School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date

McKinna Elementary School	56725386055354	May 28, 2023	August 23, 2023

Purpose and Description

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

Additional Targeted Support and Improvement

McKinna is in ATSI due to being in the lowest levels in ELA and math and (Very High) for chronic absenteeism for all student groups.

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

McKinna has developed the School Plan for Student Achievement (SPSA) to align with the approved Local Control and Accountability Plan (LCAP) for the Oxnard Elementary School District as well as the goals stated within the OSD biliteracy-literacy pedagogy and the OSD Student Profile. This plan ensures equal opportunities for all students which is essential in meeting the ESSA requirements. McKinna has established Professional Learning Communities where teachers understand the value of grade level and cross grade level collaboration in grades TK-5. Teachers have opportunities for bi-weekly grade level collaboration. This is especially important for building school wide capacity within the DLI program in TK-5 and Standards Based instruction across grade levels. In addition, the PLC model is essential to help McKinna teachers build and implement effective instruction within our Learning Management System - Canvas. As a school we are committed to:

- We will build a data driven culture school wide to increase student achievement.
- We will implement high leverage teaching and learning practices school wide to increase student achievement.
- We will teach, model and reinforce school wide expectations and social-emotional strategies to increase self-regulation, resilience and
peaceful problem solving.
- We will commit to standards-based teaching and learning within a balanced literacy model.
- We will focus on strategic teaching of writing across all content areas.
- We will focus on oracy and the development of academic language through scaffolds, strategies and supports across all content areas.
- We will focus on strategic lesson planning to ensure our students are exposed to rigorous learning opportunities.
- We will communicate regularly with families through various means including Canvas, Parent Connect, email, school website, phone calls,
video message, flyers, our school marquee, meetings and social media.
- We will hold in person and virtual parent meetings to provide information on effective methods for supporting student learning.
- We will focus on the OSD Student Profile to guide our decisions in preparing students to be confident, solutions oriented, college and
career ready, compassionate, multilingual, multicultural and global thinkers.
- We will connect families with resources to ensure basic needs are met such as shelter, food, clothing, social emotional supports and more.
- We will focus on strengthening our DLI instruction to ensure our students are developing as bilingual, biliterate and bicultural students.

We are currently in ATSI due to being low in ELA, Math and having high levels of absences affecting our Hispanic students, socially economically disadvantaged and students with disabilities. Our ORC and Social worker work collaboratively to support our students with chronic absenteeism. They meet with parents and students to increase their attendance, make phone calls and home visits to ensure our students are well and remind them of the importance of coming to school. We will also have incentives for students to motivate them to come regularly to school. This year we will have parent educational meetings to discuss the importance of attendance and share information on the many resources available to families. Our ORC and Social Worker provide food, clothing and various resources to our socially economically disadvantaged students. Additionally, our ORC, Counselor, Social Worker, and Administrator meets weekly to discuss how to support our students that are struggling academically, emotionally, or with behavior and provide supports for them. To support our students in ELA and Math academics, the ORC, Counselor and administrator meet with teachers during student monitoring meetings and SSTs to support the academic needs of our students. Our LIT and ISP teachers provide intervention while our teachers receive professional development during staff meetings and SIP days. The McKinna Teachers collaborate around Data and planning to support student learning in the classrooms. Our staff meetings are centered around students focusing on ways how to support them academically. Tutoring opportunities will be offered to our students, focusing on our Hispanic students, socially economically disadvantaged students and students with disabilities. Our site will hire a 2nd ISP to provide academic intervention.

McKinna teachers and staff are committed to ensuring each of our students reaches his or her full potential through high expectations, ongoing collaboration, and targeted, focused instruction. Our school's priority is to provide a safe learning environment where all students are supported academically, emotionally and socially, to develop to their fullest potential. We consider families our most essential partners in achieving this mission!

As such, McKinna will welcome parents at various times during the school year including Family Fridays once a month. This will allow families to engage in reading with their child and then have an opportunity to learn more about ways to partner with our school.

The McKinna School Site Council meets regularly throughout the school year to ensure the SPSA is being implemented as written, and any necessary adjustments are made as authorized by the School Site Council. The School Site Council members will include an equal representation of school staff members and McKinna parents/community members. Throughout the school year, the School Site Council will continuously analyze the goals within this plan, along with the corresponding action items, to ensure that we are making necessary adjustments to serve the needs of our students.

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Comprehensive Needs Assessment Components

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

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

Classroom observations are conducted on a regular basis at McKinna. Classroom observations provide an opportunity to give specific and constructive feedback with the intent of helping teachers reflect on their instruction, incorporate best practices and research proven strategies to maximize instructional effectiveness. These observations are followed up with an email providing immediate constructive feedback. During classroom observations an emphasis is placed upon noting areas of need and identifying areas in which staff are doing an exemplary job particularly in light of school wide goals.

McKinna's school wide focus for the 2023-24 school year is to strengthen our instruction as a DLI school and adhering to the Oxnard School District's literacy/biliteracy pedagogy, that promotes a balanced literacy approach to teaching and learning. Aligned with the OSD pedagogy and student profile, McKinna's emphasis is on standards-based instruction. Additionally, during the 2023-2024 school year, McKinna will continue the use of "Instructional Look Fors", to gather data around observed instructional practices that are aligned with the OSD literacy/biliteracy pedagogy, the OSD Student Profile, and school wide commitments. This year classroom observations will provide feedback to strengthen our instruction as a DLI school.

McKinna Look Fors:
1. Student Engagement: Students are doing most of the talking and participating in meaningful, cooperative learning with varied work
groupings. Conversations are purposeful, academically focused & linked to content/text.
2. Student Engagement and Scaffolds for Oracy: Active participation of all students with scaffolded support provided by teachers and
students.
3. Standards based instruction and focus on writing tied to content: Evidence of standard-based writing in content areas. Student writing is
connected with content (Social Studies, Science, Math)
4. Clear learning objectives for both language and content: Students have a clear understanding of the activity. Frequent checking for
understanding and corrective feedback.
5. Evidence of well-established routines and practices.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

McKinna staff is committed to utilizing available state and local assessments during the 2023-24 school year to inform and improve instruction. This includes but is not limited to the California Assessment of Student Performance and Progress (CAASPP), ELPAC state assessments and formative local assessments like STAR 360 Reading and Math tests as well as writing assessments administered throughout the year per the OSD Assessment Calendar. As a DLI school, assessments will be administered in both English and Spanish based on language of instruction.

The formative assessments in the Fall help evaluate student knowledge and understanding on grade level standards. This information is utilized to plan targeted first instruction that is scaffolded and differentiated to provide access to grade level standards for all students. Multiple data points for language, reading, writing and math are reviewed within 6–8-week assessment cycles to monitor student growth percentiles and determine instructional needs. In addition to formative assessment data, teachers also review data with learning applications like Myon/AR, Lexia and ST Math. Grade level teams utilize rubrics for evaluating student progress in language, literacy, writing and math, calibrating student results to create grade level instructional and intervention plans centered on research-based practices. Student monitoring meetings will be scheduled with teachers and the principal to review data results and discuss ways to support all students to attain academic gains. Report cards have been revised to a standard based format. Student progress on grade level standards will be shared with families during conferences and on report cards 3 times a year.

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

McKinna teachers and principal will hold student monitoring meetings with the principal to discuss assessment data results as a way to provide academic supports for all students. Additionally, McKinna's grade level teams utilize curriculum-embedded assessments to inform and refine instruction for English Language Arts and math. Grade level teams identify a writing focus for every unit to include the first 3 writing anchor standards: opinion, informative and narrative writing. Teachers administer writing pre-tests to help plan instructional needs collaboratively. Rubrics and graphic organizers are utilized for explicit scaffolding leading up to the post-test which teachers calibrate utilizing the rubrics. These assessments help inform instructional focus during the next unit.   Opportunities for cross grade level articulation within PLCs are integrated throughout the year to inform and refine teaching and learning in standards based instruction, English Language literacy, writing and math.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that all site staff meet requirements to be considered "highly qualified." This is monitored by the district's Human Resources Department.

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

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and strategies for effective classroom management. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials. In addition, McKinna teachers support new teachers in various ways including providing in time support, collaboration, and guidance on classroom management and instruction.

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

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a District assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly. Student monitoring meetings are scheduled with the principal to review student STAR 360 Data and identify ways to support all students to attain academic supports and gains.

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

The Educational Services Department includes Directors, Managers and TOSAs (Teachers on Special Assignment) who provide support for Curriculum, Instruction, Assessment, Accountability, Biliteracy Programs, Special Education, Special Programs, Pupil Services, Educational Technology and Equity and Family and Community Engagement. Site administration also functions as instructional leaders. Our regular school year calendar was revised to include three additional professional development days for all teachers (2 in the summer before school starts and 1 in the fall). Professional development was provided in the following areas: instructional content, planning for DLI instruction, culturally responsive grading and equity, special eduction assessment and TK instruction.

