

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.41%	0.42%	0.3%	4	4	3
African American	17.06%	18.43%	17.7%	166	174	165
Asian	8.12%	8.69%	6.0%	79	82	56
Filipino	2.88%	3.07%	2.6%	28	29	24
Hispanic/Latino	55.6%	54.66%	60.6%	541	516	567
Pacific Islander	%	0%	0.1%		0	1
White	13.26%	12.29%	10.1%	129	116	94
Multiple/No Response	0.82%	0.53%	0.6%	8	5	6
			Total Enrollment	973	944	935

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	96	110	77
Grade 1	82	83	75
Grade 2	84	93	76
Grade3	101	75	84
Grade 4	101	100	62
Grade 5	113	103	99
Grade 6	139	141	141
Grade 7	127	128	158
Grade 8	130	111	163
Total Enrollment	973	944	935

Conclusions based on this data:

1. MKS has experienced an overall decrease in enrollment by over 100 students from 17-18 to 18-19.

2. Despite the growth in Kinder from 2015-2018, MKS has had a decline in enrollment in Kinder for 2018 and 2019. Decline in enrollment grades 1st, 2nd, 4th, and 5th grades.

3. An increase with 5th grade articulaiton to 6th grade may be attributed to the Vanguard and Math Academy programs.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	148	130	132	15.2%	13.8%	14.1%
Fluent English Proficient (FEP)	217	225	215	22.3%	23.8%	23.0%
Reclassified Fluent English Proficient (RFEP)	30	41	17	17.5%	27.7%	13.1%

Conclusions based on this data:

1. MKS has exceeded reclassification goals for ELs three years in a row, producing a decline in overall ELs. In Fall of 2019 MKS RFEP's rate is 27.7%

2. MKS still enrolls a significant number of new ELs each year. The total number of EL students Fall 2019 is 148 and RFEP student enrollment increased to 41 students

3. MKS has over 20 languages spoken at home .

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	109	107	102	103	105	101	103	105	101	94.5	98.1	99
Grade 4	120	121	94	118	115	91	118	115	91	98.3	95	96.8
Grade 5	106	118	113	105	115	110	105	115	110	99.1	97.5	97.3
Grade 6	127	142	134	117	140	131	117	140	131	92.1	98.6	97.8
Grade 7	120	133	126	118	126	121	118	126	121	98.3	94.7	96
Grade 8	115	117	129	112	115	123	112	115	123	97.4	98.3	95.3
All Grades	697	738	698	673	716	677	673	716	677	96.6	97	97

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

Overall Achievement for All Students

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2394.	2386.	2387.	18.45	12.38	13.86	18.45	17.14	19.80	22.33	28.57	22.77	40.78	41.90	43.56
Grade 4	2434.	2425.	2445.	14.41	14.78	16.48	22.03	17.39	26.37	22.03	20.87	16.48	41.53	46.96	40.66
Grade 5	2473.	2472.	2479.	15.24	17.39	15.45	23.81	25.22	23.64	17.14	20.00	20.00	43.81	37.39	40.91
Grade 6	2479.	2461.	2481.	9.40	4.29	13.74	17.09	20.00	18.32	35.04	26.43	22.90	38.46	49.29	45.04
Grade 7	2530.	2501.	2500.	11.86	10.32	9.92	30.51	20.63	28.10	27.12	26.98	19.01	30.51	42.06	42.98
Grade 8	2521.	2528.	2540.	5.36	7.83	10.57	32.14	29.57	33.33	28.57	26.09	24.39	33.93	36.52	31.71
All Grades	N/A	N/A	N/A	12.33	10.89	13.15	24.07	21.65	24.96	25.56	24.86	21.12	38.04	42.60	40.77

Reading
Demonstrating understanding of literary and non-fictional texts

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	19.42	15.24	13.86	32.04	50.48	46.53	48.54	34.29	39.60
Grade 4	20.34	15.65	15.38	49.15	39.13	54.95	30.51	45.22	29.67
Grade 5	14.29	21.74	20.00	48.57	43.48	43.64	37.14	34.78	36.36
Grade 6	14.53	5.71	16.03	35.90	41.43	35.11	49.57	52.86	48.85
Grade 7	16.95	12.70	15.00	47.46	37.30	35.00	35.59	50.00	50.00
Grade 8	16.96	15.65	21.14	41.96	41.74	43.90	41.07	42.61	34.96
All Grades	17.09	14.11	17.01	42.64	42.04	42.46	40.27	43.85	40.53

Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	22.33	10.58	9.90	32.04	41.35	39.60	45.63	48.08	50.50
Grade 4	10.17	9.57	13.19	44.92	44.35	51.65	44.92	46.09	35.16
Grade 5	22.86	17.39	15.45	42.86	40.00	55.45	34.29	42.61	29.09
Grade 6	14.53	7.14	10.69	35.04	41.43	44.27	50.43	51.43	45.04
Grade 7	19.49	13.49	15.00	50.00	42.86	50.00	30.51	43.65	35.00
Grade 8	10.71	13.39	12.20	48.21	50.00	58.54	41.07	36.61	29.27
All Grades	16.49	11.80	12.72	42.35	43.26	50.00	41.16	44.94	37.28

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	14.56	10.48	12.87	62.14	60.95	63.37	23.30	28.57	23.76
Grade 4	12.71	11.30	16.48	55.93	62.61	62.64	31.36	26.09	20.88
Grade 5	12.38	17.39	15.45	60.95	59.13	60.00	26.67	23.48	24.55
Grade 6	12.82	6.43	16.03	64.10	57.14	48.85	23.08	36.43	35.11
Grade 7	16.95	5.56	7.50	58.47	62.70	58.33	24.58	31.75	34.17
Grade 8	6.25	12.17	16.26	68.75	60.87	64.23	25.00	26.96	19.51
All Grades	12.63	10.34	14.05	61.66	60.47	59.17	25.71	29.19	26.78

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	18.45	11.43	14.85	45.63	47.62	43.56	35.92	40.95	41.58
Grade 4	16.95	18.26	14.29	49.15	49.57	42.86	33.90	32.17	42.86
Grade 5	23.81	22.61	18.18	38.10	48.70	39.09	38.10	28.70	42.73
Grade 6	16.24	11.43	22.90	44.44	55.00	41.22	39.32	33.57	35.88
Grade 7	27.12	15.08	19.17	45.76	52.38	43.33	27.12	32.54	37.50
Grade 8	16.96	17.39	16.26	45.54	52.17	50.41	37.50	30.43	33.33
All Grades	19.91	15.92	17.90	44.87	51.12	43.49	35.22	32.96	38.61

Conclusions based on this data:

1. As students have been enrolled in the workshop model (15-16 SY) the percentage above or near standard overall increased 6%. Reduced % below standards in 7% in Writing.

2. Participation at grades 3rd - 8th is at or above 97%. MKS students had been scoring overall slightly higher on reading than writing as of 2017-2018. and 18-19.

3. MKS students score overall 7 points higher on research and inquiry than writing and 18 points higher on listening than reading as of 2017-2018.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	109	107	102	106	106	99	106	106	99	97.2	99.1	97.1
Grade 4	120	121	95	119	113	95	119	113	95	99.2	93.4	100
Grade 5	106	118	114	105	114	113	105	114	113	99.1	96.6	99.1
Grade 6	127	142	134	122	140	133	122	140	133	96.1	98.6	99.3
Grade 7	120	134	126	118	127	120	118	127	120	98.3	94.8	95.2
Grade 8	115	117	129	113	115	122	113	115	122	98.3	98.3	94.6
All Grades	697	739	700	683	715	682	683	715	682	98	96.8	97.4

Overall Participation for All Students (table header)

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

Overall Achievement for All Students

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2420.	2404.	2415.	15.09	11.32	15.15	28.30	19.81	27.27	23.58	32.08	22.22	33.02	36.79	35.35
Grade 4	2464.	2461.	2472.	15.97	18.58	16.84	24.37	20.35	25.26	35.29	29.20	32.63	24.37	31.86	25.26
Grade 5	2471.	2486.	2476.	15.24	20.18	18.58	11.43	21.93	10.62	29.52	17.54	24.78	43.81	40.35	46.02
Grade 6	2492.	2463.	2489.	13.93	5.71	20.30	18.85	13.57	11.28	26.23	27.14	22.56	40.98	53.57	45.86
Grade 7	2526.	2496.	2488.	18.64	13.39	9.17	18.64	14.96	13.33	27.12	22.05	27.50	35.59	49.61	50.00
Grade 8	2483.	2513.	2512.	9.73	12.17	13.11	9.73	18.26	11.48	20.35	18.26	25.41	60.18	51.30	50.00
All Grades	N/A	N/A	N/A	14.79	13.29	15.54	18.59	17.90	15.84	27.09	24.34	25.66	39.53	44.48	42.96

Concepts & Procedures
Applying mathematical concepts and procedures

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	31.13	17.92	32.32	29.25	39.62	26.26	39.62	42.45	41.41
Grade 4	28.57	25.66	31.58	28.57	28.32	30.53	42.86	46.02	37.89
Grade 5	19.05	28.07	23.01	29.52	24.56	22.12	51.43	47.37	54.87
Grade 6	18.85	8.57	24.81	29.51	21.43	21.80	51.64	70.00	53.38
Grade 7	22.88	18.11	15.83	31.36	25.98	24.17	45.76	55.91	60.00
Grade 8	9.73	13.91	16.39	22.12	24.35	25.41	68.14	61.74	58.20
All Grades	21.67	18.32	23.46	28.40	26.99	24.78	49.93	54.69	51.76

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	19.81	16.98	21.21	45.28	41.51	44.44	34.91	41.51	34.34
Grade 4	15.97	19.47	20.00	52.94	48.67	50.53	31.09	31.86	29.47
Grade 5	17.14	21.05	13.27	39.05	35.96	37.17	43.81	42.98	49.56
Grade 6	15.57	9.29	19.55	44.26	45.71	33.83	40.16	45.00	46.62
Grade 7	22.88	12.60	10.83	35.59	36.22	40.00	41.53	51.18	49.17
Grade 8	13.27	18.26	16.39	27.43	45.22	39.34	59.29	36.52	44.26
All Grades	17.42	15.94	16.72	40.85	42.24	40.32	41.73	41.82	42.96

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	17.92	18.87	21.21	51.89	43.40	44.44	30.19	37.74	34.34
Grade 4	18.49	28.32	23.16	50.42	34.51	47.37	31.09	37.17	29.47
Grade 5	11.43	21.93	15.93	44.76	38.60	35.40	43.81	39.47	48.67
Grade 6	18.85	10.71	18.80	33.61	32.14	33.08	47.54	57.14	48.12
Grade 7	18.64	14.96	7.50	53.39	49.61	55.00	27.97	35.43	37.50
Grade 8	8.85	13.91	10.66	39.82	46.96	56.56	51.33	39.13	32.79
All Grades	15.81	17.76	15.84	45.53	40.70	45.16	38.65	41.54	39.00

Conclusions based on this data:

1. As of 2018-2019, MKS students score exhibited growth in concepts and procedures at every grade level with % exceeding standards. Slight drop in overall Not Meeting and Nearly meeting standards.

2. As of 2018-2019, over 57% of MKS students overall are meeting or exceeding grade level problem solving skills, 60% in communication skills and 48% in Concepts and Procedures.

3. As o f 2017-2018, 5th and 6th grade students outscored their other grade level cohorts in meeting or exceeding math standards on CAASPP.

School and Student Performance Data

ELPAC Results

Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
ELPAC Summative Assessment Data **Number of Students and Mean Scale Scores for All Students**								
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1431.8	1431.3	1440.8	1445.6	1410.4	1397.5	42	19
Grade 1	1425.3	1443.2	1426.7	1450.8	1423.2	1435.1	18	19
Grade 2	1454.6	1493.7	1476.6	1510.3	1432.2	1476.5	20	12
Grade 3	1450.8	1468.0	1460.2	1464.2	1441.0	1471.1	13	16
Grade 4	1475.4	1492.9	1462.1	1495.5	1488.2	1489.8	18	12
Grade 5	*	1501.1	*	1490.5	*	1511.1	*	15
Grade 6	1527.1	*	1557.3	*	1496.7	*	17	10
Grade 7	1548.0	1535.1	1558.4	1550.1	1537.0	1519.3	12	12
Grade 8	*	*	*	*	*	*	*	5
All Grades							157	120

Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
Overall Language **Percentage of Students at Each Performance Level for All Students**										
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	35.71	21.05	33.33	31.58	*	31.58	*	15.79	42	19
1	*	5.26	*	36.84	*	36.84	*	21.05	18	19
2	*	16.67	*	33.33	*	41.67	*	8.33	20	12
3	*	6.25	*	12.50	*	56.25	*	25.00	13	16
4	*	25.00	*	33.33	*	33.33	*	8.33	18	12
5	*	13.33	*	20.00	*	46.67		20.00	*	15
6	*	*	*	*	*	*	*	*	17	*
7	*	25.00	*	16.67	*	41.67		16.67	12	12
8	*	*	*	*	*	*		*	*	*
All Grades	23.57	14.17	37.58	29.17	25.48	40.00	13.38	16.67	157	120

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

Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	45.24	31.58	28.57	31.58	*	26.32	*	10.53	42	19
1	*	15.79	*	36.84	*	36.84	*	10.53	18	19
2	55.00	33.33	*	50.00	*	8.33	*	8.33	20	12
3	*	18.75	*	18.75	*	43.75	*	18.75	13	16
4	*	41.67	*	25.00	*	8.33	*	25.00	18	12
5	*	40.00	*	20.00	*	20.00		20.00	*	15
6	*	*	*	*	*	*	*	*	17	*
7	*	41.67	*	33.33		16.67		8.33	12	12
8	*	*	*	*		*		*	*	*
All Grades	46.50	32.50	30.57	30.83	10.19	21.67	12.74	15.00	157	120

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

Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	5.26	*	31.58	50.00	47.37	*	15.79	42	19
1	*	5.26	*	10.53	*	52.63	*	31.58	18	19
2		8.33	*	25.00	*	41.67	*	25.00	20	12
3		0.00		12.50	*	43.75	*	43.75	13	16
4		8.33	*	33.33	*	50.00	*	8.33	18	12
5	*	0.00	*	20.00	*	60.00	*	20.00	*	15
6		*	*	*	*	*	*	*	17	*
7	*	8.33	*	8.33	*	41.67	*	41.67	12	12
8		*	*	*	*	*	*	*	*	*
All Grades	*	5.00	22.93	18.33	42.04	50.00	29.30	26.67	157	120

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	59.52	15.79	30.95	78.95	*	5.26	42	19
1	*	36.84	*	57.89	*	5.26	18	19
2	*	25.00	*	58.33	*	16.67	20	12
3	*	0.00	*	43.75	*	56.25	13	16
4	*	33.33	66.67	41.67	*	25.00	18	12
5	*	0.00	*	60.00		40.00	*	15
6	*	*	64.71	*	*	*	17	*
7	*	16.67	*	50.00		33.33	12	12
8	*	*	*	*	*	*	*	*
All Grades	33.76	16.67	50.32	58.33	15.92	25.00	157	120

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	52.38	42.11	30.95	31.58	*	26.32	42	19
1	*	15.79	*	63.16	*	21.05	18	19
2	80.00	75.00	*	16.67	*	8.33	20	12
3	*	43.75	*	43.75	*	12.50	13	16
4	*	41.67	*	41.67	*	16.67	18	12
5	*	73.33	*	6.67		20.00	*	15
6	76.47	*	*	*	*	*	17	*
7	100.00	75.00		16.67		8.33	12	12
All Grades	66.24	52.50	19.75	31.67	14.01	15.83	157	120

Reading Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	5.26	83.33	89.47	*	5.26	42	19
1	*	10.53	*	57.89	*	31.58	18	19
2	*	8.33	*	50.00	55.00	41.67	20	12
3		6.25	*	31.25	*	62.50	13	16
4	*	0.00	*	83.33	*	16.67	18	12
5	*	13.33	*	60.00	*	26.67	*	15
6	*	*	*	*	88.24	*	17	*
7	*	0.00	*	25.00	*	75.00	12	12
All Grades	9.55	6.67	45.22	55.83	45.22	37.50	157	120

Writing Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	30.95	31.58	59.52	47.37	*	21.05	42	19
1	*	5.26	83.33	52.63	*	42.11	18	19
2	*	8.33	70.00	66.67	*	25.00	20	12
3		6.25	*	81.25	*	12.50	13	16
4	*	16.67	61.11	66.67	*	16.67	18	12
5	*	0.00	*	80.00	*	20.00	*	15
6	*	*	76.47	*	*	*	17	*
7		8.33	100.00	83.33		8.33	12	12
All Grades	13.38	10.83	70.70	68.33	15.92	20.83	157	120

Conclusions based on this data:

1. K-3 grade students had significant growth in writing, this is attributed to the 100% implementation of the workshop model being used in all classrooms. Grade 1 and 3 decreased the percentage of level 4 students.

2. MKS has exceeded reclassification goals for the past four years.

3. In reading, all grades measured in somewhat and moderately develped domains, and grew by 10%, this is attributed to early intervention by campus Reading Programs.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
973	**64.1**	**15.2**	**1.3**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	148	15.2
Foster Youth	13	1.3
Homeless	21	2.2
Socioeconomically Disadvantaged	624	64.1
Students with Disabilities	126	12.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	166	17.1
American Indian	4	0.4
Asian	79	8.1
Filipino	28	2.9
Hispanic	541	55.6
Two or More Races	18	1.8
White	129	13.3

Conclusions based on this data:

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

2. MKS has many ethnic groups on campus and needs to work on equity initiatives to ensure that academic and SEL opportunities meet student needs.

3. Most of the student race/ethnicity groups remain consistent except for an increase with our Hispanic student group by 3.2% and a decrease in our Asian student group by by 2%.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Increased growth in English and math for ALL Students by 8 pts and 3 pts respectively during the 18-19 SY. Homeless student subgroup grew by 29 pts. Additional ELA academic strategies are needed to support EL and SWD students. Math strategies for our EL learners are also critical. Instructional coach instructional strategies during PD and teacher mentoring/coaching along part time EL teacher in support of 150 students. Increase ELD interventions and training to both teachers and instructional aides.

2. We will also need to maintain Vanguard Cohort/ Summit Learning model and Workshop model for instruction along with a commitment to TK-8 Arts integration. Continued efforts with RSP push in/ co-teaching needs to be nomalized.

3. Suspensions increased overall at MKS last year. Specifically with Hispanic, EL, SED, SWD, Homeless populations. The need to redevelop MTSS/ PBIS interventions, training and tiered approaches to supporting student engagement and behavior. Student Absenteeism increased over 2% and significant increases within the Hispanic, EL and SED subgroups. Additional Attendance personnel, reward systems and Hispanic and/or EL parent support is needed.
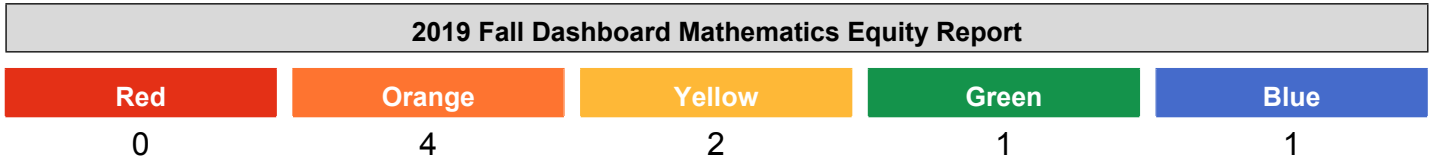
School and Student Performance Data

Academic Performance
English Language Arts

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

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

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	1	4	1	1

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Red	No Performance Color
35.9 points below standard	78.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++7.9 points	Maintained -2.3 points	
659	180	8

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Yellow	Yellow	Orange
64.1 points below standard	52.4 points below standard	106.5 points below standard
Increased Significantly ++29.6 points	Increased ++9.2 points	Increased ++5.6 points
31	461	87

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Yellow	No Performance Color	Blue	No Performance Color
48.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	23.9 points above standard	41.4 points above standard
Increased ++14 points		Increased Significantly ++15 points	Declined -3.4 points
118	2	42	17
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Green
50.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	5.6 points above standard
Increased ++7.5 points			Increased ++9.3 points
385	9		81

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
123.5 points below standard	55.3 points below standard	28.4 points below standard
Increased ++13 points	Maintained ++0.6 points	Increased ++8.2 points
61	119	404

Conclusions based on this data:

1. MKS has experienced an overall increase in 2019 in ELA CAASPP performance overall and in all subgoups except for EL learners.

2. EL, Hispanic and SWD are most at-risk for CAASPP performance based on DFS compared to other groups. African American student demonstrated significant growth of 14 points. White and Asian Race/Ethnicities show strong continued growth.

3. MKS English Learners in the Fall of 2019 showed positive increases but still remain well below standard.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	4	2	1	1

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

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

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Yellow	No Performance Color	Blue	No Performance Color
67.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy	58.5 points above standard	4.2 points below standard
Increased Significantly ++18.9 points	2	Maintained -1.6 points	Declined Significantly -19.4 points
118		42	17

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color		Green
70.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy		2.7 points above standard
Maintained ++2.6 points	9		Maintained -1.4 points
384			79

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

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

Conclusions based on this data:

1. in 2019, there was an overall increase in CAASPP performance compared to 2018 scores by 3.4 points. Students with disabilities increased by nearly 10 points but still remain signifcantly below standard,

2. MKS students generally are performing was minimal with African American students demonstrating a 19 point increase. MKS - RFEP students declined over 6 points and our EL students showed growth but remain significantly below standard.

3. White and Asian students are above standard in Math with no increases in DFS.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
46.5 making progress towards English language proficiency
Number of EL Students: 86
Performance Level: Medium
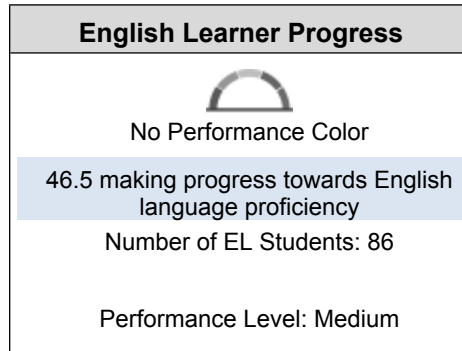
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
32.5	20.9	3.4	43.0

Conclusions based on this data:

1. MKS tested almost half the amount of students from the previous year. Majorit of the students performance was maintained but only a small number at a Level 4.

2. MKS has exceeded reclassification goals for four years in a row.

3. MKS has nearly 50% EL students showing progress with 23% increasing by one ELPI level and 13% decreasing by one ELPI level.

School and Student Performance Data

Academic Performance
College/Career

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report

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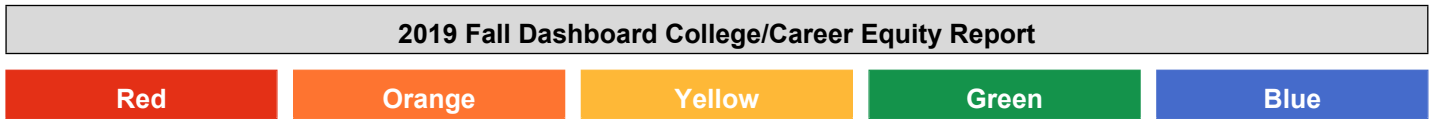
This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

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

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

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
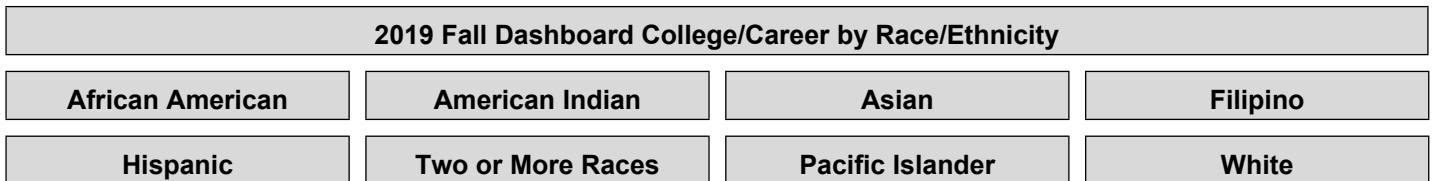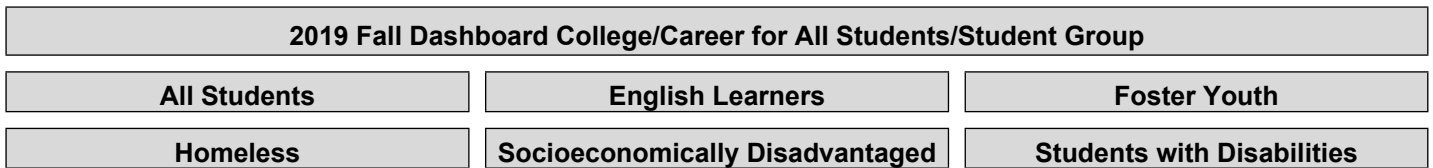
This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.
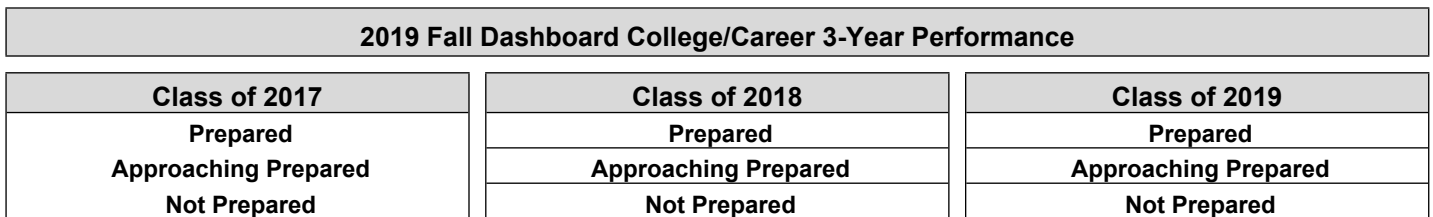
2019 Fall Dashboard College/Career 3-Year Performance

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
2	5	1	0	0
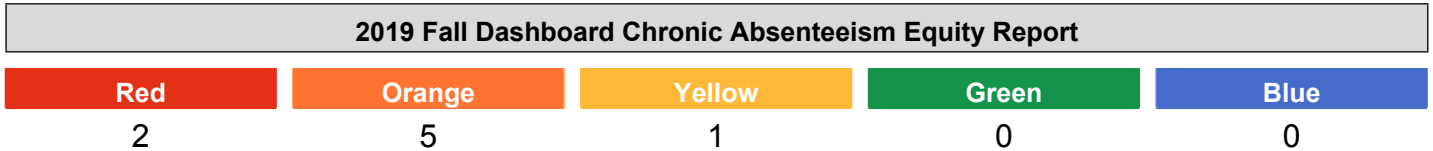
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
11	13.3	45
Increased +2.6	Increased +2.5	Increased +21.5
1025	166	20

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Yellow	Red	Orange
17.8	12.2	18.2
Declined -1.1	Increased Significantly +3.5	Maintained -0.1
45	697	143

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	Orange	No Performance Color
12.4	Less than 11 Students - Data Not Displayed for Privacy	6.8	0
Maintained -0.3	5	Increased +2.8	Maintained 0
177		88	29
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	Orange
11.4	32	Less than 11 Students - Data Not Displayed for Privacy	8
Increased Significantly +3.3	Increased +5	0	Increased +2.2
563	25		138

Conclusions based on this data:

1. In 2018-2019 there was notable increase of +2.5% overall in chronic absenteeism at MKS.

2. ELs, FY, SWD students are the most at risk for chronic absenteeism. FY increased by over 21%.

3. Subgroups, Hispanic and SED are were identified with increases in chronically absent rates.

School and Student Performance Data

Academic Engagement
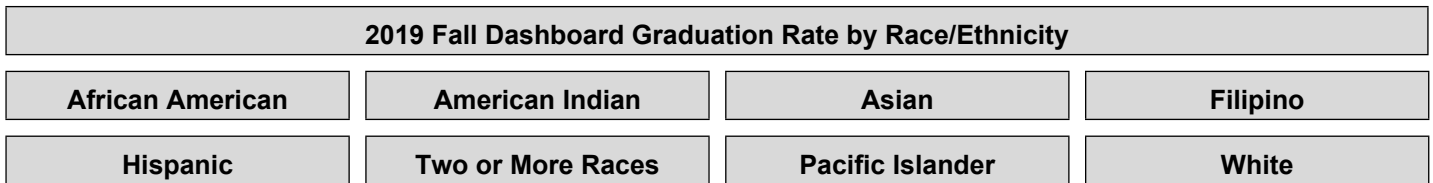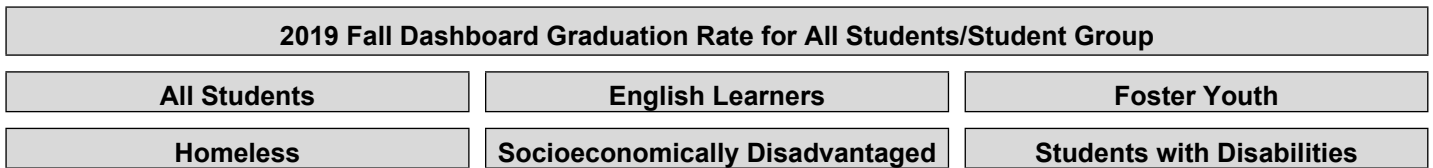## Graduation Rate

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

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

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard Graduation Rate for All Students/Student Group

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

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

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

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

2019 Fall Dashboard Graduation Rate by Year

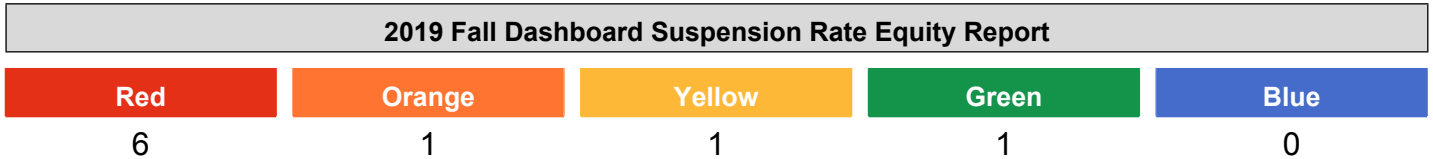| 2018	2019

Conclusions based on this data:

1.
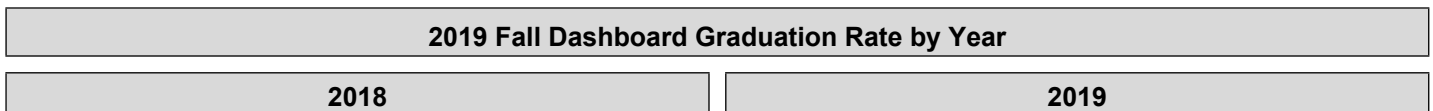
School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
6	1	1	1	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Red	No Performance Color
5.9	6.3	36
Increased +1.7	Increased Significantly +3	Declined -14
1071	175	25

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Red	Red	Red
8.9	7.5	15
Increased +0.8	Increased +1.9	Increased +3.6
45	716	147

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Red	No Performance Color	Yellow	Orange
9	Less than 11 Students - Data Not Displayed for Privacy 5	1	3.3
Maintained 0		Increased +1	Increased +0.7
188		99	30

Hispanic	Two or More Races	Pacific Islander	White
Red	No Performance Color		Green
6.6	14.8		1.4
Increased Significantly +2.8	Increased +7.3		Declined -1
578	27		144

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	4.2	5.9

Conclusions based on this data:

1. Overall MKS experienced a notable overall 1.7% increase in student suspensions in 2018-2019 with sharp increases in Hispanic, SWD, SED, EL and students who identiy as Two or More races. Students with disabilities and EL students experienced over 3% increase.