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

McKinna has established Professional Learning Communities where teachers understand the value of grade level and cross grade level collaboration and school wide professional development. In addition to bi-weekly grade level collaboration, the McKinna Leadership team plans cross grade level collaboration and professional development. The focus during the 2023-24 school year is effective instruction and strengthening student reading. Teachers will focus on standards-based instruction, clear learning objectives, active student engagement, multiple ways to check for understanding, and differentiation.

McKinna's PLC Guiding Goals to improve first instruction include the following commitments throughout the 2023-24 school year.
- We will build a data driven culture school wide to increase student achievement.
- We will implement high leverage teaching and learning practices school wide to increase student achievement
- We will teach, model and reinforce school wide expectations and social-emotional strategies to increase self-regulation, resilience and
peaceful problem solving.
- We will commit to standards-based teaching and learning within a balanced literacy model
- We will focus on strategic teaching of writing across all content areas: science, social studies, and math
- We will focus on the development of academic language through oracy strategies, integrating strategic scaffolds and supports within
teaching and learning across all content areas

Teaching and Learning

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

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

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

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

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

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

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

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

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

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

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

At time of publication of the SPSA for 2023-24 school year, McKinna's current enrollment in TK-5 is at 566. McKinna is a Title I school within a Title I district. As a result, all students receive free breakfast and lunch due to the high percentage of students who are within these under-served subgroups. The high percentage of Socioeconomically Disadvantaged, English Learner, and Homeless subgroups are considered historically under-served. McKinna is committed to full consideration of the district values of equity, integrity, service and accountability when planning goals and actions for all McKinna students. The district has provided iPads to all TK-5th grade students as well as Hot Spots to families without wi-fi to ensure continued instructional access while at home. In addition, McKinna will utilize the district provided learning management system, Canvas, for instruction with students and communication with students and families. McKinna has an After School Program which provides extracurricular activities such as dance and art, as well as a time to work on reading and homework. McKinna will have two para educators to provide students with academic support before, during and after school. Furthermore, a social worker is housed at McKinna to support all students and families.

The McKinna community works collaboratively to foster responsive, restorative systems within a Multi-Tiered Systems of Support (MTSS) framework to create a healthy learning environment. This is especially important in a school like McKinna with a high percentage of students who come from under-served subgroups. The McKinna staff is committed to supporting the social-emotional development of students through the implementation of a proactive and positive behavior support system (PBIS). The PBIS Leadership Team works within the Safe and Civil School model through a continuous improvement process to guide the entire staff through the construction and implementation of a comprehensive approach to behavior support. This approach is proactive, positive, and instructional; offering an alternative means of correction to address student behavior that preserves student attendance and builds student responsibility, self-control and civic awareness. The goal of the Safe and Civil Schools model is to reduce all behavioral and motivational barriers to learning by promoting safety and pro-social behavior, by supporting both academic and social emotional learning, and by enhancing staff consistency in teaching positive behavior expectations school wide. At the same time, our counselor and ORC organize school wide activities to support our Tier 1 students and ensure they engage in positive activities during lunch and recess. These activities include Anti- Bullying activities, Catch of the Day, Unity Day, Field Day and more. The McKinna staff will continue to incorporate a collaborative approach and common language for teaching students self-regulation strategies and school wide expectations for success, essential approaches for fostering social-emotional development in children. Staff has reviewed school expectations and guidelines with students and families to promote success during school.

The McKinna staff is committed to providing our students with a safe and positive learning environment. We want our students to feel valued and connected. As such, our campus supervisors, support staff, social worker and administrator welcome students every morning with a smile and a hello. Several spirit weeks are organized by the counselor and the ORC throughout the year. Additionally, for the past two years, we have partnered with Lopez Academy to "Sprinkle Joy of Happiness" to our students as they come to school. Several clubs have been established by our staff such as gardening, art, grief, and reading club. Our FNL Club Live, student leadership team was instrumental in strengthening our school culture throughout the year creating school safety videos, promoting and recycling and more. Our teachers and staff take responsibility of supporting all students. Additionally, our Sunshine committee ensures our teachers feel connected and valued so they can continue the work with our students. The Sunshine committee provides our teachers and staff with various surprises throughout the year such as thank notes, a sweet treat and more.

In addition to school wide systems for supporting social-emotional needs for students, the McKinna school counselor and school outreach specialist also serve to support student and family needs. The

counselor provides classroom lessons in social emotional learning and both small group and individual counseling sessions. The school counselor also serves as crisis intervention coordinator, following up with outside counseling services for students needing higher level interventions. The school outreach specialist (ORC) monitors attendance and helps families connect to essential services for food, clothing, housing and technology. The ORC assists with the SST referral process and helps with student intervention plans. Additionally, our ORC helps host parent educational meetings, connects families with resources and conducts home visits as needed. Our ORC and Counselor work with outside agencies for referrals for behavioral health services. Our social worker and her assistant support our students and families as well and are essential to all McKinna students. They welcome our students in front of the school every morning, are visible during the school day, provide students and families resources such as clothing, food and other essential resources and host student groups to support their social emotional needs. Our social worker is in constant collaboration with our teachers, administrator, counselor and outreach specialist as a way of supporting all students. During the 2023-24 school year, students and families will continue to receive support through District funded support staff which includes the counselor, outreach support, special education team and social worker. Staff will also continue to receive training and guidance to ensure trauma informed practices are embedded throughout the school community.

McKinna is following the District guidelines and will continue to ensure ELD, special education and the Dual Language Immersion program are implemented effectively. This year the DLI program will be implemented schoolwide, TK-5th grade, in a 50/50 model which means students receive instruction in both English and Spanish daily through a teacher teaming model that protects the language of instruction. The goal is for all McKinna's TK-5th grade students to have the opportunity to become biliterate, bilingual and multicultural through a rigorous academic program so they can develop to their fullest potential as global citizens. Teachers within the DLI program follow the OSD literacy/biliteracy pedagogy and the DLI instructional maps created with the partnership of the Biliteracy Institute.

McKinna will continue to offer other programs and resources to support English Learners and facilitate successful academic English language acquisition. In addition, all English Learners in TK-5th grade are supported with highly trained teachers and support staff who develop academic language through oracy strategies throughout the day to scaffold rigorous Common Core Standards across content areas. Numerous teachers and para-educators are bilingual and available to offer support for students in English and Spanish as needed. All English Language Learners receive differentiated ELD (English Language Development) instruction daily within designated and integrated ELD to further support acquisition of academic English language.

McKinna is a multi-media- STEAM "Strand Focus" that continues to utilize technology along with science, math and art to foster high student engagement. McKinna holds the honor of an Apple Distinguished School and has also been recognized by VC STEM Network, a group of diverse stakeholders including educators, business and community agencies, that seek to improve access to opportunities that will improve educational outcomes for all students. McKinna's goal is to move students from consumers to creators utilizing digital content. Staff members consistently work on improving skills in the delivery of technology and curriculum in order to provide McKinna students with the best possible educational experience as 21st Century Learners.

Evidence-based educational practices to raise student achievement

During the 2022-23 school year our TK-4 DLI teachers received DLI training and our 5th grade SEI teachers received science and math training.

Additionally, 5th grade teachers staying as DLI teachers for the 2023-2024 school year also attended a DLI training in preparation for the upcoming year. Throughout the year, our teachers received PD in math, reading and supports for our students in special education. Our McKinna staff will continue to engage in ongoing professional development and collaboration that strengthens first instruction around math, language and literacy across all grade levels. Additionally, our staff continuous to engage in understanding our OSD Student Profile at a deeper level to ensure our work and support our students to be confident, digital learners, collaborative, problem solvers, college and career ready, compassionate, multilingual and multicultural and global thinkers. This focus will continue throughout the 2023-2024 school year.

McKinna staff utilizes research based educational practices that are responsive through data-driven instruction, ongoing reflection and collaboration and professional development to strengthen teaching and learning practices school wide. As a community of learners, we will focus on high leverage, research based instructional practices to increase opportunities for students to communicate thinking and reasoning, with differentiated instructional strategies to foster language and literacy development aligned with Common Core Standards. ELD focus includes both designated ELD and integrated ELD to support language development and access to rigorous standards across content areas through scaffolding and supports for oracy and writing development in literacy, ELD, math, science and social science.