2. Foster Youth dropped nearly 20% from 17-18 to 18-19. Homeless students continues to increase but at a lower rate.

3. MKS need for consistent intervention support with SEL/ Behavior. Need to implement Restorative Justice and ATS programs.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 1

By the next SBAC testing school year:
1. Students will increase scores by 2% at "Meet/Exceeds" standards in math, as measured by 31.38% (2019) and decrease Not Met 42.96% (2019) by 2%
2. All students groups will increase DFS from by -50.8 to -47.8 points,, by 3 points.
3. English Learner student group will show increase of 3 points DFW from -84 to -81 points,
4. Students with disabilities (SWD) will show continued SBAC recorded growth of 10 points, -139.4 DFS to -129.4 DFS. Goal is to reduce by 3 points to -126.4 points
Data extracted from the SBAC administered in 2019-20.

Identified Need

In 2020-21: To close the achievement Gap:

SBAC results in 2018-2019 -Standard Not Met %:
Grade 3:   42.47%
Grade 4:   42.11 %
Grade 5:   46.02 %
Grade 6:   45.86 %
Grade 7:   50.00 %
Grade 8:   50.00 %
Overall: 42.96 %

SBAC results in 2018-2019 -Not Meeting Standard %
Subgroups: EL   69.35%
SWD 74.7%
FY (too small to assess)
Homeless.   60.87%
African Am.   52.59%

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

To provide Academic math interventions and tutoring for EL, Hispanic and SWD students in all areas with an emphasis in Concepts and Procedures.
To provide tiered / differentiated instructional strategies with support form Instructional coaches.
To assess IReady baseline data and benchmark data to assess student growth or decline.
To model math instruction using Workshop Model / Summit Learning Platform, using Common Core Curriculum grade levels K-8.

Annual Measurable Outcomes

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

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

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

Amount(s)	Source(s)
500	Unrestricted

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Middle School Students

Strategy/Activity

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

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

Amount(s)	Source(s)
33000	Title I

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students, especially ELs and SWD.

Strategy/Activity

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

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

Amount(s)	Source(s)
	None Specified

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)
	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, especially LPBGS, SPEDs, and At-Risk Students.

Strategy/Activity

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

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

Amount(s)	Source(s)
	Unrestricted

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Unrestricted

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

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

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

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

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

Amount(s)   Source(s)

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

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

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

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

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

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

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

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

In 2021-2122, teachers will focus on writing/student discourse in mathematics (such as math journals). Summit Learning will continue to use student reflection model on the platform. Administration and Coaches will work with teacher to track the implementation of the intended strategies throughout the year.
MTSS monitoring of Tier II/III students with input from teachers will receive additional support and tutoring opportunities.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 2

By the next SBAC testing school year:
1. Students will increases scores at "Meet/Exceeds" standards in ELA, as measured by 3%, up from 38.11% and decrease Standards Not Met by 3% reduced to 37.77%.
2. All Students group will decrease DFS from -35.9 to -30.9 points, a decrease of 5 points.
3. English Learner student group will show increase of 3 points DFS from -78.4 to -75.4, with interventions in reading, writing and research.
4. Increase EL students who "Met or Nearly Met" standards(CAASPP) from 3.17% to 5% in 2018-2019.
5. Students with Disabilities (SWD) will reduce the CAASPP - Standards Not Met from 71.43% to 69.42%.
6. 120 % of EL students will be RFEP in 2020-21.
Data extracted from the SBAC assessment in 2019-20.

Identified Need

In 2020-21: To close the achievement Gap:
decrease:
SBAC results in 2018-2019 -Standard Not Met %:
Grade 3:   43.56%
Grade 4:   40.66 %
Grade 5:   40.91 %
Grade 6:   45.04 %
Grade 7:   42.98 %
Grade 8:   31.71 %
Overall: 40.77 %

SBAC results in 2018-2019 -Not Met %
Subgroups: EL   84.13%
SWD 71.43%
FY (too small to assess)
Homeless.   52. 17%

Decrease DFS for EL student group from -78.4 to -75.4
Decrease DFS for Students with disabilities from -106.5 to -101.5
Increase Gate students overall percentage to meet or exceed standard from 78.5% to 82%.
Data extracted from the SBAC assessment in 2019-20.
Admin, Coaches and Teachers will continue to progress monitor student achievement using this IRI, HMRI and SBAC Interim Assessment Blocks to determine SBAC readiness.

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

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

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

Annual Measurable Outcomes

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

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

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

Part time additional qualified teacher to teacher English Language Development .

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

Amount(s)	Source(s)
31096	Title I

Strategy/Activity 2
Students to be Served by this Strategy/Activity

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

All TK-8th Grade Student.

Strategy/Activity

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

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

Amount(s)   Source(s)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

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

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

Amount(s)   Source(s)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

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

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

Amount(s)   Source(s)

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

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

Amount(s)   Source(s)

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

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

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

Amount(s)	Source(s)
12000	Title I

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

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

Amount(s)   Source(s)

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

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

Hire 1 ELD teacher coach.

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

Amount(s)   Source(s)

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students, especially SWD and EL students.

Strategy/Activity

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

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

Amount(s)   Source(s)

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

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

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

Amount(s)	Source(s)
1650	LCFF - Supplemental and Concentration (S/C)
1000	Title I

Strategy/Activity 13
Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

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

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

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

Goal 3

By June 2022

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

Identified Need

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

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

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

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	students suspension rate had each increased by at least about 3%. Multiple raced students increased by 7.3%.

Suspension Rate for Homeless Youth continue to be over 8%.

African American students, maintained a suspension rate of 9%.

Suspension Rate for Socioeconomically Disadvantaged is 7.5% (Red) in 2019

Suspension Rate for Students with Disabilities increased to 15%, an increase by 3.6% from 2018. | total of -0.3% or more (to reach Orange) with a stretch goal of -1 or more (to reach Yellow) to end at 6% or lower by the end of the 2021-2022 school year.

Suspension Rate for Hispanic will decrease by a total of -0.3% or more (to reach Orange) with a stretch goal of -1% or more (to reach Yellow). To end at 6.3% or lower by the end of the 2021-2022 school year.

Suspension Rate for Homeless Youth will decrease by a total of -0.3% or more (to reach Orange) with a stretch goal of -1% or more (to reach Yellow) to end at 8.6% or lower by the end of the 2021-2022 school year.

Suspension Rate for Socioeconomically Disadvantaged will decrease by a total of -0.3% or more (to reach Orange) with a stretch goal of -0.3% or more (to reach Yellow) to end at 7.2% or lower by the end of the 2021-2022 school year.

Suspension Rate for Students with Disabilities will decrease by a total of -0.3% or more (to reach Orange) with a stretch goal of -1% or more (goal is to reach Yellow) to end at 14.7% or lower by the end of the 2021-2022 school year. |
| Chronic Absenteeism - Daily Attendance Report and Heat Maps. | Chronic Absenteeism for All Students will decrease the | In 2020-21
Chronic Absenteeism for All Students will decrease by a total of -0.5% or more. |

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	baseline of 11 (Orange) from 2019 to 10.5%. Chronic Absenteeism for Students with Disabilities will decrease the baseline of 18.2 (Orange) from 2019 to 17.7% Chronic Absenteeism for Hispanic will decrease the baseline of 11.4% (Red) from 2019 Chronic Absenteeism for EL students will decrease the baseline of 13.3%	Chronic Absenteeism for Students with Disabilities will decrease by a total of -0.5 or more (to reach Yellow). Chronic Absenteeism for Hispanic will decrease by a total of 10.9 or more (to reach Orange). Chronic Absenteeism for Hispanic will decrease by a total of 12. 8 or more (to reach Orange).
Daily (average) attendance rates (ADA)-Daily/ Weekly/ Monthly ADA reports.	2019-2020 Elementary Middle School Month 1 97.28% 97.4% Month 2 96.56 97.3 Month 3. 96.27 96.8 Month 4 95.98 96.5 Month 5 95.54 96.3 Month 6 95.11 95.9	Increase average daily attendance rate by 1% school wide and between 3% for chronically absent students for Foster Youth, African America, Hispanic, English learner, SED and students with Disabilities.
Discipline Report Aeries.	Reduce Suspensions / Injury.	PD to train/retrain 100% of Project Aides/ Noon Aides to increase monitoring/supervision and develop strategies for conflict resolution with students during outside play. Use positive referrals to promote a positive culture.
Monthly Campus M/O Report.	Monthly needs assessment.	Monthly priority list to maintain clean/safe campus

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

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

Teacher and additional .5 FTE attendance clerk will monitor student absences and contact parents as needed.
Attendance clerk will advise and share data on a weekly and/or monthly basis, with SEL Coach and administrator. Interventionist will meet with student (and parents if needed) develop an attendance plan.

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

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

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

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

Amount(s)	Source(s)
51236	Unrestricted
1914	Title I

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

At Risk Students with disabilities - strategies to reduce suspension.

Strategy/Activity

Continue to decrease suspension rates using Alternative to Suspension (ATS) and/or increase the use of the Restorative Justice (RJ)Practices for all students.
Provide training for teachers to use Restorative Justice practices in their classroom.
Increase communication with parent groups during orientation regarding RJ.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using 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)
2500	Title I

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

To support student's SEL needs:

1. SEL/Rti Coach and/or counselor and/or parent will determine is student would benefit from a School based Mental Health Referral.

2. Seek a District based and community-based mentor if needed.

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

4. Use of Child Find, Triage Meeting, and Behavioral Therapeutic Meetings to identify Foster Youth. Provide targeted needs and classroom supports including tutoring and SEL support to close achievement gaps (Tier III).

5. Begin the SART/SARB Process if no actionable change.

6.Provide Tier III pull out instruction on Social-Emotional Learning and self-regulation provided by the Interventionist in grades K- 5 and by the middle school counselor in grades 6-8

7.Provide positive incentive programs for individual Tier III students.

8. Maintain a safe environment for all students

9. Purchase new desk top computers to record attendance data, complete SST/IEP paperwork, access SEIS for Foster Youth, SPED, Homeless, and otherwise At-Risk Students.

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

Amount(s)	Source(s)
15131	Title I
2500	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

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

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Unrestricted
	Unrestricted

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students:

Strategy/Activity

Provide training to 100% Project Aides/ Noon Aides before the start of school (and an additional training at the end of semester 1)to include:
1. Conflict resolution strategies
2. Safe monitoring techniques

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
91200	LCFF - Supplemental and Concentration (S/C)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

1. Quarterly Attendance Celebrations
2. School-wide campaign to educate parents on attendance rules and importance of attending every day
3. Make proactive parent contacts (phone calls, home visits) when a student is at risk of becoming truant
4. Proactively schedule parent workshops to train all parents on Aeries Parent Portal and Summit Learning.
5. Frequent parent reminders on clearing absences and how to utilize home school for extended absences from the attendance clerk.
6. Provide attendance presentations to all parent groups and on school-wide parent nights.
7. Identify at-risk and college bound middle school students, preferable 1st generation college students, to participate in CAP
8. Awards assemblies quarterly.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	None Specified

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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

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

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

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

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

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 4

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

Goal 4

1. By the end of August 2021/22 Parent Orientation Meeting (Meeting will be facilitated in two languages)
   - Signed Agreement of MKS Compact
   - Vanguard Platform Training for all Middle School Parents.
   - Aeries Platform - Training for all families
   - Canvas Platform - TBD
   - October 2021 - Students are registered in Aeries, contact information including family data populated.
   - October 2021 - Blackboard Group set up to include specific group identified for message distribution.

2. By August 2021/22 - Community Assistant will set up tracking system to include
   - monthly participation updates to Administration and Parent Group Leaders, as reported by Leaders - 85% attendance for Parent Group Leaders
85% attendance for Parent Group Leaders, 90% Administrator attendance, 95% attendance with Community Assistant
   - monthly participation of volunteers to campus including classroom support, field trip attendance,

3. By June 2021/22
   - Parents will be offered Parent Workshops on campus
   - Parents will have attended at least one event (Back to School, ATM, Parent Workshop, Vanguard Training, Aeries Training)

4. Ongoing: Community Assistant and Administration will collaborate with Parent Group Leaders
   - Monthly planning meeting to include calendar of event, meeting dates/ time/ goals/ progress with goals to provide support as needed.
   - Community Assistant will maintain Parent Group Binders to include Agendas, Notes, Flyers, Calendar
   - Community Assistant will orientate all new families with opportunities to participate
   - Community Assistant will measure parent participation/engagement at school events

5. Develop a Social Media/Marketing Plan (3 points of Contact) for communication
   - by August 2021, a process to post and manage
Weekly School Webpage, Facebook, blackboard messages, Twitter, Peach Jar, Instagram
   - Identify staff member (s) who communicates with Admin to plan message distribution.

7. By September 2021/2022
   - 80% of teachers will have Gradebook/ Parent Portal updated in Aeries (use of Canvas school-wide)

Identified Need

Continue parent engagement goal is to:

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

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

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

By August of 2021 A survey parent needs to be developed to provide feedback. Admin team and SSC should develop the survey.
McKinley School would like to increase the number of parents with Parent Portal Accounts. 71% Elementary parents have accounts. 69% Middle school parents have accounts.

Annual Measurable Outcomes

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

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

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Families and Students.

Strategy/Activity

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

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

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

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

Amount(s)	Source(s)
1022	LCFF - Supplemental and Concentration (S/C)
15824	Title I

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Families.

Strategy/Activity

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

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

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

Hard copies of events distributed via the Tiger Folders.
Continue Coffee and Conversation with the Principal
Roaring Tiger sent via email and phone blast

Continued parent-teacher conferences

Continued classroom newsletters/ Facebook pages

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

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

Amount(s)	Source(s)
200	Unrestricted

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All MKS Families

Strategy/Activity

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

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

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

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

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

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

Look for community resources to support English classes for parents.

Ensure community assistant training to support parent needs.

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

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

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

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

Amount(s)   Source(s)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All MKS Families

Strategy/Activity

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

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

Amount(s)   Source(s)

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All MKS Families

Strategy/Activity

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

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

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

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

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

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

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

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

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

1. The changes for 2021-2022 are intended to increase parents participation, involvement and support for the school and student needs.

2. Increase activities where all stakeholders can engage in a social event which benefits the school's needs and fosters community.

3. Create systems to track parent attendance a parent group meeting, campus event, and/or volunteering (through hours and field trips); create systems to improve collaboration and communication across all parent groups.

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 5

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

Identified Need

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

For 2021-2022,
Increase arts integration in the general curriculum - using ARTiculation Art curriculum

Maintain and increase student access to current performance arts specifically vocal instruction, theater /music productions and instrumental music in Middle School
.
Rehabilitate and upgrade the auditorium. - partially achieved. MKS purchased new sound equipment. Phase 2 remodeling plans for MKS is still pending.

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase Arts emphasis (events/ activities) on campus by partnering with Annual Fund (AF). Increase campus arts events and after school enrichment classes.	AF fundraising ($30K) targeting the following yearly events: Set Monthly Goals and report out at Arts Council Meetings. Provide Monthly Goal Setting Progress to Parents/ Community at SSC, PTA and ELAC meetings. Increase Parent Participation by 5% in: • Musical theatre clinic (postponed 2021-22) - Yearly • Coffee with the principal - BiMonthly • Increase parent dine out fundraising nights - 2x years • Musical Theater Productions with access for students grades 2-8th) - 2 / Year • Grade Level Performances- integrate art performance standards with core content when possible. October/ December/ February/ April. • End of Year Art Gallery (Community Art Walk)	The AF should maintain all current programs into 2021-2022 and look for new opportunities for fundraising. • Goal $30K • Donations from McKinley Parents/ Community
100% of Core and Art Teachers have access to arts integrated curriculum built upon	• Continued Teacher PD led by Teacher	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
art standards, including integrating arts into middle school content courses.	Trainers (Arts Lead Teachers) during A-Mondays • Access to Scope/Sequence Arts Curriculum (Grades k-8) • Planned arts integrated lessons. At least one lesson each week.	

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

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

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

Amount(s)	Source(s)
20000	Annual Fund

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

A designated teacher/Artist in residence with be hired to work with All students, including English Learners, students with disabilities, Foster Youth, Hispanic, and African-American students to provide access and expand the current arts program, including, but not limited to:
Mosaic restoration committee/Arts Council
Offer arts-based clubs, have monthly school-wide art themes, and seek out and enter student work in arts competitions, contact press to laud successes.
Bi-annual class art piece for silent auction,
MKS will provide a music director for music instruction and grade level shows TK-8.
Recruit parent volunteers to help write grants to support arts programs and increase them.
Hire 1 teacher over formula
Hire 1 Lead Instructional Fine Arts Specialist

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

Amount(s)	Source(s)
10000	LCFF - Supplemental and Concentration (S/C)
10000	Title I
10000	Title I

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All MKS Students

Strategy/Activity

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

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

Amount(s)   Source(s)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

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

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

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

Amount(s)	Source(s)
2000	Title I

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 2

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

Goal 6

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

Professional Development: By June 2022 85% McKinley teachers will attend and the following:
1. Middle School Teachers will attend professional development initial training or reconvening trainings yearly. Training may be led by Summit Learning staff (off site) or MKS (Site) Train the Trainer Model. Teachers will attend at least 5 Site or Offsite based PD events.

2. Elementary School Teaches will attend professional development with initial and/or additional training with the Workshop Model. Trainings may be led using the Train the Trainer Model by MKS Teachers. Teacher will attend at least 3 site based events.

Identified Need

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

Annual Measurable Outcomes

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

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

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

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

Amount(s)	Source(s)
1000	LCFF - Supplemental and Concentration (S/C)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

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

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

Amount(s)	Source(s)
2000	LCFF - Supplemental and Concentration (S/C)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

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

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

Amount(s)

500

Source(s)

Unrestricted

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

Additional resources, curriculum supports and technology will be purchased to assist students that are struggling with Summit Learning.
Students from the identified group (All students, including English Learners, students with disabilities, Foster Youth, Hispanic, and African-American students) need additional ways to access the digital curriculum via Summit.
Projector Screens are an integral part of both viewing and providing student access to materials across all subject areas and all demographic subgroups (EL, socio-economically disadvantaged, etc). Screens allow visual manipulation and presentation of materials that would normally only be viewable by students one-at-time and within close contacts with teachers. Projector screens will be an absolute necessity for both equity and accessibility to all subgroups in all subject areas.
23-Document cameras will be purchased. Document cameras will be used to project student completed school work, assignments and resources.
38-Projector screens will be purchased to accompany the document cameras to ensure proper use and visibility of items projected by the document camera.

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

Amount(s)

16072

Source(s)

Title I

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	None Specified
	None Specified
	None Specified

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 7

Closing the Gap:

Mathematics:

By August 2022, each of the listed student and ethnic groups will show the following decreases in Distance from Standard(DFS) as measured by the 2019 assessment SBAC Mathematics assessment
- English learners students: decrease by 3 points, DFS from 84 to 81 points below grade level standard
- Students with disabilities: decrease by 3 points, DFS from 130.4 to 127.4 points below grade level standard
- African American students: decrease by 42 points, DFS from 67.7 to 25.7 points below grade level standard
- Socio-economically disadvantaged students: decrease by 3 points, DFS from 68.7 to 65.7 points below grade level standard
- Hispanic students: decrease by 3 points, DFS from 70.4 to 67.4 points below grade level standard
- Homeless students: decrease by 3 points, DFS from 94.7 to 91.7 points below grade level standard

English Language Arts:

By August 2022, each of the listed student and ethnic groups will show the following decreases in Distance from Standard(DFS) as measured by the 2019 assessment SBAC English Language Arts/ Literacy assessment
- English learners students: decrease by 3 points, DFS from 78.4 to 75.4 points below grade level standard
- Students with disabilities: decrease by 15 points, DFS from 106.5 to 91.5 points below grade level standard
- African American students: decrease by 15 points, DFS from 48.8 to 33.8 points below grade level standard
- Socio-economically disadvantaged students: decrease by 15 points, DFS from 54.2 to 39.2 points below grade level standard
- Hispanic students: decrease by 15 points, DFS from 50.3 to 35.3 points below grade level standard

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

Level 4.

Identified Need

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

In English/ Language Arts
School-wide, students

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

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

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

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

Example materials to purchase for support of this service could include
Books: $10,000
Mobile Carts: $75,000 Included in the 2019-20 School Plan.
Organization bins and other items to promote student independent work time: $25,000 Included in the 2019-21 School Plan.

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

Amount(s)	Source(s)
5000	Title I
5000	LCFF - Supplemental and Concentration (S/C)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)
	None Specified

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)
	None Specified

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)

	None Specified

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)
	None Specified

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

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

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

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

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

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

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	$199,046.72
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Title I and CSI Funds Budgeted for Strategies to Meet the Goals in the SPSA	$199,046.72
Other State/Local Funds provided to the school	$127,225.00

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 Funding Sources	Allocation ($)
Title I	$199,046.72

Subtotal of additional federal funds included for this school: $199,046.72

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

State or Local Programs Funding Sources	Allocation ($)
LCFF - Supplemental and Concentration (S/C)	$127,225.00

Subtotal of state or local funds included for this school: $127,225

Total of federal, state, and/or local funds available for this school: $326,271.72

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
LCFF - Supplemental and Concentration (S/C)	127,225.00	15,353.00
Title I	$195,800.00	37,763.00
Title I Part A: Parent Involvement	$3,246.72	3,246.72

Expenditures by Funding Source

Funding Source	Amount
Annual Fund	20,000.00
LCFF - Supplemental and Concentration (S/C)	111,872.00
Title I	158,037.00
Unrestricted	52,436.00

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

4 Classroom Teachers

1 Other School Staff

6 Parent or Community Members

Name of Members	Role
Merian Stewart	Principal
Diane Trout	Parent or Community Member
Allison Garwood	Parent or Community Member
Gaby Flores	Other School Staff
Natasha Mahone	Parent or Community Member
Elaine Scotton	Parent or Community Member
Ms. Carmona	Parent or Community Member
Jason Green	Classroom Teacher
Emily Brink	Classroom Teacher
Martha Tovar	Classroom Teacher
John Lira	Classroom Teacher
Helena Hall	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
per email	English Learner Advisory Committee
Merian Stewart	Gifted and Talented Education Program Advisory Committee
See emails	Other: SSC Committee See Emails

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

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

This SPSA was adopted by the SSC at a public meeting on 4.19.2021.

Attested:

Merian Stewart	Principal, Dr. Merian Stewart on 4.19.2021
	SSC Chairperson, Diane Trout on 4.19.2021

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

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

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

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

PASADENA UNIFIED SCHOOL DISTRICT

Title I - Other Authorized Activities Reservations

Our Children. Learning Today. Leading Tomorrow

The following amount of dollars reflects Title I Other Authorized Activities Reservations for District central Office to provide direct services to school sites. This is NOT the Indirect and Administrative Cost (which generally cannot exceed 15%). In 2021-22, PUSD will provide the following direct services to the school sites with Title I Other Authorized Activities Reservations total amount of $1,700,119.03:

a. Instructional Coaches and Curriculum (Math, Science, Literacy (Including ELA and History) Coaches/Resource Teachers, paid by the District, providing direct services/supports to the school sites to increase the unduplicated group students' academic achievements;

b. District Curriculum, Instruction and Professional Development leadership and staff who are providing direct, hands-on services to the school sites;

c. Supplemental to CDE identified 4 Comprehensive Support and improvement (CSI) schools;

d. Supplemental to schools with the CDE identified Low Performing Students;

e. Families in transition/Homeless and support staff;

f. Parent and Community Engagement;

g. Multi-Tier System of Support (MTSS) intervention (such as Behavior Intervention Aides assigned to the identified school sites).

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

Your school's share of the Other Authorized Activities Reservation for Direct Services cost is calculated for school year of 2021-22 is as below:

School: McKinley

Resource Code	Title I	Total District Other Authorized Activities Reservation	# of FRL Student at District	Per Student shared Cost to School	#of FRL Student at School	Total Shared Cost to School
30100	Intervention Activities	$1,700,119.03	9651	$176.16	712	$125,425.92

SSC Meeting Minutes 2-22-21

Members: Stewart, Trout, Scotton, Lira, Tovar, Brink/Green, Garwood, Hall, Scotton, Mahone, Carmona, Flores

Members present: Stewart, Trout, Scotton, Garwood, Green/Brink, Carmona, Lira

Members absent: Tovar, Mahone, Hall, Flores

Guests: Charel Bailey, VP; Gabriella Moya, Translator; Lilia Franco, Resource Teacher; Nicole Chan, Counselor

Meeting started at: 5:00
Meeting called to order at 5:06PM by Dr. Stewart
Dr. Stewart presented the agenda.
Dr. Stewart reviewed the agenda.
Some members are absent due to vaccine appointments.

February Agenda Approved:
Motion to Approve: Mrs. Brink
2nd: Mrs. Garwood
Approved the minutes. Ayes: 6 All Noes: 0, Abstentions: 0

Dr. Stewart reviewed the minutes.
Dr. Stewart reads each line item in detail.

January Minutes Approved:
Motion to Approve: Ms. Tout
2nd: Mrs. Scotton
Approved the minutes. Ayes: All Noes: 0, Abstentions: 0

Review of Safety Plan
Dr. Bailey reviewed the school safety plan.
A Safety plan for 2020 - 21 had been completed and approved in February.
However, schools were closed in March 2020.
Motion to approve: Green to adopt the 202--21 school safety plan as the plan for use during the 2021 - 22 School year.
Seconded by:Ms. Trout
Approved: Ayes: All Noes: 0 Abstentions: 0

Reviewed the Return to school plan
Dr. Bailey informed the group that last week we (school team) went on a school walk.

Dr. Bailey presented the plan for possible opening of school next week.

Parents will not be allowed on campus.

Dr. Bailey explained the path that students and teachers will use for entrances and exits.

Kindergarten will use the El Molino gates to enter. Temperature will be taken at their designated entry point.

Upon being cleared the students will enter and meet the teachers in the B wing area.

Hand sanitizers will be available. Only kindergarten and teachers, and staff will be in this area.

Administrator for this section will be Mrs. Franco. The color for this section will be RED.

Students will have a lanyard with a color.

Siblings will not use the same entrance. They will only use the entrance for their grade.

They will have to enter separately.

Kinder students will be released in the same area. There will be a grab and go lunch in this areas. They will also be provided a breakfast for the next day.

Kinder will only have access to the bathroom in the B area. All activities for kindergarten will be in this B area.

Mrs. Carmona asked what if one kid has a fever?

Temperature check is done, if the child has a temperature. They will have to wait 10 min and retake the test. If they still have a fever the student will have to return home. Parents must remain with students at all times.

Review of first grade and second grade. Dr. Bailey and Ms. Chan will be the administrators in this area. There will be two aids taking temperature in this area. If the child is in the first grade Dr. Bailey or Ms. Chan will lead the students in zone 7 in front of Mrs. Wood's classroom. Layered color will be black. Dr. Bailey or Ms. Chan will lead the students to their classrooms. Upon release 1st and 2nd grade students will be released in the main entrance. Students will receive their grab and go lunch in the main entrance.

Mr. Green will receive the 2nd grade students. 2nd grade students will be received in the same area. 2nd grade students will wear WHITE lanyard.

Mr. Green will escort the 2nd grade students to the second floor of their classrooms.

2nd will be released in the Oak Knoll main entrance and receive their grab and go lunch.

An aide will also be present to help in this exit.

This document will be added to the new safety plan.

Thank you Dr. Bailey

Q; Will there be funding for Covid testing?

Dr. Stewart stated that information is new and fluid. Today we had information regarding vaccination.

Coffee with the principal will be held on February 25, 2021.