Teachers provide differentiated instruction to all students to ensure the academic needs of all are met. During collaboration time, teachers plan lessons based on data to support student learning. Teachers provide multiple opportunities for students to work collaboratively, engage in critical thinking, and provide students with feedback to ensure they continue learning.

Teachers utilize District adopted resources, assessments and technology to promote high student engagement and achievement, utilizing data to inform and refine instruction. Capacity building for data driven instruction and intervention is fostered through PLCs, including Teaching- Learning, Culture-Climate Leadership Teams, and Intervention Support Teams. Collaborative opportunities encourage grade level and cross grade level articulation to inform and refine teaching and learning practices around ELA/Literacy and math. Teachers utilize assessments such as STAR 360, Performance Task Interim Assessments from the CAASPP system and Curriculum Benchmark assessments in reading, writing, math and ELD to inform instruction. Teachers participate in scheduled grade level student progress monitoring meetings to analyze data. The data is used to determine adjustments to students' instructional programs as needed.

Parental Engagement

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

McKinna considers families the most essential partners in achieving goals within the SPSA. Ongoing communication and educational opportunities for families is our priority. Family informational webinars and regular meetings will keep our families informed. The McKinna staff will foster meaningful partnerships and authentic family engagement which will support our family contributions through communication venues such as SSC, ELAC and PTA, Coffee with the Principal as well as educational opportunities and forums such as technology classes to contribute to the educational opportunities for their children. Participation through ELAC and SSC will ensure our parents are informed about our school goals and will be able to learn and engage with our SPSA. Parent education will be offered through teachers, the counselor, ORC, social worker, and our DLI TOSA. In addition, workshops in partnership with outside agencies like Interface and VCBH will be provided. Site based personnel will continue to partner with District and county staff to connect students and families to both school based and outside resources and educational opportunities.

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

This year McKinna's Leadership team will be meeting monthly to review school wide goals which are aligned with the District LCAP goals in teaching and learning, culture and climate and family engagement. Staff PLCs will be held bi-weekly.   The practice of ongoing data review informs teaching and learning with action steps and funding listed within the SPSA. The SPSA is reviewed with staff as well as families during Leadership, SSC and ELAC meetings.

Funding

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

At McKinna, this year's Title I and Title III funds will be used to bolster instruction and intervention for all students through added resources, personnel and professional development. Funding will be used towards resources and materials utilized within the classroom for instruction like headsets, writing journals, and basic supplies and the hiring of ISPs to provide reading intervention. Title I and III funding will also be used for Goals 2 and 3 to support student and family needs. The District is funding the ORC & School Counselor who support students and families within the MTSS model. Bilingual instructional assistants (IAs) will continue to be District funded for the TK and Kindergarten programs. Title I and Title III funds are utilized to provide resources to support all goals stated above. The focus of our Title III funds is to support EL students.

Fiscal support (EPC)

The District receives Title I funding as we are considered a Title I District. All of our sites are considered "schoolwide." Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The District also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

McKinna's SPSA is created and reviewed with ongoing collaboration from both site-based Leadership teams and the School Site Council. In addition, members from McKinna's Teaching & Learning, help identify goals to strengthen instruction while looking at our SPSA goals for this academic year. This additional information will be utilized to determine a school wide focus and goals for ongoing improvement for the 2023-24 school year. The focus on instructional goals will be shared with the full staff on SIP Day in the Fall of 2023 to help frame the work for the year ahead. During this time our staff will look at STAR 360 trends during the last few years to strengthen the school wide focus. We will also look at ELPAC and CAASPP result and use these to guide our instruction. In addition, the information was reviewed and discussed with ELAC members on May 15, 2023 and School Site Council on May 28, 2023, prior to the final review and approval of McKinna's SPSA for 2023-24. During these meetings, attendance and academic performance in ELA and Math was at the forefront in planning our SPSA goals. McKinna will continue to utilize and review the SPSA throughout the year at Leadership team meetings, staff PLCs, SSC and ELAC members.

Resource Inequities

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

Most of our McKinna students are considered low socio-economically disadvantaged and have been especially impacted by the pandemic and distance learning in the last couple of years. iPads were assigned to all TK-5th grade students and Hot Spots are made available for any family who needed wi-fi so our students can access instruction while at home. Additionally, all students continue to have learning applications on their iPads like ST Math, MyOn and Lexia to reinforce practice in reading and math. Two 8-hour paras have been hired to support students before school, during school, and after school.

Trauma is another barrier that significantly impacts student achievement. McKinna's high percentage of referrals to Ventura County Behavioral Health, illustrate that a large number of students and families are dealing with trauma for a variety of reasons including substance abuse, domestic violence, mental health issues and immigration concerns. McKinna has over 83 students identified as McKinney Vento.

To address these challenges, McKinna considers it essential to provide a systematic multi-tiered approach to connect families to community resources and to address the academic and social-emotional needs of students who have experienced trauma. The ORC, counselor and social worker work closely with McKinna families to coordinate resources and maximize services for educational, mental and physical health through partnerships with organizations like Ventura County Behavioral Health. Weekly meetings have been scheduled so that administrator, ORC, social worker and counselor can discuss students and how best to provide them the resources they may need. In addition, the SST process at McKinna ensures that students receive intervention to address both academic and social-emotional needs. Restorative discipline approaches like PBIS/CHAMPS, Restorative Circles and Restorative Dialogues foster a safe and healthy climate and provide an alternative response to behavior that decreases loss of instructional time due to discipline and behavior concerns. Our social worker and ORC also connect our families with food and other

resources for families in need. In order to address our chronic absenteeism, we will hold parent classes to inform our families of the importance of coming to school daily and on time. Additionally, incentives will be established to encourage our students to come to school. Parent classes will also be offered to our Hispanic families and families of students that are socio-economically disadvantaged students to discuss ways in which they can support their children at school and how to best understand the importance of reading and safe use of technology. Tutoring will be offered to support students academically.

McKinna staff is working diligently to increase family engagement and empower parents/guardians as essential partners in their students' education. In addition to encouraging participation in decision making bodies like SSC, PTA and ELAC, McKinna is providing educational opportunities for families through partnerships with community organizations like Interface and VCBH.   Family nights are scheduled throughout the school year to ensure our families are provided with opportunities to learn and share their knowledge which empowers other parents, teachers and staff. Additionally, we hold Coffee with the Principal as an additional opportunity for our families to be connected with our school and an opportunity for our ORC, counselor, social worker and DLI TOSA to provide our families with resources and information on how to support their children to improve attendance and academics.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
American Indian	%	%	0%			0
African American	0.3%	%	0.33%	2		2
Asian	0.2%	0.18%	0.17%	1	1	1
Filipino	0.2%	%	0%	1		0
Hispanic/Latino	97.0%	97.89%	98.17%	589	556	589
Pacific Islander	0.7%	0.35%	0.67%	4	2	4
White	1.2%	1.23%	0.17%	7	7	1
Multiple/No Response	0.5%	0.35%	0.5%	3	2	3
			Total Enrollment	607	568	600

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	20-21	**21-22**	**22-23**
Kindergarten	98	98	120
Grade 1	117	94	115
Grade 2	96	111	92
Grade3	110	82	102
Grade 4	87	101	81
Grade 5	99	82	90
Total Enrollment	607	568	600

Conclusions based on this data:

Enrollment has fluctuated from 607 to 566 from 2020-2021 to 2023-24. Additionally, enrollment by student subgroup has remained consistent. McKinna's significant ethnic subgroup is Hispanic/Latino, with most students classified as Hispanic/Latino within the 2023-24 school year. It is important to note that a majority of McKinna's students in 2022-23 were classified as Socioeconomically Disadvantaged and English Learners. The high percentage of Socioeconomically Disadvantaged and English Learner subgroups are considered historically under-served, under-performing populations. McKinna is committed to full consideration of District values of Equity, Integrity, Service & Accountability when planning goals and actions for all McKinna students.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners	456	454	472	75.10%	79.9%	78.7%
Fluent English Proficient (FEP)	60	31	36	9.90%	5.5%	6.0%
Reclassified Fluent English Proficient (RFEP)	20	15	35	4.4%		

Conclusions based on this data:

The data shows an increase in EL percentages over the school years. However, the percentage in students who are Fluent English Proficient has increased from 2020-2021 to 2023-2024. There has been an increase in the number of students who have reclassified. During the 2021-22 school year, 15 students were reclassified and 29 and 6 through an IEP in the 2022-2023 school year. Our McKinna focus to strengthen first instruction will provide our students opportunities to be stronger readers and writers and stronger candidates to meet reclassification criteria.

Because a majority of McKinna students are designated as English Language Learners in 2023-24, academic language acquisition is essential to access rigorous Common Core Standards in reading, writing and math, due to the complex, multi-step word problems. In order to increase the percentage of students reclassifying, they need to be exposed to high rigor, academic language, reading and writing in all grade levels.

McKinna has made progress in building effective support systems to strengthen teaching and learning practices for all students. This is especially evident in McKinna's commitment to address the academic and social-emotional needs of our English Learners and Socioeconomically Disadvantaged students which make up the majority of our school's population. Teachers have been trained in and utilize strategies to provide scaffolding and access to rigorous Common Core Standards in ELA/Literacy and math. During the 2023-24 school year, grade level teams will continue to collaborate as Professional Learning Communities (PLCs) to provide differentiated instruction for ELA/literacy and math as well as support for English Learners with designated English Language Development instruction. McKinna plans to offer tutoring and enrichment opportunities in literacy and math outside of the school day as funding and staffing permit.

McKinna will continue working on bolstering the acquisition of academic English through a rigorous approach to both integrated and designated English Language Development by following the District DLI pedagogy, with an emphasis on standards-based teaching and learning, writing across content areas including math where emphasis will be placed on teaching and learning in areas of problem solving, data analysis, and communicating reasoning.

School and Student Performance Data

Star Early Literacy

McKinna Elementary School										
		Less than Proficient				**Proficient**				**Star Early Literacy Average**
		Level 1		Level 2		Level 3		Level 4		
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade K	70	15	21%	9	13%	9	13%	37	53%	4	772
Grade 1	120	61	51%	23	19%	10	8%	26	22%	4	764
Grade 2	92	52	57%	22	24%	7	8%	11	12%	2	833

Conclusions based on this data:

The Star 360 Early Literacy results from Spring 2022-2023 indicates 40% of the students in K are At/Above Benchmark, 24% of first graders are At/ Above Benchmark, and only 8% of second graders are At/ Above Benchmark. Second grade students were in the end of their Kinder year when the pandemic began, a crucial time in their academic experience, one in which students are learning foundational reading skills. Second grade students were also assessed on the STAR 360 Reading, a more complex assessment, and 12% of these students are At/Above Benchmark. As a staff, we need to ensure our focus is on strong first instruction, and a balanced literacy approach for all students to ensure students do well in reading. We also need to be strategic in our planning to meet the needs of all students so that their reading will improve.

School and Student Performance Data

Star Reading

		Less than Proficient				Proficient				Star Reading Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 2	93	67	72%	15	16%	9	10%	2	2%	1	832
Grade 3	105	65	62%	23	22%	12	11%	5	5%	1	899
Grade 4	73	56	77%	9	12%	7	10%	1	1%	1	895
Grade 5	89	56	63%	13	15%	15	17%	5	6%	1	970

McKinna Elementary School

Conclusions based on this data:

The Star 360 Reading results from Spring 2022-2023 indicates only 12% of second grade students are At/Above Benchmark, 17% of third grade students are At/ Above Benchmark, 12% of fourth grader students are At/ Above Benchmark, and 27% of fifth graders are At/Above Benchmark. The majority of our students in grades 2nd-5th are not fairing well on the STAR 360 Reading assessment. As a staff, we need to ensure our focus is on strong first instruction, a comprehensive literacy approach for all students to ensure students' progress in reading. Our teachers need to be strategic in their planning to meet the needs of all students so their reading can improve. Currently students in third- fifth grade are reading at a second-grade level. The implication is that we provide students with scaffolds, oracy to strengthen their academic vocabulary and various opportunities for guided, shared reading, and small group reading. Our PLC meetings have to be centered on first instruction, differentiating learning to ensure our students can continue to access grade level content while improving their reading skills.

School and Student Performance Data

Star Math

		Less than Proficient				Proficient				Star Math Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
McKinna Elementary School											
Grade 1	120	45	38%	54	45%	17	14%	4	3%	2	820
Grade 2	93	59	63%	19	20%	11	12%	4	4%	1	872
Grade 3	105	60	57%	18	17%	21	20%	6	6%	1	929
Grade 4	72	47	65%	15	21%	8	11%	2	3%	1	937
Grade 5	88	53	60%	26	30%	6	7%	3	3%	1	993

Conclusions based on this data:

Our STAR 360 Math assessments indicate 14% of our first grade students are AT/Above Benchmark. Only 10% of 2nd grade students are At/Above Benchmark. 17% of third grade students are At/Above Benchmark. 13% of fourth grade students are At/Above Benchmark and only 15% of our 5th grade students are At/Above Benchmark. As educators we have a difficult job ahead of us. We need to use data to plan instruction that will ensure our students are attaining grade level content. Teachers will need to effectively collaborate with grade level colleagues to provide scaffolds, academic vocabulary and supports to make gains in math. Students need to be able to think critically while learning math. This year school wide, we will focus on word problems. We will have our students explain both orally and written their solutions to these problems.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	Overall Participation for All Students											
	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		83			83			83			100.0	
Grade 4		100			99			99			99.0	
Grade 5		84			84			84			100.0	
All Grades		267			266			266			99.6	

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

Grade Level	Overall Achievement for All Students														
	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2354.			7.23			14.46			27.71			50.60	
Grade 4		2383.			5.05			11.11			17.17			66.67	
Grade 5		2426.			3.57			14.29			19.05			63.10	
All Grades	N/A	N/A	N/A		5.26			13.16			21.05			60.53	

Grade Level	Reading Demonstrating understanding of literary and non-fictional texts								
	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.23			50.60			42.17	
Grade 4		2.02			59.60			38.38	
Grade 5		4.76			57.14			38.10	
All Grades		4.51			56.02			39.47	

Grade Level	Writing Producing clear and purposeful writing								
	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.41			44.58			53.01	
Grade 4		2.04			41.84			56.12	
Grade 5		3.61			44.58			51.81	
All Grades		2.65			43.56			53.79	

Listing Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.43			65.06			26.51	
Grade 4		1.01			74.75			24.24	
Grade 5		3.57			69.05			27.38	
All Grades		4.14			69.92			25.94	

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.23			56.63			36.14	
Grade 4		2.02			61.62			36.36	
Grade 5		3.57			57.14			39.29	
All Grades		4.14			58.65			37.22	

Conclusions based on this data:

The preliminary CAASPP results for 2022-23 show growth in the percentage of students who met or exceed proficiency in ELA when compared to the 2021-22 results in most grade levels assessed. 3rd graders scored 18%, a decrease from 2021-22 from 22% proficient. 4th graders scored 19% proficient, an increase from 16% proficiency in 2021-22. 5th grade shows an increase from 18 to 20% proficient in ELA.   Although we increased from 2021-22, we have much work ahead of us to ensure our students become stronger readers, writers and overall students.

During the 2022-23 school year, 3rd through 5th grade teachers, utilized data to inform instruction and differentiated for ELA, ELD and literacy by teaming and grouping students based on their instructional needs. This collaborative approach contributed to growth as well as the administration of IABs and writing assessments which grade level teams calibrated and utilized to inform and refine instructional needs. McKinna will build upon this progress school wide by utilizing this teaming approach as a best practice model for teaching and learning centered in data informed instruction and flexible grouping. This model will be shared at PLC gatherings, grade level and staff meetings.   School wide emphasis will be following the DLI pedagogy for inquiry-based learning within a balanced literacy model. Standards based teaching and learning with an emphasis on writing across all content areas are included as essential elements within the School Plan for Student Achievement. 3-5th grade teachers will have opportunities to collaborate as grade level teams to review CAASPP data during PLCs focusing on claims, targets and standards to inform and refine teaching and learning.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	Overall Participation for All Students											
	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		83			83			83			100.0	
Grade 4		100			98			98			98.0	
Grade 5		84			84			84			100.0	
All Grades		267			265			265			99.3	

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

Grade Level	Overall Achievement for All Students														
	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2366.			3.61			8.43			26.51			61.45	
Grade 4		2395.			1.02			7.14			29.59			62.24	
Grade 5		2387.			1.19			4.76			10.71			83.33	
All Grades	N/A	N/A	N/A		1.89			6.79			22.64			68.68	

Grade Level	Concepts & Procedures Applying mathematical concepts and procedures								
	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.43			30.12			61.45	
Grade 4		4.08			34.69			61.22	
Grade 5		0.00			17.86			82.14	
All Grades		4.15			27.92			67.92	

Grade Level	Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.02			37.35			56.63	
Grade 4		3.06			40.82			56.12	
Grade 5		2.38			30.95			66.67	
All Grades		3.77			36.60			59.62	

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		3.61			63.86			32.53	
Grade 4		2.04			41.84			56.12	
Grade 5		1.19			36.90			61.90	
All Grades		2.26			47.17			50.57	

Conclusions based on this data:

The overall math CAASPP data documented above shows some progress as measured by this summative assessment. In 2022-23 preliminary scores, 3rd grade increased from 12% proficient in 2021-22 to 24%. 4th grade scored 14% proficient, a 6-point increase from 2021-22. 5th grade scored 15% proficiency, a 9-point increase from 2021-22. The growth can be explained to math PD during our SIP Day at the start of the school year, staff collaboration and staff meetings focused on math throughout the year, ongoing support of ST Math, exploration of Zern math and math tutoring focusing on the SBAC. We need to continue to focus on CAASPP claims and targets and supporting our students to adequately explaining in writing the process of problem solving and methods used to get answers. Strategies like Number Talks and opportunities to learn through IABs will better prepare students for problem solving and modeling data analysis. For this reason, school wide we will focus on word problems and allow students to explain their thinking as they solve these problems, both orally and through writing.