Q: Mrs. Trout asked about HEPA Filters

A: Filters will be provided by PUSD.

Dr. Stewart presented the 2020-21 budget and the 2021 - 22 proposed budget.

There is still carry over from last year (2021).

$11,000 from LCAP
$12, 000 from Title 1
Mrs. Franco informed SSC of the recommendations for ELPAC that are necessary.
Additional classroom assistance
Assistance with administering the ELPAC
Noise reduction Headphones for student use
Also, ask SSC to make recommendations.
Motion for approval: Ms. Tovar
Second: Ms. Brink
Approved: Ayes: All Noes: 0 Abstentions: 0

School Plan Revision
Continued the discussion from January: the need to create the new goals align with new expenditures;

Motioned: Title I funds will be used to allow parents of students who qualify for free/reduced lunch to have access to technology. Said parents are unable financially to purchase additional services such as internet and/or technology. This service will afford parents access to student databases, homework, and school emails.
Parents will be able to participate in their child's learning, teacher instruction, and parent resources to help students in the home.
Purchase laptop computers: $20,000 Title 1

Motion for approval: Ms.Trout
Second: Mr. Lira
Approved: Ayes: All Noes: 0 Abstentions: 0

Title I funds will be used to provide personalized learning resources. I.e. books, consumables, mobiler learning carts, technology and additional materials based on students' current grade-level performance to meet the needs of all students based on current academic performance. after school tutoring in mathematics to target fluency in fractions and decimals for grade 6 students and provide ongoing support and reinforcement of grade-level topics.

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

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

Example materials to purchase for support of this service could include
Books: $10,000 Title 1

Motion for approval: Ms.Garwood
Second: Ms. Trout
Approved: Ayes: All Noes: 0 Abstentions: 0

HMRI and Iready Data presented by Mr. Green.
Reading and Math from Elementary
Iread diagnostic test data.
Mrs. Green reviewed data from each grade level.
Kinder only has one data point since they have only taken one test.
As you can see from each grade there are two data points.
Green section is area that we want to see growth
Red to be getting smaller, which is what we want to see.
Math Data
Kinder will only have one data point.
Abnormally high number of kinders in the green area. A theory is that they might be getting help.
Mr. Green reviewed data from grades 3rd to 5th.

Middle School Math data 6, 7, 8
iReady diagnostic
Middle School Reading Date HMRI

By grade level
6th grade 26 percent to 31 percent
7th grade 43 percent to 47 percent
8th grade 41percent to 50 percent

D/F data will be reviewed at the next meeting.
Questions;
There's a request for the PDF   of the DATA report for Mrs. Trout.
Will add a link of the data to this document.
Effectiveness of the HEPA filters data will also be added to this document.
One new HEPA filter will be added to each classroom.
 Document shared by Mrs. Trout
Coffee of the principal will be on Thursday, February 25.
Transitioning to 9th grade meeting for parents who are in 8th grade.
African American History Bee will be on Wednesday, February 25.
Less than 75 students are supposed to be returning based on the parent survey.
Please encourage parents to return the survey. This survey will let us know how many students
will return to.

Wait time for questions. No further questions.

Adjourn at 5:50 PM.

Conversation continued after adjournment.
Mrs. Trout had a comment that small groups with teachers who have
Schools are no worse than community transmission.
Wide variety of community transmission depending on area.
White male are more risk takers. Comments regarding testing used at CalTech
There is money for testing staff but information fluid regarding how it will be done.
Students would need parent permission for testing.
Q; From Mrs. Brink
Since parents have not returned the survey. Survey has been reopened.
Parent answer to the survey will be a commitment for the year.
Q: Will windows be opened? Windows were sealed, will they be opened.

Dr. Stewart - What is being negotiated now is all teachers will return to school.

Different scenarios were discussed regarding types of teaching. Hybrid ect.

McKINLEY SCHOOL
Demonstrating Excellence in TK-8th Grade Education

Dr. Merian Stewart, Principal
Dr. Charel Bailey, Asst. Principal

Mrs. Lilia Franco, Instructional/EL Coach
Mr. Jason Green, Instructional Coach
Ms. Nicole Chan, MS Counselor

OUR MISSION: WE PROVIDE A COLLABORATIVE LEARNING ENVIRONMENT WHERE ALL STUDENTS REACH THEIR ACADEMIC AND ARTISTIC POTENTIAL

ATTENDANCE POLICY/PROCEDURES/PLAN

School attendance plays a vital part in your children's academic success. So, it's important for families to bring students to school every day and follow the attendance guidelines given by PUSD and in the McKinley School's Tiger Handbook.

Secondary School starts at 8:20a.m. Drop off for secondary students from 8:05a.m - 8:20a.m. Elementary School starts at 8: 35a.m. Drop off for elementary students from 8:05a.m. -8:35a.m.

Students who arrive later than the schools starting time parents should check in at the school front office for a tardy slip.

No parent/guardian is allowed in the building after 8:20a.m unless they have an appointment and are wearing an ORANGE ID TAG.

If you need to report absence (parents have up to 5 days to notify the school of the reason for absence) there are 3 ways to choose from:
    1. Leave a phone message by calling McKinley School at 626-396-5630 Press 3 for ATTENDANCE. Please state clearly with student's name, grade, teacher, dates of absence, reason of absence, and the authorized caller's identity (parents, guardian)
    2. Parents can produce own note, and bring it back to school attendance desk.
    3. Fill out the "Excuse of Absence" form at the main office.
        ● Always bring a copy of the doctor's excuse note if available.
        ● Doctor's verification/excuse note is required for accumulation of more than 10 days of illnesses reported by parents.
        ● Secondary School student's period absence inquiries need to be addressed to the period teachers.

    Please speak with Ms. Ibarra for excusable absences

Early pick up procedure: Official photo identification is required from parents or authorized person who are picking up students before schools' regular dismissal time. **Early pick up are not allowed 20 minutes before dismissal time** so students can get ready for dismissal.

Thank you very much for making McKinley School a great school for your children!

One team. One mission. Demonstrating Excellence.

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**At McKinley School (MKS) Roaring Tigers have four responsibilities,
known as the Roaring Tiger Pledge:**
We take care of our school, our teachers, our peers, and most importantly ourselves.

Parent Agreement – Compact
(*Elementary & Middle School*)

We are excited for your child to return to in person learning. To ensure that all students are safe, it is important that you read through all the safety protocols and review them with your child.

Schedule
Mondays – No in person school, remote learning day
Tuesdays – Fridays 8:00 AM - 12:55 PM *Elementary*
Tuesday - Friday 8:15 AM - 1:55 PM *Middle*

By signing below, you as the Parent agree to:

- Make sure your child(ren) understands that they must follow all COVID19 safety protocols. This includes and is not limited to wearing a facemask at all   times, staying 6ft apart from others, washing hands and any other directives from school site personnel. All regular school rules **must** also be followed.
- Bring your child to school on time to your assigned gate. Parents must wait with their child(ren) to check in and answer the screening questions. Late students will need to enter through the front entrance on Oak Knoll with their parents/guardian.
- Students must be picked up on time every day, at the designated grade level exit points.
- Be available within 30 minutes to pick up your child, if your child shows symptoms or becomes ill during the day.
- Send your child to school prepared, with his/her Chromebook charged and necessary materials. Sharing of materials is prohibited.
- Make sure students arrive at school having had a healthy breakfast.
- Prescreen your child before leaving the house. Students who are not feeling well and show any symptoms will not be allowed to attend in person school that day.
- **Cell Phones:** Students store cell phones during school hours. Cell phones must be off and in the students' backpacks at all times while on campus.

I understand that by breaking any of these rules, my child may need to return to remote learning.

Student Name_____ Grade_____Teacher_____

Parent Name:_____ Parent Signature_____

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Merian Stewart <stewart.merian@pusd.us>

SSC School Plan Development and Revisions

6 messages

Merian Stewart <stewart.merian@pusd.us>   Sun, Apr 18, 2021 at 1:41 PM
Bcc: John Lira <lira.john@pusd.us>, Lilia Franco <franco.lilia@pusd.us>, Emily Brink <brink.emily@pusd.us>, Charel Bailey <bailey.charel@pusd.us>, Jason Green
<green.jason@pusd.us>, Hall Helena <█████████████████>, Diane Trout <█████████>, "Allison Garwood (she/her)" ◂██████████▸, Elaine
Scotton ◂█████████████▸ Gabriela Flores <flores.gabriela@pusd.us>, Martha Tovar <tovar.martha@pusd.us>

Hello SSC members,
first let me say, thank you for an awesome year! While all meetings were held virtually, your attendance, participation and input was greatly appreciated and I
believe will yield great academic dividends for the students at McKinley School.
At this time I need your assistance. One the following dates, we discussed and modified the 2020/21 and the 2021/22 school plan:

- January 25th
- February 22
- March 15th

Please send me an email which says, " Yes, I agree with the changes to the School Plan approved by the SSC.
I have listed the changes as noted in the SSC meeting minutes below:

**Motion to allocate funds to not to exceed $150k to support purchase of items in classrooms for safe return to school for students and
teachers.**
Comment: Please use proper procurement measures for purchasing.
Motion made by: Mahone
Seconded by Garwood
Ayes: All Noes: 0, Abstentions: 0

**Motioned: Title I funds will be used to allow parents of students who qualify for free/reduced lunch to have access to technology. Said
parents are unable financially to purchase additional services such as internet and/or technology. This service will afford parents access
to student databases, homework, and school emails.**
Parents will be able to participate in their child's learning, teacher instruction, and parent resources to help students in the home.
Purchase laptop computers: $20,000 Title 1

Motion for approval: Ms.Trout
Second: Mr. Lira

Approved: Ayes: All Noes: 0 Abstentions: 0

Thanks

--

Merian Stewart, Ed.D.
Principal, Pasadena Unified School District

626-396-5630 ext. 73091 | stewart.merian@pusd.us
https://www.pusd.us/mckinley
325 S Oak Knoll Ave Pasadena, CA 91101

Create your own email signature

Allison Garwood ████████████   Sun, Apr 18, 2021 at 2:14 PM
To: Merian Stewart <stewart.merian@pusd.us>

Yes, I agree with the changes to the School Plan approved by the SSC.

Best,
Allison

"Who are you and I really? What kind of community? What kind of nation?" — Dr. Cornel West
[Quoted text hidden]

Martha Tovar <tovar.martha@pusd.us>   Mon, Apr 19, 2021 at 12:59 PM
To: Merian Stewart <stewart.merian@pusd.us>

" **Yes, I agree with the changes to the School Plan approved by the SSC.**
I have listed the changes as noted in the SSC meeting minutes below:

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Ayes: All Noes: 0, Abstentions: 0

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Parents will be able to participate in their child's learning, teacher instruction, and parent resources to help students in the home.

Purchase laptop computers: $20,000 Title 1

Motion for approval: Ms.Trout

Second: Mr. Lira

Approved: Ayes: All Noes: 0 Abstentions: 0

Martha Tovar

[Quoted text hidden]

Diane Trout ▮▮▮▮▮▮▮▮▮   Mon, Apr 19, 2021 at 1:02 PM
To: Merian Stewart <stewart.merian@pusd.us>

Yes, I agree with the changes to the School Plan approved by the SSC.

On Sun, 2021-04-18 at 13:41 -0700, Merian Stewart wrote:
> Hello SSC members,
> first let me say, thank you for an awesome year! While all meetings
> were held virtually, your attendance, participation and input was
> greatly appreciated and I believe will yield great academic
> dividends for the students at McKinley School.
> At this time I need your assistance. One the following dates, we
> discussed and modified the 2020/21 and the 2021/22 school plan:
> * January 25th
> * February 22
> * March 15th
[Quoted text hidden]

---

signature.asc

📄 1K

Jason Green <green.jason@pusd.us>   Mon, Apr 19, 2021 at 2:55 PM
To: Merian Stewart <stewart.merian@pusd.us>

Yes, I agree with the changes to the School Plan approved by the SSC.
I have listed the changes as noted in the SSC meeting minutes below:

Motion to allocate funds to not to exceed $150k to support purchase of items in classrooms for safe return to school for students and teachers.
Comment: Please use proper procurement measures for purchasing.
Motion made by: Mahone
Seconded by Garwood
Ayes: All Noes: 0, Abstentions: 0

Motioned: Title I funds will be used to allow parents of students who qualify for free/reduced lunch to have access to technology. Said parents are unable financially to purchase additional services such as internet and/or technology. This service will afford parents access to student databases, homework, and school emails.
Parents will be able to participate in their child's learning, teacher instruction, and parent resources to help students in the home.
Purchase laptop computers: $20,000 Title 1

Motion for approval: Ms.Trout
Second: Mr. Lira
Approved: Ayes: All Noes: 0 Abstentions: 0

-Mr. Green

On Sun, Apr 18, 2021 at 1:42 PM Merian Stewart <stewart.merian@pusd.us> wrote:
[Quoted text hidden]

--
Jason Green
Instructional Coach
McKinley School

DISCLAIMER:

Elaine Scotton ▮▮▮▮▮▮▮▮▮▮▮▮▮▮   Mon, Apr 19, 2021 at 6:04 PM
To: Merian Stewart <stewart.merian@pusd.us>

Hi Dr. Stewart,

I was going to wait to chat with you, but didn't want to invade the other parents time…can you give me a call on my cell…

▮▮▮▮▮▮▮▮▮ its regarding some pta stuff and things I have received.

Elaine S. Scotton

VP ▮▮▮▮▮▮▮▮▮▮▮

▮▮▮▮▮▮ CEO

▮▮▮▮▮▮▮▮▮▮

▮▮▮▮▮▮▮▮▮▮

Our TEAM is UR TEAM!!!

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CA BRE#: ▮▮▮▮▮

NMLS#: ▮▮▮▮

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GATE Principal's Checklist

The grey portions detail state requirements of school districts for GATE programs. The white portions that follow are ways that the district expects the schools to implement the state requirements in grey. Please review this revised checklist, which is aligned with the current district GATE plan that has been approved by the State and the Board of Education. Rate your school using the rubric below to show how well the school is implementing the school GATE program in alignment with the district GATE plan.

Rubric
1 = This is an established practice that has been in place since before the 2021-22 school year.
2 = This practice is being implemented for the first time during the 2021-22 school year.
3 = This practice is being developed now to be implemented during the 2021-22 school year.

Section 1: Program Design

1:1 The plan for the district program has a written statement of philosophy, goals, and standards appropriate to the needs and abilities of gifted learners.

1:2 The program provides administrative groupings and structures appropriate for gifted education and available to all gifted learners.

1:3 The program is articulated with the general education programs.