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

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
Grade Level	**Overall**			**Oral Language**			**Written Language**			**Number of Students Tested**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1415.4			1429.8			1381.5			56	0	
1	1433.9	1434.6		1456.2	1454.4		1411.1	1414.3		66	64	
2	1466.5	1464.2		1481.0	1469.3		1451.6	1458.8		75	90	
3	1465.8	1484.9		1459.8	1486.1		1471.3	1483.2		91	57	
4	1490.9	1514.3		1490.6	1519.9		1490.8	1508.3		66	83	
5	1487.8	1524.5		1487.8	1518.7		1487.2	1529.8		58	60	
All Grades										412	354	

Overall Language Percentage of Students at Each Performance Level for All Students											
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.14			37.50			37.50			17.86			56		
1	7.58	4.69		25.76	23.44		34.85	39.06		31.82	32.81		66	64	
2	14.86	8.99		28.38	38.20		41.89	34.83		14.86	17.98		74	89	
3	3.33	10.53		22.22	33.33		46.67	43.86		27.78	12.28		90	57	
4	6.06	21.69		30.30	43.37		48.48	21.69		15.15	13.25		66	83	
5	3.77	18.64		28.30	45.76		43.40	25.42		24.53	10.17		53	59	
All Grades	7.16	13.07		28.15	37.22		42.47	32.39		22.22	17.33		405	352	

Oral Language Percentage of Students at Each Performance Level for All Students											
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.14			42.86			37.50			12.50			56		
1	19.70	21.88		33.33	28.13		36.36	34.38		10.61	15.63		66	64	
2	31.08	29.21		32.43	37.08		27.03	19.10		9.46	14.61		74	89	
3	5.56	22.81		41.11	43.86		28.89	24.56		24.44	8.77		90	57	
4	24.24	38.55		40.91	38.55		24.24	15.66		10.61	7.23		66	83	
5	15.09	33.90		54.72	49.15		13.21	10.17		16.98	6.78		53	59	
All Grades	17.04	29.83		40.25	38.92		28.15	20.45		14.57	10.80		405	352	

Written Language Percentage of Students at Each Performance Level for All Students														
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.36			7.14			67.86			19.64			56		
1	3.03	3.13		16.67	15.63		27.27	26.56		53.03	54.69		66	64	
2	2.70	2.25		37.84	31.46		22.97	38.20		36.49	28.09		74	89	
3	5.56	7.02		11.11	21.05		44.44	43.86		38.89	28.07		90	57	
4	3.03	7.23		16.67	25.30		36.36	37.35		43.94	30.12		66	83	
5	1.89	10.17		7.55	18.64		45.28	55.93		45.28	15.25		53	59	
All Grades	3.70	5.68		16.79	23.30		39.75	39.77		39.75	31.25		405	352	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	8.93			78.57			12.50			56		
1	36.36	26.56		59.09	59.38		4.55	14.06		66	64	
2	33.78	25.84		59.46	59.55		6.76	14.61		74	89	
3	13.48	38.60		60.67	50.88		25.84	10.53		89	57	
4	28.79	48.19		60.61	45.78		10.61	6.02		66	83	
5	17.65	11.86		62.75	76.27		19.61	11.86		51	59	
All Grades	23.38	30.97		62.94	57.67		13.68	11.36		402	352	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	14.55			60.00			25.45			55		
1	13.85	12.50		60.00	78.13		26.15	9.38		65	64	
2	29.73	35.96		55.41	47.19		14.86	16.85		74	89	
3	13.33	36.84		65.56	49.12		21.11	14.04		90	57	
4	24.24	36.59		63.64	52.44		12.12	10.98		66	82	
5	50.94	67.80		33.96	22.03		15.09	10.17		53	59	
All Grades	23.33	37.32		57.57	50.14		19.11	12.54		403	351	

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	3.57			78.57			17.86			56		
1	12.12	12.50		39.39	25.00		48.48	62.50		66	64	
2	20.27	7.87		44.59	62.92		35.14	29.21		74	89	
3	4.44	3.51		43.33	45.61		52.22	50.88		90	57	
4	4.55	8.43		39.39	56.63		56.06	34.94		66	83	
5	1.92	8.47		48.08	71.19		50.00	20.34		52	59	
All Grades	8.17	8.24		47.77	53.13		44.06	38.64		404	352	

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	19.64			53.57			26.79			56		
1	1.52	3.13		36.36	59.38		62.12	37.50		66	64	
2	4.11	16.85		56.16	58.43		39.73	24.72		73	89	
3	6.67	17.54		64.44	66.67		28.89	15.79		90	57	
4	4.55	15.85		75.76	68.29		19.70	15.85		66	82	
5	1.92	23.73		65.38	61.02		32.69	15.25		52	59	
All Grades	6.20	15.38		58.81	62.68		34.99	21.94		403	351	

Conclusions based on this data:

The need for ongoing academic English language development is confirmed by the 2022-23 ELPAC data. This data shows 28% of 1st graders scored an overall 3 or 4 on the ELPAC; 40% of 2nd graders scored an overall 3 or 4; 42% of 3rd graders scored an overall 3 or 4; 42% of 4th graders scored an overall 3 or 4; 64% of 5th graders scored an overall 3 or 4 on ELPAC. The percentage of students who scored a 4 on the ELPAC increased in fourth grade and fifth grade when comparing the results from the year 2021-2022 to 2022-23. However, there was a decrease in the percentage of students who scored a 3 or 4 on the ELPAC in 1st, 2nd, 3rd, and 4th grades when comparing the results from the year 2021-22 to the year 2022-23. In addition, during the 2021-22 school year, only 15 of the English Learners in grades 3rd-5th were reclassified and 29 students were reclassified in 2022-2023. Although some gains were made in some areas, this data clearly demonstrates the need for higher rigor, academic language, reading and writing demand in 3rd, 4th and 5th grade.

McKinna staff will focus on strengthening teaching and learning practices that are responsive and restorative through data-driven instruction, ongoing reflection and collaboration and professional development to strengthen teaching and learning practices school wide in literacy, language and math. As a community of learners and PLCs we will focus on high leverage, research based instructional strategies with scaffolds and supports to foster academic language and literacy development aligned with Common Core Standards. Emphasis will be on a balanced literacy approach that includes reading, writing, listening, speaking across all content areas, including math instruction. ELD focus includes both designated ELD and integrated ELD to support language development and access to rigorous standards across content areas. Teachers will utilize district adopted resources, assessments and technology to promote high student engagement and achievement, utilizing data to inform and refine instruction. Emphasis will be placed during the 2023-24 school year on grade level and cross grade level collaboration and strengthening reading, writing and oral language across content areas, including math, social studies and science instruction. In the DLI TK-5 classrooms, teachers will continue to team with language partners, ensuring that students receive instruction in Spanish and English 50% of the day. Emphasis is on a standards

based balanced literacy approach that integrates oracy (scaffolded academic language development), reading and writing across content areas.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
568	**96.3**	**79.9**	**0.4**
Total Number of Students enrolled in McKinna Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	454	79.9
Foster Youth	2	0.4
Homeless	46	8.1
Socioeconomically Disadvantaged	547	96.3
Students with Disabilities	55	9.7

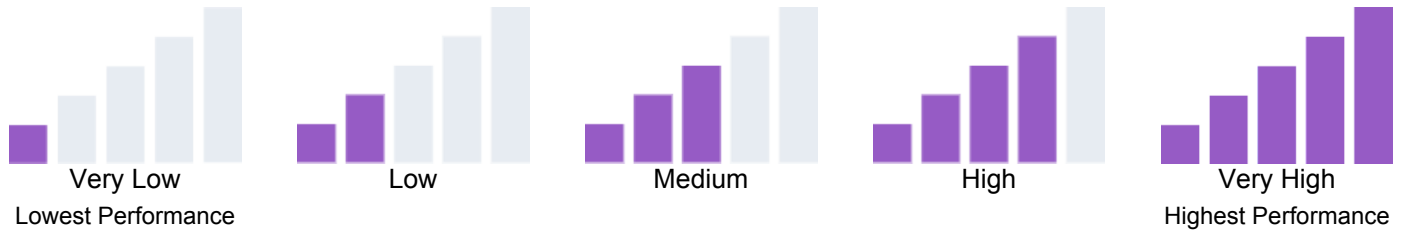| Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American		
American Indian		
Asian	1	0.2
Filipino		
Hispanic	556	97.9
Two or More Races	2	0.4
Pacific Islander	2	0.4
White	7	1.2

Conclusions based on this data:

The data above is based on a CALPADS report from 2021-22. McKinna's significant ethnic subgroup is Hispanic/Latino, with 97.9% of 556 students classified as Hispanic/Latino. 79.9% of our students are English Learners where Spanish or Mixteco is their primary language.   With the exception of the white subgroup with 7 students, all other ethnic groups have 4 or fewer students and do not qualify as a significant subgroup based on the low percentages of these student populations at McKinna. In addition, it is important to note that 96.3% of McKinna's students classified as Socioeconomically Disadvantaged, 8.1% as homeless and 9.7% with disabilities. The high percentage of Socioeconomically Disadvantaged and English Learner subgroups are considered historically under-served, under-performing populations.   McKinna is committed to full consideration of District values of Equity, Integrity, Service & Accountability when planning goals and actions for all McKinna students.

School and Student Performance Data

Overall Performance

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts — Very Low	**Chronic Absenteeism** — Very High	**Suspension Rate** — Low
Mathematics — Very Low		
English Learner Progress — Low		
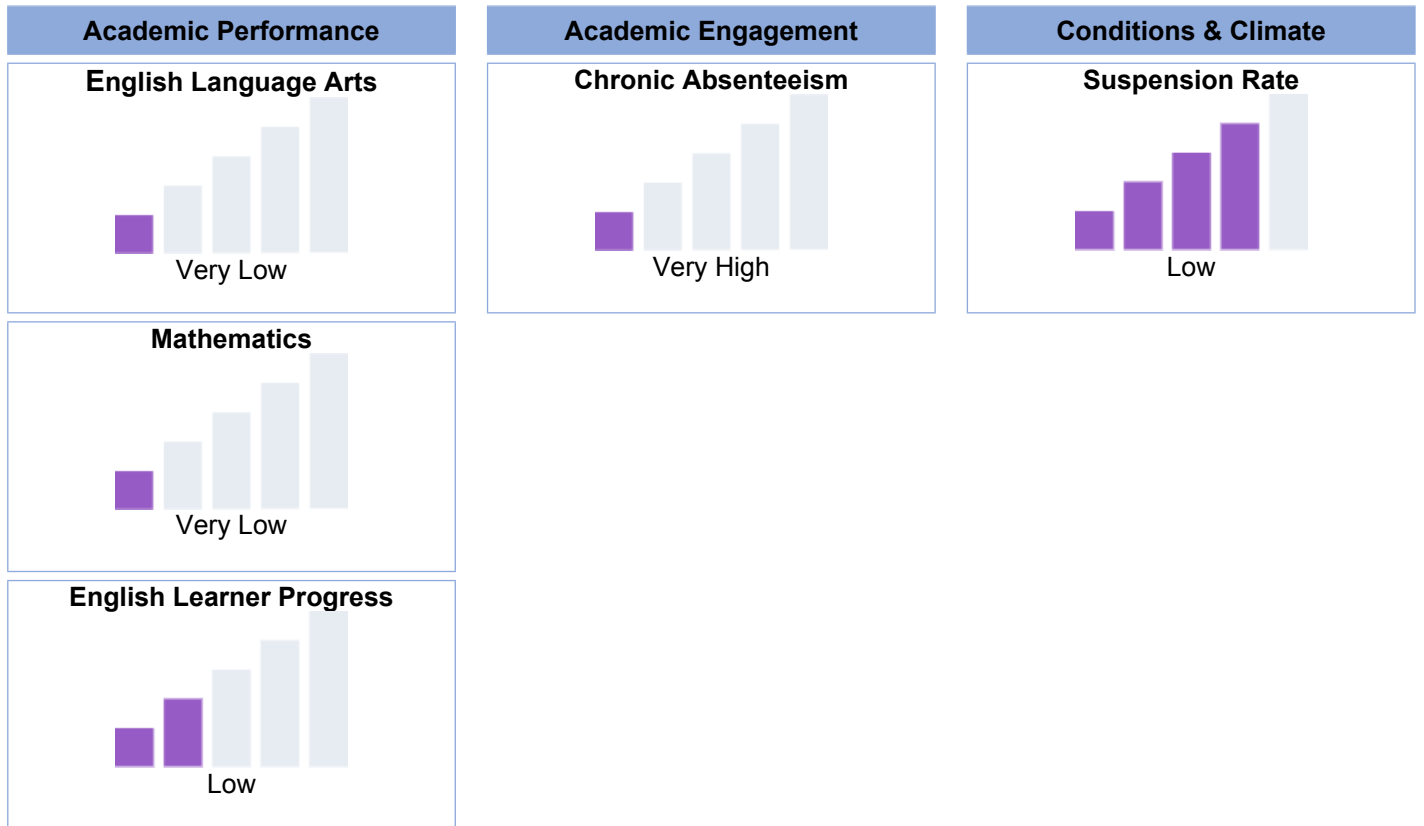
Conclusions based on this data:

The overall Dashboard detail for the fall of 2022 demonstrates that McKinna is very low in ELA and Math. Also, our English Learners are demonstrating low academic performance and have very high chronic absenteeism. We have significant room for growth in all academic student performance areas. Actions in this area align with Goal 1 of both District LCAP and site goals as articulated in the SPSA. In regard to student performance around absenteeism, actions in this area align with Goal 2 of both District LCAP and site goals as articulated in the SPSA. The leadership team
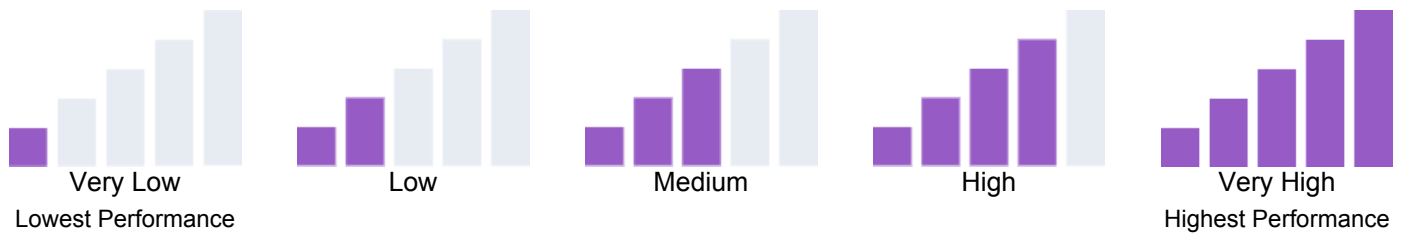
reviews this data by subgroup with the staff to help plan and implement effective SMART Goals & actions to ensure progress in all these areas.
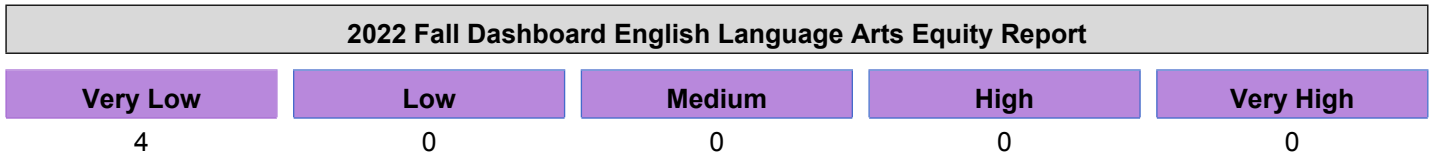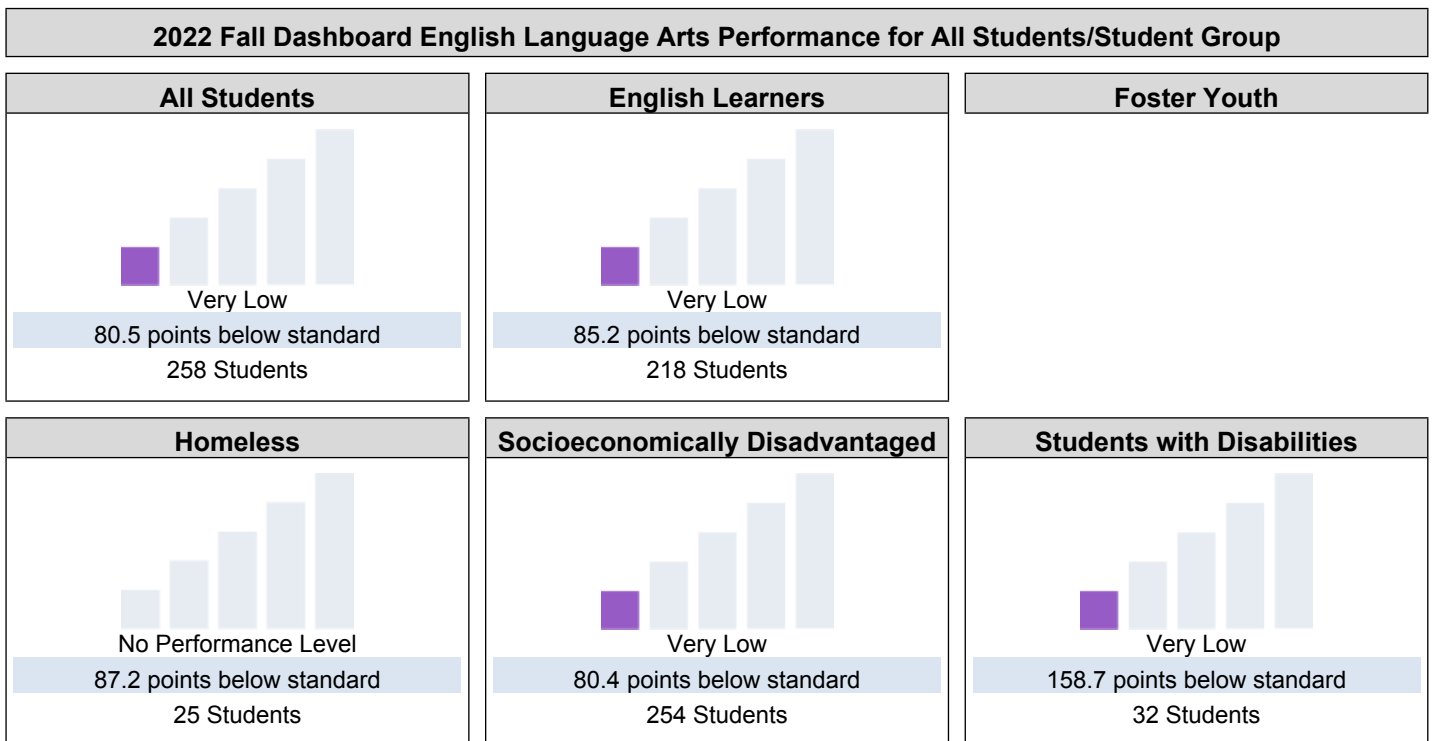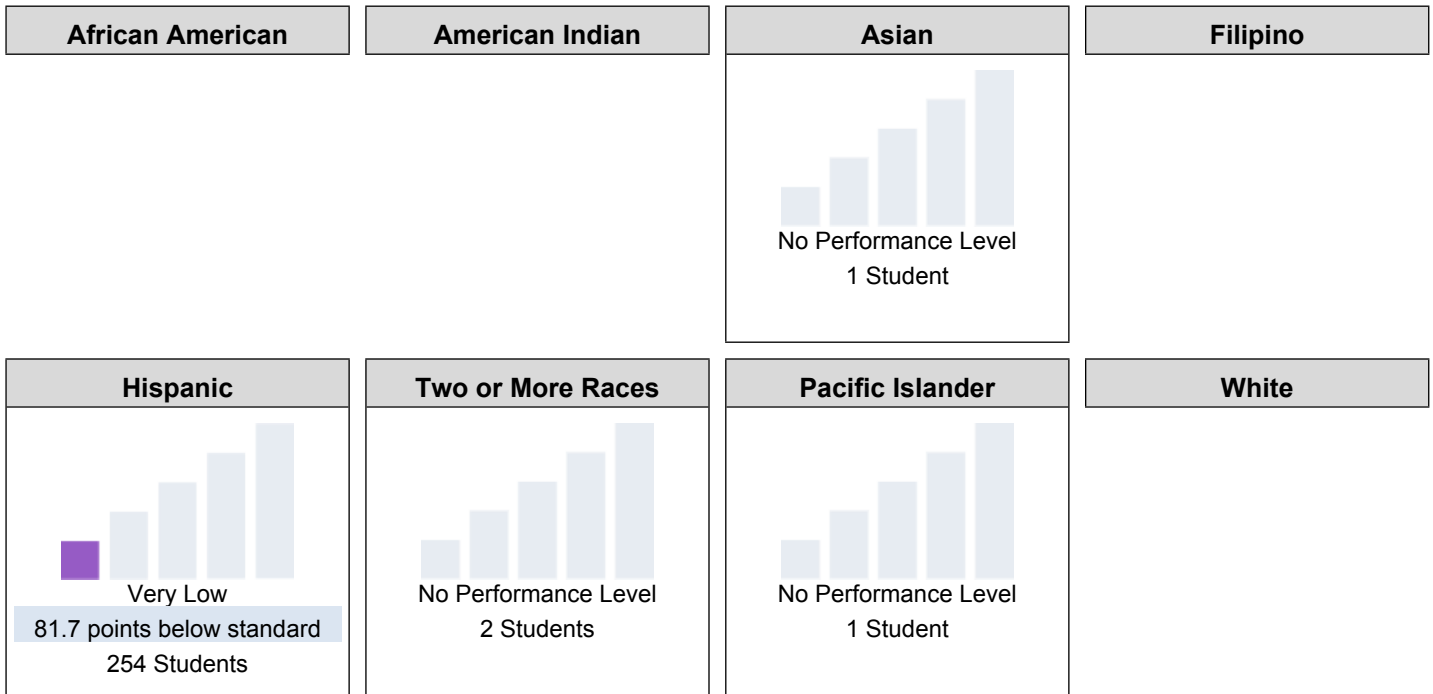
School and Student Performance Data

Academic Performance
English Language Arts

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

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

Very Low	Low	Medium	High	Very High

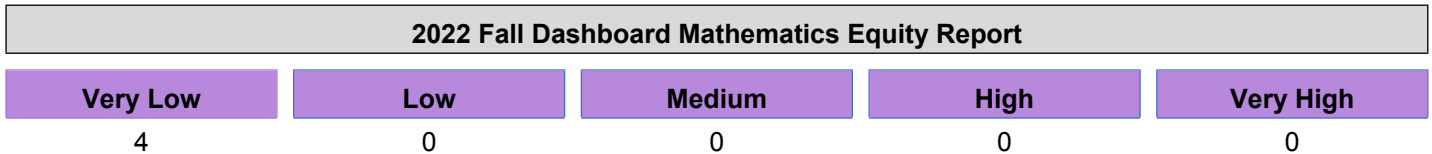Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
4	0	0	0	0

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		

All Students	**English Learners**	**Foster Youth**
Very Low	Very Low	
80.5 points below standard	85.2 points below standard	
258 Students	218 Students	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very Low	Very Low
87.2 points below standard	80.4 points below standard	158.7 points below standard
25 Students	254 Students	32 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
		No Performance Level 1 Student	

Hispanic	Two or More Races	Pacific Islander	White
Very Low 81.7 points below standard 254 Students	No Performance Level 2 Students	No Performance Level 1 Student	

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
97.5 points below standard	18.7 points above standard	60.2 points below standard
195 Students	23 Students	33 Students

Conclusions based on this data:

The above data shows that all McKinna's significant sub groups including English learners, SED and Hispanics are performing very low in ELA results of the 2022 Fall scores. English learners performed 97.5 points below standard proficiency for ELA demonstrating the need for implementing research based effective first instruction. In 2023-2024 we will provide professional development to our teaching staff around academic supports for our English Learners. Additionally, a TOSA will provide intervention to our English Learners.