	1	2	3
Does the school administrative leadership team have access to and review the GATE plan on an annual basis to ensure that the school plan is articulated with the District plan?		X	
Do K-2 teachers observe for potential giftedness and use flexible groupings in response to observed characteristics of giftedness in the classroom?			X
Are GATE students in grades 3-5 placed in cluster groupings or part-time groupings?	X		
Are GATE students in grades 6-12 encouraged to participate in rigorous classes such as Pre AP, AP and Honors?	X		
Are GATE services provided to students during the regular instructional school day?		X	
Are all parents informed of the schedule of the GATE Parent Leadership meetings?		X	
Are all parents informed of the GATE Parent Education Workshops offered by the District?		X	

Updated 3/2021

	1	2	3
Do secondary counselors review their case loads to be aware of which students are GATE so that they can be appropriately counseled and encouraged to participate in rigorous academic courses as they transition from elementary to middle school and middle school to high school?			X

Section 2: Identification

2:1 The nomination/referral process is ongoing.

2:2 An assessment/identification process is in place to ensure that all potentially gifted students are appropriately assessed for identification as gifted students.

2:3 Multiple service options are available within the gifted education program and between other educational programs. Placement is based on the assessed needs of the student and is periodically reviewed.

	1	2	3
Has a process been developed at the school for teachers and/or parents to request that any student in grades 2-8 be evaluated for GATE identification?	X		
Is there a plan to articulate the plan above to parents and teachers on an annual basis?	X		
Does the school testing calendar include GATE testing administered by classroom teachers?		X	
Has a process been developed at the school to review research-based characteristics of giftedness with all teachers, but with special emphasis on 2nd grade teachers?		X	

Section 3: Curriculum and Instruction

3:1 A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students.

3:2 The differentiated curriculum for gifted students is supported by appropriate structures and resources.

	1	2	3
Elementary Are teachers trained on the development and implementation of an Individual Learning Plan (ILP) for GATE students?	X		
Do all teachers include a discussion of the ILP during the October parent conference for GATE students?		X	
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?		X	
Are the following instructional options implemented in the classrooms with GATE clusters: ● Individual Learning Plan			X
● Independent projects/Independent Study/Interest based enrichment opportunities		X	
● Curriculum compacting		X	
● IB program			
● Kaplan's prompts of depth and complexity		X	
● Thinking like a disciplinarian		X	

Updated 3/2021

	1	2	3
● Integration of creative and critical thinking clusters		X	
● Thematic learning across disciplines		X	
● Scholarly Dispositions		X	
	1	**2**	**3**
Middle School Are high-achieving GATE students placed in accelerated or honors classes?	X		
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?	X		
Are the following instructional options used in the development of the SPSA and GATE plan: ● Honors class ● Pre-AP classes ● IB classes ● Enrichment classes ● Vertical subject-matter acceleration ● Options for GATE Advisory	X		
High School Do honors classes offered in the core subject areas provide a more rigorous educational experience?			
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?			
Are GATE students monitored for under-achievement and provided with one-on-one counseling to address their needs?			
Are Advanced Placement classes available?			
Is the IB diploma program available?			
Do students qualify for enrollment in Honors, Advanced Placement, and/or IB classes based on teacher recommendation, GPA, grades in the specific subject, standardized test scores, and/or portfolio options?			
Are the following instructional options used in the development of the school SPSA and GATE Plan: ● Honors classes ● AP classes ● IB classes ● Career Pathways classes/Independent Study ● Vertical subject-matter acceleration ● Options for GATE Advisory			
All Grades	X		

Updated 3/2021

Does the Principal provide leadership in supervising and monitoring implementation of the *GATE Principal Checklist* to ensure that GATE students are receiving an appropriate education?			
Does the Principal lead the work of the school GATE team (Principal, GATE Site Representative, GATE Parent Representative) to review and modify the *GATE Principal Checklist* annually as needed?		X	
Does the School Site Council review and approve the *GATE Principal Checklist* annually?			X
Do students have an opportunity to provide input on their educational experience and the level to which their needs are being met?		X	
Is the *GATE Principal Checklist* developed in response to the specific and varied learning needs of the individual school population?			X

Section 4: Social and Emotional Development
4:1 Actions to meet the affective needs of gifted students are ongoing.
4:2 At risk gifted students are monitored and provided support (e.g. underachievement, symptoms of depression, suicide, substance abuse).

	1	2	3
Do schools provide enrichment activities that foster social interaction among GATE students?	X		
Do elementary GATE students have the opportunity to visit secondary schools and/or shadow secondary students in Honors or AP classes to help ease anxiety about transitioning to secondary school?			X
Are high school students informed of the opportunity for concurrent enrollment at Pasadena City College?			
Do GATE students have access to small-group counseling sessions offered at the school and are made aware of services available outside of the school?	X		
Do middle and high school students have an option for a GATE focused advisory to support their specific social & emotional needs?	X		

Section 5: Professional Development
5:1 The district provides professional development opportunities related to gifted learners on a regular basis.

	1	2	3
Does the Principal schedule time for the GATE Specialist to provide professional development at the school site during A meetings on any of the following topics: ● PUSD GATE Program Overview ● GATE Identification Process ● Characteristics of Gifted Learners from Diverse Populations ● How to get or renew GATE Certification ● How to create and use the Individualized Learning Plan	X		
Does the Principal schedule other GATE related professional development at the school site during A meetings on any of the following topics: ● Kaplan's Prompts of Depth and Complexity/Content Imperatives ● Acceleration of content (Universal Themes and Big Ideas)	X		

Updated 3/2021

- Differentiation of skill, product, process
- Critical and Creative thinking
- Independent Study/Developing an Interest
- Characteristics of Giftedness
- Scholarly Behaviors (Thinking like a Disciplinarian)
- Interdisciplinary lesson development

Section 6: Parent and Community Involvement

6:1 Open communication with parents and the community is maintained.

6:2 An active GATE advisory committee with parent involvement is supported by the district.

	1	2	3
Does the school have a GATE Parent Advisory Committee (PAC) that meets **four** times per year?			X
Does the GATE PAC review the School GATE Plan for the purpose of suggesting improvements?			X
Is the socioeconomic, linguistic and ethnic diversity of the school represented on the GATE Parent Advisory Committee?			X
Does the school regularly send a parent representative to the District GATE Parent Leadership meetings?			X
Is the School GATE Plan shared with parents and the community effectively and systematically?			X

Section 7: Program Assessment

7:1 The district provides ongoing student and GATE program assessment that is consistent with the program's philosophy, goals, and standards.

	1	2	3
Do all stakeholders (GATE PAC, administrators, teachers, community members, and students) have an opportunity to give input on the development, implementation, and effectiveness of the school GATE program on an annual basis?		X	

Based on the above needs assessment, identify a SMART goal for 2021-22 for GATE at your school site:
By the second benchmark, GATE students Grades 3-8 will score in Tier1 - IReady, IAB (3.5 or above). By the second benchmark, GATE students Grades 3-8 will score Above Standards on IRI/HMRI, IAB (3.5 or above). This will be the goal for the 2021-22 school year. This goal will be updated as needed.

State funding for GATE comes through the LCAP, in both unrestricted and S&C funds. Where in your SPSA are supports for GATE students provided? What goals in your SPSA include actions to support diverse gifted or advanced learners, regardless of identification status?
Goals #1, #2,, #5 and #6 in the SPSA support diverse gifted and/or advanced learners.
Integrate the arts in all core subjects
Provide opportunities for creative problem-solving and analytical thinking.
Allow opportunities for students to analyze the life of a famous historical figure.

Apply a scientific concept to a problem in art.
Investigate and analyze the contrasting views of two sides of a conflict, issue, or struggle
Engage students in projects, which will be assessed based on the Summit Cognitive Skills Rubric.

• Implement a competency-based progression for students to learn content.
• Assess students in math based on concept units.
• Mentor each student in weekly 10-minute, one-on-one check-ins.
• Adhere to the grading policy, which is based 70% on cognitive skills and 30% on content knowledge.
• Develop a class schedule that will support the components of a Summit Learning Environment and supports individualization.
• Administer the NWEA Measures of Academic Progress (MAP) assessment twice a year (Fall and Spring) to all students participating in the program.

Please identify key GATE teachers at your school site (including those teaching GATE clusters for elementary school):
L. Partma, S. Dave, D. Morrison, A. Bonoli, P. Gwinn, J.Green, A. Robles, J.LIra, C. Choi, S. Desouza, B. Johnson, M. Tovar

---

School:
McKinley School

Date Approved By GATE Site Advisory Council:

N/A

Date Approved By School Site Council:
May 17, 2021

Dates and times of calendared site GATE advisory meetings 2021-22:

	date	topic		date	topic
1st meeting	Fall 2020	Gifted & Talented Education	3rd meeting	May 2021	School Plan GATE Plan 20201-22 Goals
2nd meeting	Winter 2020	Demographic Data	4th meeting		

Updated 3/2021

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Dr. Charel Bailey, Asst. Principal
Mrs. Lilia Franco, Instructional/EL Coach

325 South Oak Knoll Ave., Pasadena, CA 91101
Phone: 626.844.7880   Fax: 626.844.7870
FB: www.facebook.com/mckinleyschool
Twitter: www.twitter.com/McKinleyPUSD

Mr. Michael Kendrick, Intervention
Mrs. Janel Coburn, EL Coach
Ms. Nicole Chan, MS Counselor

OUR MISSION: WE PROVIDE A COLLABORATIVE LEARNING ENVIRONMENT WHERE ALL STUDENTS REACH THEIR ACADEMIC AND ARTISTIC POTENTIAL

Parent Involvement Policy

McKinley School of the Arts's motto is "Arts and Smarts". Our goal is for all students to have a rigorous, well-rounded education that affords them the choice to continue their education beyond their time at our school. Ultimately, McKinley strives to produce students that are participating Citizens, Communicators, Managers, Artists, and Thinkers in a global world. McKinley School of the Arts recognizes that a child's education is a responsibility shared by all stakeholders including the school and the family unit. In order to maximize a student's potential, the school and parents must work together as knowledgeable partners. Parent involvement is an integral element in supporting the goal of educating students effectively and promoting student achievement.

Although our parents are diverse in culture, language, and needs, they all have the same investment in the educational success of their children. Collaboration and communication are vital components in supporting student learning. School programs must reflect and support the specific needs of the students and the families in the communities they serve. This Parent Involvement Policy supports the development, implementation, and regular evaluation of the parent involvement programs at McKinley School of the Arts. Site leadership must work in collaboration with parents, teachers, students, and administration to develop and establish efforts that enhance parental involvement and reflect the needs of students, parents, and families in our community.

McKinley School of the Arts, a TITLE 1 school-wide program, has developed a commitment to serve our students with input from teachers, parents, students, administrators, and community members. The Policy is shared with the school's English Learner Advisory Committee (ELAC), School Site Council (SSC), African American Parents Council (AAPC), Equity parents, and Arts Council parents.. Stakeholders compile suggestions which are presented to the SSC. SSC members, discuss the proposed policy, review the advice presented to the ELAC committee, make their own suggestions, and vote on the approval of the revised parental involvement policy. The approved policy is sent home to parents.

Involvement of Parents in the TITLE 1 Program

McKinley School of the Arts does the following:
1. Convenes regular meetings to inform parents of TITLE 1 requirements and their rights to be involved in the TITLE 1 program

An annual meeting or meetings, which all parents are encouraged to attend, shall be held in October and will be scheduled at times that will accommodate as many parents as possible.
At the meeting, the administrator will explain what TITLE 1 is, how it works, who qualifies, as well as school and parent responsibilities. The school will provide translation services for non-English speaking parents as necessary.

Notice (in English, and other languages as needed) shall be given to parents in a variety of manners including but not limited to School Messenger, the marquee, and Aeries Parent Portal.
Parents also receive a description of the services provided to children participating in the TITLE 1 program, such as equipment, personnel, and instructional materials and resources.

2. Offers a flexible number of meetings and times
The meetings will be held with the Site Council, ELAC, Equity, Arts Council.

3. Provides parents information about TITLE 1 programs
Parents will be kept informed regarding the progress of students in the core academic program starting with fall parent meetings and Back to School Night, both held in September.
Parents also are kept abreast of the academic program through parent conferences, and Aeries Parent Portal.
In addition, the counseling staff notifies students and families in need
Parents receive timely information about TITLE 1 programs through SSC and ELAC meetings. During these meetings, parents are involved in ongoing planning, review, and improvement of programs
The principal and school staff shall provide timely information about curriculum and assessment results.

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Phone: 626.844.7880   Fax: 626.844.7870
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Ms. Nicole Chan, MS Counselor

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Platforms that are utilized for informing parents include:

1. Back to School Night

2. SSC

3. ELAC meetings

4. AAPC meetings

5. Coffee with Admin

6. Parent Conferences

7. Aeries Parent Portal

8. Summit Learning Portal

9. 5th Grade Orientation to Middle School

Parents will be informed on an ongoing basis about student support programs, classroom activites, and school events through a variety of sources including Aeries Parent Portal, School Messenger, the marquee, and social media.

Parents are welcome and encouraged to request additional meetings to discuss their child's educational progress.

These meetings include:

1. SST meetings (ongoing)

2. Parent/Assistant Principal/Counselor meetings (ongoing)

3. Counselor/parent/student meetings (ongoing)

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MKS School-Parent Compact

In order to provide a quality educational program at McKinley School of the Arts, parents, students, and educators must equally share the responsibility. The Title 1 school-parent compact includes the following:

The school's responsibility to provide high-quality curriculum and instruction

The ways parents will be responsible for supporting their children's learning

The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

The school-parent compact was developed jointly between the school, SSC, AAPC, and ELAC with all stakeholders involved in what was important to support ongoing communication and meet student learning goals.

Building Capacity for Involvement

McKinley School of the Arts engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

Administration, coaches, and the counselor hold regular information meetings and college/career counseling meetings including financial planning, technology information, and parent meetings to address parent needs and how parents can support their students' future goals.

The school distributes information related to school and parent programs, meetings, and other activities to parents in regular parent meetings in a format and language that the parents understand. These meetings are held by administration, coaches, the counselor, and teachers to communicate content standards, student assessment, student progress, and set goals for students.

The school is creating a new Parent Center for parents to be able to access student information through Aeries Parent Portal, email teachers, print grades, and access the district website.

The school provides parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.

The school provides parents with materials and training to help them work with their children to improve their children's achievement.

With the assistance of parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.

The school coordinates and integrates the parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

The school provides support for parental involvement activities requested by parents.

Accessibility

McKinley School of the Arts provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. Written information is translated into the home language.

Phone Messenger messages are sent home in the home language.

Aeries Parent Portal can be changed to fit the home language.

Translation services are provided for parents for meetings with counselors.

One team. One mission. Demonstrating Excellence.

McKinley

School Accountability Report Card
Reported Using Data from the 2018—19 School Year
California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Germaine Nesbitt, Principal

📍 Principal, McKinley

About Our School

McKinley School of the Arts is a dynamic, diverse school community. We offer our students an opportunity to develop cultural awareness with over 20 languages spoken by our families. We are educating the next generation of global citizens here in the heart of Pasadena.

As the first school in Pasadena to specialize in the Workshop Model, we have become a demonstration site for many schools. Our students are exposed to interdisciplinary units in which language arts, math, science, and social studies are approached through the theme of the arts in an authentic and personalized hands-on setting. Our middle school students have access to blended learning in preparation for 21st Century workers.

McKinley School prides itself on having a balanced curriculum where we focus on meeting the individual needs of all students. We use data to help drive our instruction. Embedded in our rigorous instruction, we offer continuous opportunities for students to create, collaborate, communicate, and to think critically.

We host after school enrichment programs in the arts, robotics, coding, and other interest areas. Additionally, our Arts Council offers two plays/musicals per year with open auditions to all McKinley Tigers!

Contact

McKinley
325 South Oak Knoll Ave.
Pasadena, CA 91101-3418

Phone: 626-396-5630
Email: nesbitt.germaine@pusd.us

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Pasadena Unified
Phone Number	(626) 396-3600
Superintendent	Brian McDonald
Email Address	mcdonald.brian@pusd.us
Website	www.pusd.us

School Contact Information (School Year 2019—20)	
School Name	McKinley
Street	325 South Oak Knoll Ave.
City, State, Zip	Pasadena, Ca, 91101-3418
Phone Number	626-396-5630
Principal	Germaine Nesbitt, Principal
Email Address	nesbitt.germaine@pusd.us
Website	http://mckinley.pusd.us
County-District-School (CDS) Code	19648816120265

Last updated: 12/31/2019

School Description and Mission Statement (School Year 2019—20)

Mckinley School of the Arts TK - 8th Grade

Mckinley School of the Arts Mission: To provide a collaborative learning environment that enables all students to reach their academic and artistic potential.

McKinley School of the Arts Vision: Working with our school community, its students, faculty, staff, parents, and community we will create an exemplary TK-8 school that equips all of our students with the knowledge and skills to be prepared for high school and 21st Century Learning. As a team, we will develop our school community into a model/demonstration school known for its strong professional practices, distinguished by earning state and federal accreditations and awards. We will accomplish this by providing a rigorous curriculum and instruction with an emphasis on arts integration.

Last updated: 1/16/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	96
Grade 1	82
Grade 2	84
Grade 3	101
Grade 4	101
Grade 5	113
Grade 6	139
Grade 7	127
Grade 8	130
Total Enrollment	973
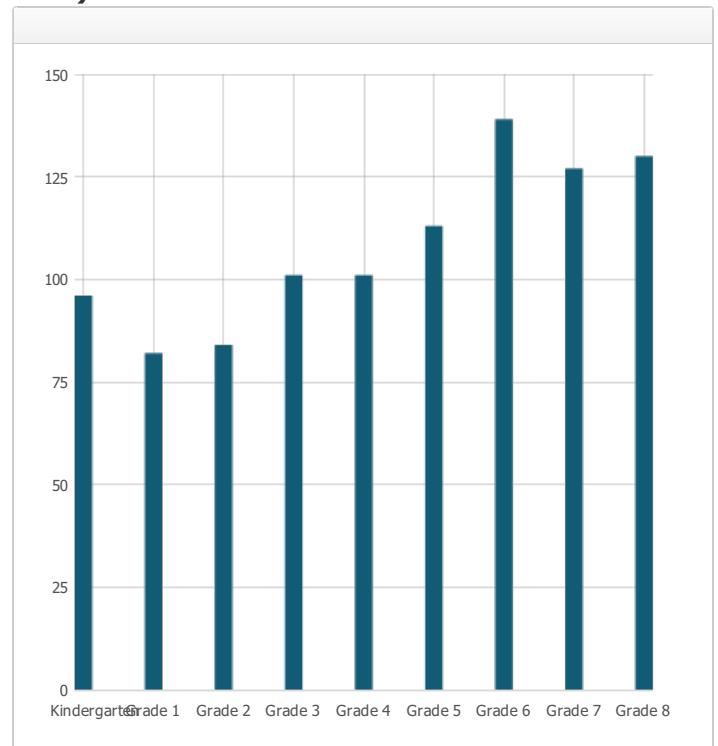
Last updated: 12/31/2019

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	17.10 %
American Indian or Alaska Native	0.40 %
Asian	8.10 %
Filipino	2.90 %
Hispanic or Latino	55.60 %
Native Hawaiian or Pacific Islander	%
White	13.30 %
Two or More Races	1.80 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	64.10 %
English Learners	15.20 %
Students with Disabilities	12.90 %
Foster Youth	1.30 %
Homeless	2.20 %

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

* Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
* Pupils have access to standards-aligned instructional materials; and
* School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	46	40	37	718
Without Full Credential	1	2	1	24
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4
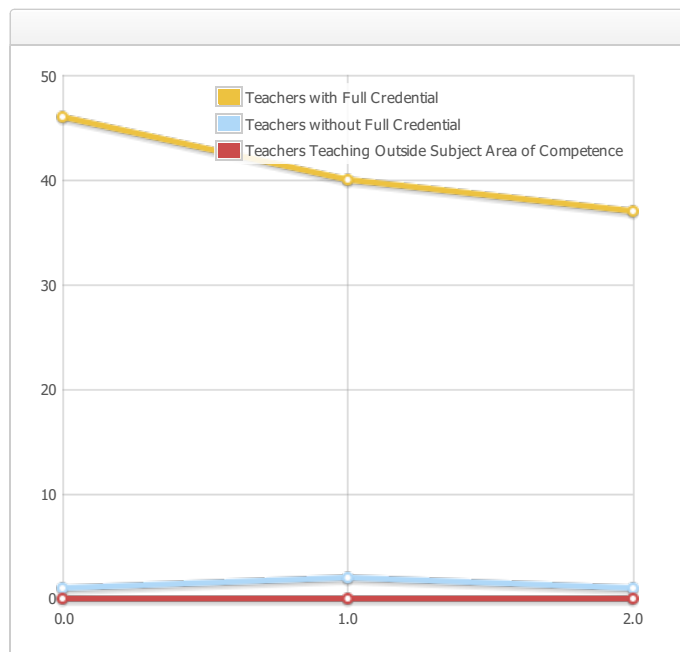
Last updated: 1/9/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	0	2
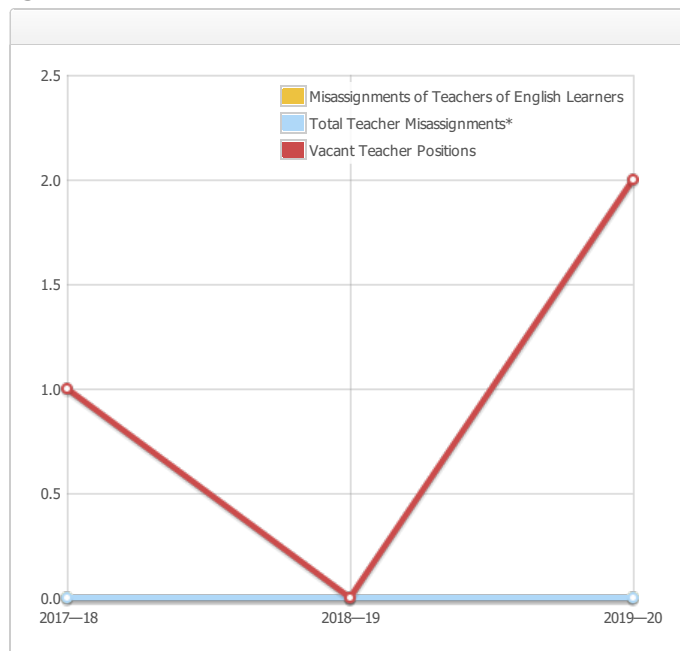
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/9/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	ELA K SRA/McGraw-Hill OCR/Big Books 2002 ELA 1-5 Reading/English SRA/McGraw-Hill OCR /Anthology 2002 ELD 1-5 Houghton Mifflin Read 180 2012 6RLA 6 Holt McDougal Holt Literature and Language Arts Introductory Course 2010 7RLA 7 Holt McDougal Holt Literature and Language Arts First Course 2010 ELD 1 - 3 ELD 6-8 Houghton Mifflin/Scholastic READ 180 Stage B 2012 ELD 1-3 ELD 6-8 Houghton Mifflin/Scholastic Reading 180 Stage C 2012 6th-8th Reading/Language Arts Holt McDougal 2010	Yes	0.00 %
Mathematics	MATH K iReady common core Ready CCSS MATH INSTRUCTION - Student book 2017 MATH 1-5 iReady common core Ready CCSS MATH INSTRUCTION - Student book 2017 MATH (6, 7,8) Curriculum Associates Ready (6,7,8) Mathematics Instruction 2017 MATH 6-8 Amazon TenMarks 6th-12th Mathematics Holt, Rinehart & 2008	Yes	0.00 %
Science	SCI K Houghton Mifflin Harcourt School Publishers California Science Kindergarten Big Book 2007 SCI 1-5 Houghton Mifflin Harcourt School Publishers California Science Lv. 1-5 2007 6SCI 6 CPO CPO Focus on Earth 6th 2007 7SCI 7 CPO CPO Focus On Life 7th 2007 8SCI 8 CPO CPO Focus On Physical Science 8th 2007	Yes	0.00 %
History-Social Science	HSS K Scott Foresman History-Social Science for California: Learn & Work 2006 HSS 1 Scott Foresman History-Social Science for California: Time and Place 2006 HSS 2 Scott Foresman History-Social Science for California: Then and Now 2006 HSS 3 Scott Foresman History-Social Science for California: Our Communities 2006 HSS 4 Scott Foresman History-Social Science for California Our California 2006 HSS 5 Scott Foresman History-Social Science for California: Our Nation 2006 6HSS 6 Glencoe CA Discovering Our Past: Ancient Civilizations 6th. 2006 7HSS 7 Glencoe CA Discovering Our Past: Medieval and Early Modern Times 7th 2006 8HSS 8 Glencoe CA Discovering Our Past: The American Journey to WW1 8th 2006 6th-8th Social Science/History Glencoe 2006	Yes	0.00 %
Foreign Language	Spanish 1 6.7.8 Prentice Hall Realidades 2004 Spanish 1 6, 7, 8 Houghton Mifflin Avancemos 1 2013	Yes	0.00 %
Health	Teen Talk – Health Connected, Advocates for Youth 2016	Yes	0.00 %
Visual and Performing Arts	VAPA Art K-12 SRA Art Connections 2008 VAPA Music K-12 Silver Burdett, Making Music 2008	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

McKinley TK-8 School of the Arts was established in 1904 as an elementary school. In 1922, the school burned and classes were held in homes and churches until a bond issue passed and a new building was built and opened in 1924. Throughout the years, the site has served varied needs for the Pasadena community.
In the 2002-03 school year, McKinley TK-8 School of the Arts opened its doors as a TK-8 campus serving nearly 1,000 students. Six primary buildings comprise the campus. The campus provides multiple multi-purpose spaces, auditorium, Career Technical Education lab, auditorium, state of the art gym complex, lunch pergola, courtyard for middle school students, new playground, fields, basketball and tennis courts, and a band room. Elementary students are separated from middle school students. In July 2015, the campus completed the first phase of a multi-million-dollar renovation, which increased space for learning and outdoor activity for students.

Cleaning Process
McKinley TK-8 School of the Arts provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with an emphasis on classrooms and restrooms. The leadership team works with full-time custodians, staff, and students to maintain a litter-free and clean campus. The custodial team maintains a regular sanitation schedule that ensures a safe, clean, and functional learning environment.

Maintenance & Repair
A scheduled maintenance program is administered by McKinley TK-8 School of the Arts' custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by the Pasadena Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

PUSD maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.
PUSD has adopted cleaning standards for all schools in the District.

Last updated: 1/16/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Poor	Work Orders have been or will be issued.
Interior: Interior Surfaces	Poor	Work Orders have been or will be issued.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Work Orders have been or will be issued.
Electrical: Electrical	Poor	Work Orders have been or will be issued.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Work Orders have been or will be issued.
Safety: Fire Safety, Hazardous Materials	Good	No Repair needed.
Structural: Structural Damage, Roofs	Good	No Repair needed.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Poor	Work Orders have been or will be issued.

Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating	Poor

Last updated: 1/15/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	33.0%	38.0%	45.0%	46.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	31.0%	31.0%	35.0%	35.0%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 12/31/2019

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	698	677	96.99%	3.01%	38.11%
Male	369	357	96.75%	3.25%	35.85%
Female	329	320	97.26%	2.74%	40.63%
Black or African American	130	125	96.15%	3.85%	32.80%
American Indian or Alaska Native	--	--	--	--	
Asian	46	42	91%	8.70%	64.29%
Filipino	17	17	100.00%	0.00%	58.82%
Hispanic or Latino	399	392	98.25%	1.75%	33.42%
Native Hawaiian or Pacific Islander					
White	89	84	94.38%	5.62%	51.19%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	485	474	97.73%	2.27%	31.65%
English Learners	191	183	95.81%	4.19%	20.77%
Students with Disabilities	98	93	94.90%	5.10%	12.90%
Students Receiving Migrant Education Services					
Foster Youth	16	14	87.50%	12.50%	14.29%
Homeless	32	32	100.00%	0.00%	28.13%

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/31/2019

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	700	682	97.43%	2.57%	31.38%
Male	370	361	97.57%	2.43%	34.63%
Female	330	321	97.27%	2.73%	27.73%
Black or African American	132	126	95.45%	4.55%	23.02%
American Indian or Alaska Native	--	--	--	--	
Asian	46	46	100%	0.00%	73.91%
Filipino	17	17	100.00%	0.00%	52.94%
Hispanic or Latino	399	393	98.50%	1.50%	23.92%
Native Hawaiian or Pacific Islander					
White	89	83	93.26%	6.74%	53.01%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	487	479	98.36%	1.64%	22.96%
English Learners	191	189	98.95%	1.05%	21.16%
Students with Disabilities	98	92	93.88%	6.12%	6.52%
Students Receiving Migrant Education Services					
Foster Youth	16	13	81.25%	18.75%	15.38%
Homeless	32	32	100.00%	0.00%	12.50%

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/31/2019

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 12/31/2019

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	3.29%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	--

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	25.40%	15.80%	12.30%
7	17.90%	28.50%	26.80%

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/9/2020

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

McKinley has a rich parent volunteer program for classroom and campus engagement and supports. In addition, the school has successful parent partnership committees that are active in planning school goals and hosting campus events in AAPC, Arts Council, ELAC, GATE, McKinley Annual Fund, PTA, Equity Parent Committee, Equity and Tolerance Committee, and School Site Council.

# State Priority: Pupil Engagement

Last updated: 1/16/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	--	10.00%	9.70%
Graduation Rate	--	82.20%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	--	--	--	7.90%	9.10%	9.60%
Graduation Rate	--	--	--	80.30%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
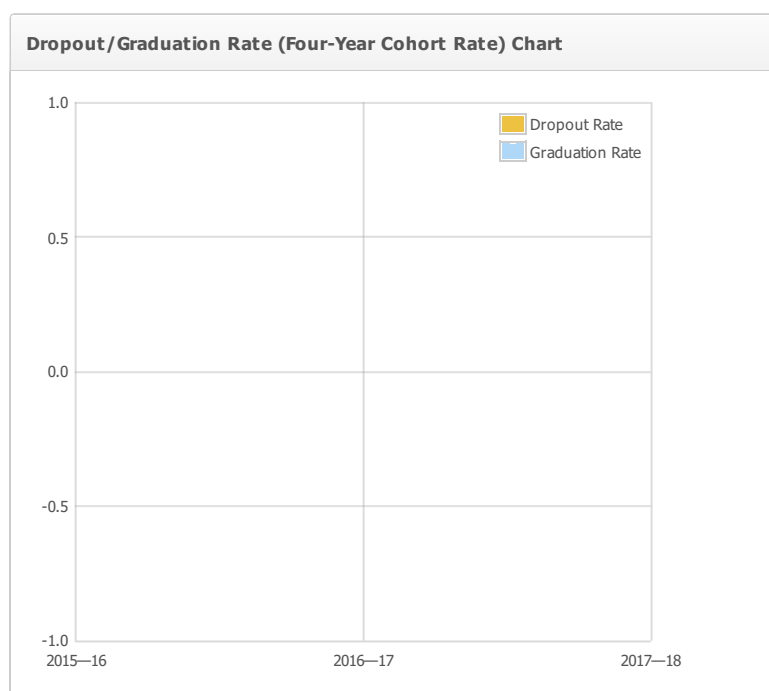
For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	6.20%	4.20%	5.90%	4.60%	4.50%	4.60%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 12/31/2019

School Safety Plan (School Year 2019—20)

The School Safety Plan was last reviewed in December of 2019 by the School Site Council. The plan not only includes school safety plans for campus safety procedures but also includes Positive Behavioral Interventions (MTSS), Restorative Justice and Supports and a campus campaign to prevent bullying behaviors.

Last updated: 1/16/2020

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.00	2	4	
1	25.00		4	
2	24.00		4	
3	21.00	1	4	
4	28.00		4	
5	29.00		4	
6	31.00	2	15	7
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.00		6	
1	23.00		4	
2	25.00		4	
3	23.00		5	
4	31.00		4	
5	31.00		4	
6	36.00	2	1	21
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	19.00	4	1	
1	23.00		3	
2	24.00		4	
3	25.00		4	
4	34.00			3
5	28.00		4	
6	27.00	6	5	14
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	24.00	3	7	1
Mathematics	25.00	1	7	
Science	26.00	1	8	
Social Science	26.00	1	8	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	24.00	3	6	2
Mathematics	22.00	5	4	2
Science	27.00	1	6	2
Social Science	25.00	2	6	2

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	28.00	2	6	2
Mathematics	20.00	6	5	2
Science	29.00	1	6	2
Social Science	26.00	2	6	2

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 12/31/2019

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	0.00

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.
**Average Number of Pupils per Counselor

Last updated: 12/31/2019

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2.00
Resource Specialist (non-teaching)	2.00
Other	1.00

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 12/31/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$5889.94	$844.95	$5044.99	$73662.86
District	N/A	N/A	$6032.72	$72777.79
Percent Difference – School Site and District	N/A	N/A	-16.37%	1.16%
State	N/A	N/A	$7506.64	$82031.00
Percent Difference – School Site and State	N/A	N/A	-32.79%	-10.25%

Note: Cells with N/A values do not require data.

Last updated: 1/9/2020

Types of Services Funded (Fiscal Year 2018—19)

McKinley School funds a school community liaison, a full-time interventionist, a part-time ELD coach for middle school students, and project aides to support our youngest learners through our school site funds. The school also funds a reading tutoring intervention program and Tier III supports for behavioral interventions as well as
student leadership pathways in elementary and middle school. Funding for College Readiness Coaching is available for middle school students. Through the Art Council's Annual Fund, the school also funds a part-time music teacher, 2 plays/musicals per year, and after-school enrichment programs in the arts, coding, and other enrichment topics.

Last updated: 1/16/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,901	$51,374
Mid-Range Teacher Salary	$67,859	$80,151
Highest Teacher Salary	$90,585	$100,143
Average Principal Salary (Elementary)	$113,223	$126,896
Average Principal Salary (Middle)	$115,692	$133,668
Average Principal Salary (High)	$123,024	$143,746
Superintendent Salary	$261,768	$245,810
Percent of Budget for Teacher Salaries	29.00%	35.00%
Percent of Budget for Administrative Salaries	6.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart

Principal Salary Chart
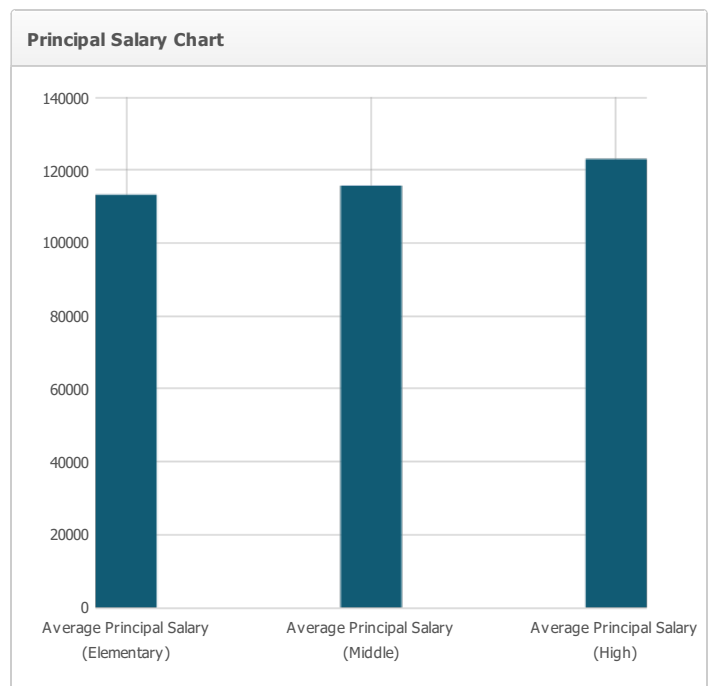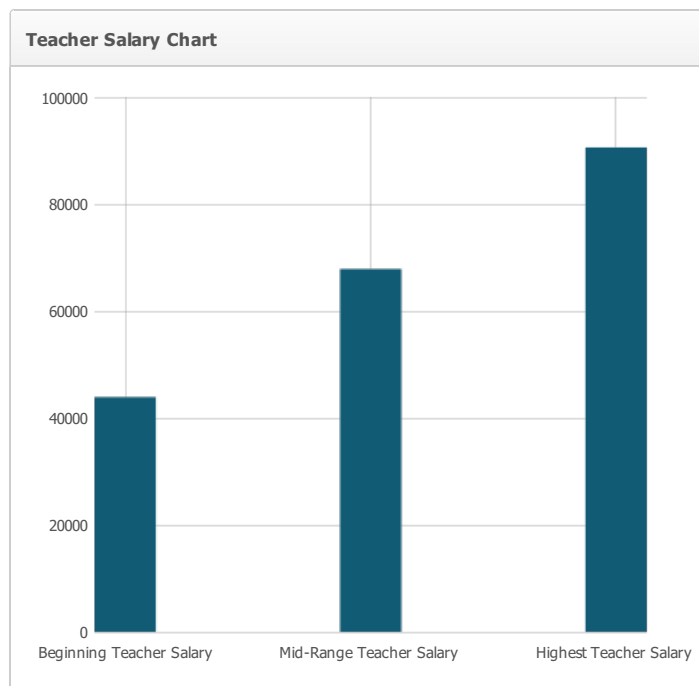
Last updated: 1/9/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	1	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	1	0.70%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 12/31/2019

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	19	18	18

Pasadena Unified School District

McKinley School of Arts

Comprehensive Schools Safety Plan:

School Site Council Evaluation and Public Hearing Certification

2020-2021 Update

California law requires the Comprehensive School Safety Plan of each school to be annually evaluated and amended, as needed, to ensure the plan is being properly implemented (Education Code 35294.2[e]). An updated file of all safety-related plans and materials is maintained by McKinley School of Arts and is readily available for inspection by the public.

California law also requires notice for public input prior to the adoption of the Comprehensive School Safety Plan. Notice for public comment was provided on 2/22/2021 at 5:000 p.m.. Notice was provided by SSC Agenda posting and SSC Committee e-mail.
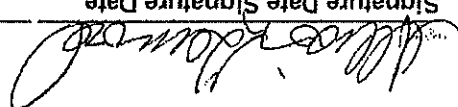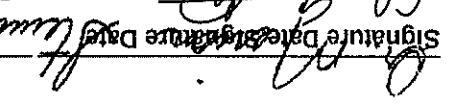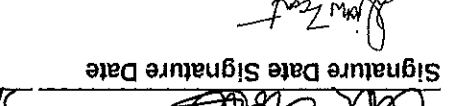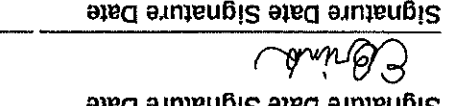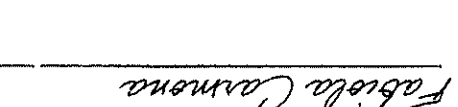
McKinley School of Arts "school site council" has evaluated our Comprehensive School Safety Plan and has determined the following:

The plan has been properly implemented and evaluated.

Amendments

MKS SSC gave input that did not result in changes made to the Action Plans for both Physical Environment and School Climate. However, SSC team did did agree to the k-2nd entry/exit Map presented.

School Site Council

Allison Garwood, Diane Trout, Elaine Scotton, Dr. Meriam Stewart, Fabiola Carmona, Emily Brink

Signatures of McKinley School of Arts's Site Council Members

Signature	Date
	3/8/21
	3/8/21
	3/11/21
	3/11/2021
Eljana	3/11/2021
Fabiola Carmona	03/11/2021

SSC Meeting Minutes 1-25-21

Members Present: Stewart, Trout, Scotton, Lira, Tovar, Brink/Green, Garwood, Hall, Mahone, Flores

Members absent: Flores, Carmona

Guests: Charel Bailey, VP; Gabriella Moya, Translator; Lilia Franco, Resource Teacher; Nicole Chan, Counselor

Meeting started at: 5:00 PM

January Agenda Approved:
Motion to Approve: Garwood
2nd: Trout
Approved the minutes. Ayes: All Noes: 0, Abstentions: 0

December Minutes Approved:
Motion to Approve: Hall
2nd: Tovar
Approved the minutes. Ayes: All Noes: 0, Abstentions: 0

Budget Discussion:
We have $407,675 in our account that we have to use or lose a portion of the $407,675 as schools are allowed 10-15 % to carry over .
Looking at what we can purchase such as furniture or things that we need for both Distance Learning, in the future and supports individualized instruction for students.
Comment: It must be sturdy and usable for the long term.
Measure O passed, so we will be getting money for the school's building upgrades.
Discussion about foggers and ventilators for the classrooms in preparation for the return campus.

2020-2021 SPSA Goals # 3, 5 & 7 Align with the current proposal. Additional strategies/activities will need to be developed to align with new expenditures.

Motion to allocate funds to not to exceed $150k to support purchase of items in classrooms for safe return to school for students and teachers.
Comment: Please use proper procurement measures for purchasing.
Motion made by: Mahone
Seconded by Garwood
Ayes: All Noes: 0, Abstentions: 0

Goals aligning to SPSA goals will be shared at the February meeting.

Dr. Bailey discussed a return to school plan with entry points for the students in the school.

Franco presented the information about ELAC and the amount of testing and how they wanted to keep a 15% reclassification rate and use some subs to be trained to help out.

Motion to allocate funds to support up to 2 subs to support EL reclassification (ELPAC) testing.
Motion made by: Mahone
Seconded by: Trout
Ayes: All Noes: 0, Abstentions: 0

General questions:
Asked about vaccines and going back to school.

Meeting Adjournment: 6:11

SSC Meeting Minutes 3-15-21

SSC Members: Stewart, Trout, Scotton, Lira, Tovar, Brink/Green, Garwood, Hall, Scotton, Mahone, Carmona, Flores

Members present: Stewart, Trout, Lira, Tovar, Brink/Green, Garwood, Hall,

Members absent: Mahone, Carmona, Flores, Scotton

Guests: Charel Bailey, VP; Rubisella Lopez, Translator; Lilia Franco, Resource Teacher

Meeting started at: 5:00

March Agenda Approved:
Motion to Approve: Trout
2nd: Brink
Approved the minutes. Ayes: All Noes: 0, Abstentions: 0
Fix secretary to Lira

February Minutes Approved:
Motion to Approve: Stewart
2nd: Tovar
Approved the minutes. Ayes: All Noes: 0, Abstentions: 0
It was agreed to fix the grammar and spelling errors in the notes at a later time.

Agenda Items
Review of Safety Plan - Reviewed by C. Bailey
Reviewed entry plan and exit plan
Color coded lanyards for kids by grade level
Temperature checks, parents must stay with kids until cleared by aides (Mr. Lynch, Ms. Martinez, Mr. Carter)
Handwashing schedule by grade level - At least 3 times per day.
Water Dispensers will be set throughout the campus
What happened to the ones the district said would be installed from the video, "A day in the life" was asked?

Return to Campus Plan
Mr. Green shared link from the district regarding the Reopening Plan.

School Plan for Student Achievement, SPSA
Revisions and updates need for the 2021-22 SPSA

Currently there is a need to create a goal to support Summit Learning. Summit learning is a free program however, teachers must participate in over 40 hours of training. Additionally, while many students are doing well with Summit, some students struggle with the platform. This year McKinley school went full implementation of Summit so all students in grades 6th-8th participate in Summit. The data shows students struggle with Summit 1) are not accessing the platform 2) parents don't understand or are not connecting with the platform 3) McKinley is still building buy-in for the program for those new to Summit 4) students are not completing the projects 5) teachers are still combining to consistent with how to grade and modify assignments. Additional learning time is needed. Budget to pay teachers to provide additional support before or after school. Digital resources and materials to assist students is needed.
Proposed $10,000 be set aside to support Summit

Motion for approval: Ms.Hall
Second: Ms. Trout
Approved: Ayes: All Noes: 0 Abstentions: 0

Currently there is a need to support the "arts" at McKinley. In addition to continued funding to support Ms. Lacy, additional plans need to be developed to hire an "arts" specialist and/or a drama teacher. Ms. Partma prior to the pandemic provided drama to students but in the pandemic, that could not occur. Discussed if we could survey current McKinley staff to see if there would be interest in hiring a staff to provide visual arts. Dr. Stewart will work with Karen Anderson -PUSD Arts Coordinator to brainstorm ideas.
Proposed idea to budget for a visual arts teacher at McKinley once viable ideas from the Arts Coordinator are shared

Motion for approval: Mr.Green
Second: Dr. Stewart
Approved: Ayes: All Noes: 0 Abstentions: 0

Public Comments: Trout worried we were opening too fast

Adjournment: 5:45
Motion to adjourn

Motion made by: Helena Hall
Seconded by: Emily Brink
Ayes: All Noes: 0, Abstentions: 0