School and Student Performance Data

Academic Performance
Mathematics

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathematics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
4	0	0	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very Low	Very Low	
97.7 points below standard	100.7 points below standard	
257 Students	218 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very Low	Very Low
114.9 points below standard	98.2 points below standard	151.9 points below standard
25 Students	253 Students	32 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
		No Performance Level 1 Student	

Hispanic	Two or More Races	Pacific Islander	White
Very Low 98.5 points below standard 253 Students	No Performance Level 2 Students	No Performance Level 1 Student	
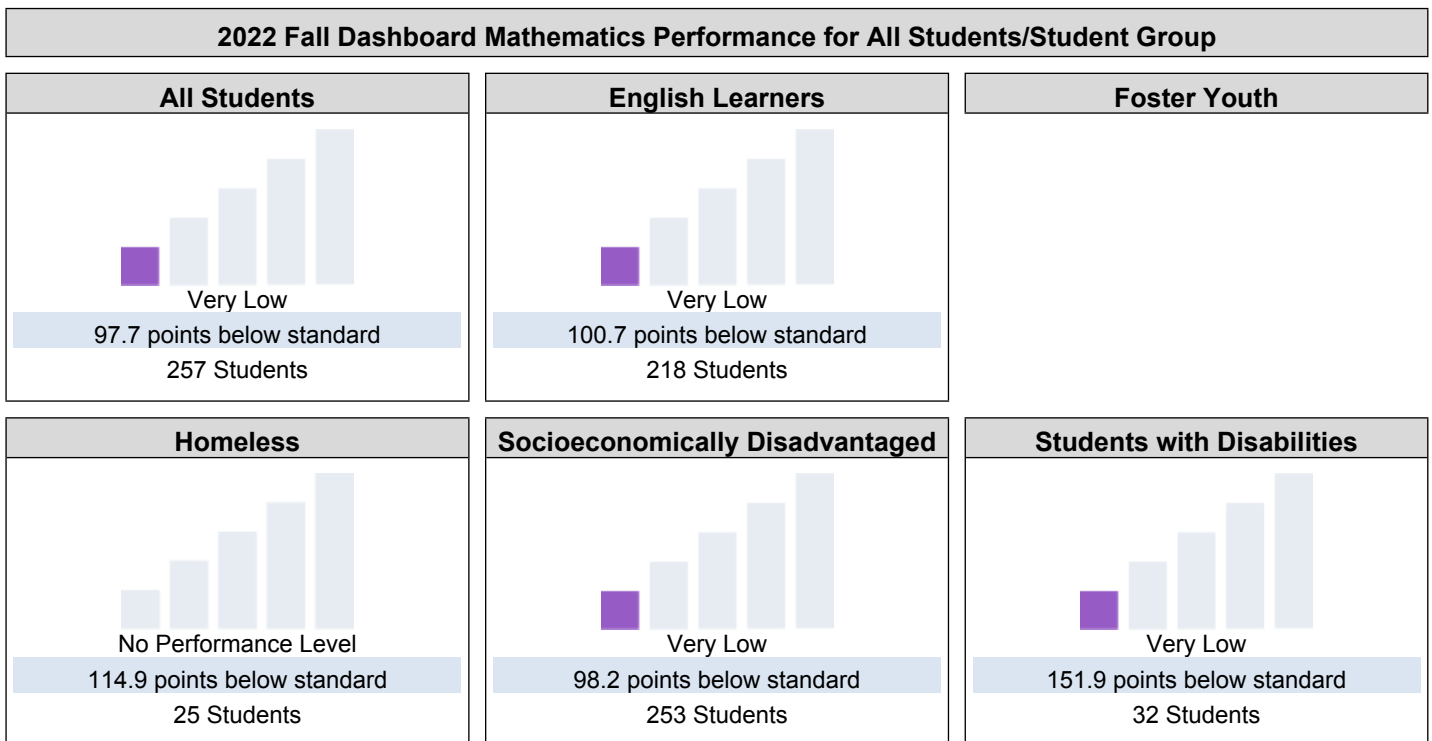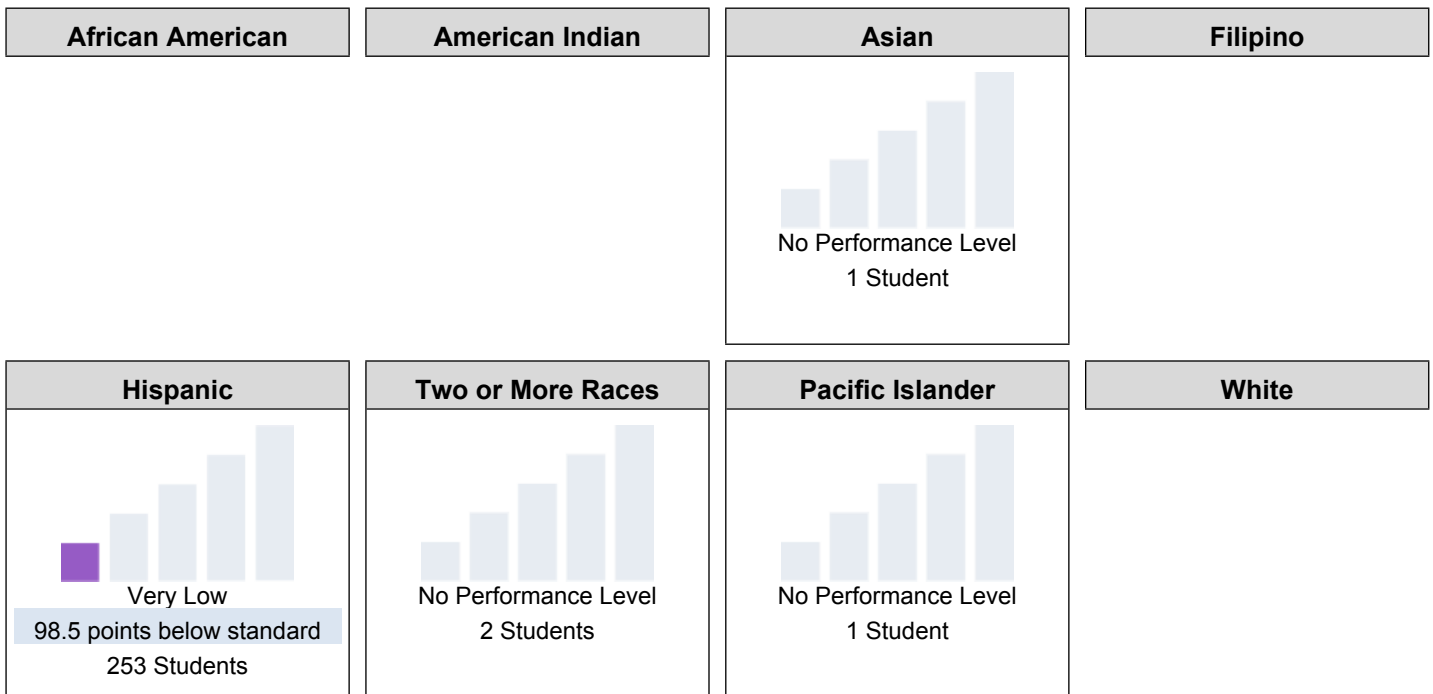
This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
108.7 points below standard 195 Students	32.9 points below standard 23 Students	96.3 points below standard 32 Students

Conclusions based on this data:

The above data from the 2022 CAASPP for math shows that all McKinna's significant subgroups performed very low academically in the area of math, including Socioeconomically Disadvantaged and Hispanic students and English Learners. The English learners performed 108.7 points below standard where the English only group scored 96.3 points below standard.

The staff will continue to engage in ongoing professional development and collaboration that strengthens teaching and learning practices around math emphasizing both oracy and writing. As a community of learners, we will focus on high leverage, research based instructional practices to increase opportunities for students to communicate thinking and reasoning. Teachers will focus math claims within the CAASPP system: concepts & procedures, problem solving/data analysis, and communicating reasoning.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator
English Learner Progress   Low   55.1 making progress towards English language proficiency   Number of EL Students: 305 Students   Performance Level: 2
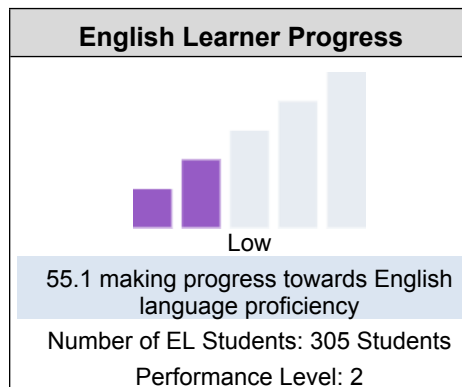
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
13.4%	31.5%	1.6%	53.4%

Conclusions based on this data:

The above data demonstrates additional information on the academic progress of English Learners according to the ELPAC overall scores on the test available from the 2022 fall dashboard.   Out of the 305 McKinna students assessed, 53% progressed one ELPI level, 31.5% maintained a level, 1.6% maintained a level 4, and 13.4% decreased a level. The school wide focus for 2023-24 continues to be language/ oracy development, literacy and writing across content areas. The staff will continue to engage in ongoing professional development and collaboration that strengthens teaching and learning practices around math, language and literacy rich instruction across all grade levels throughout the day. As a community of learners, we will focus on high leverage, research based instructional practices to increase opportunities for students to communicate thinking and reasoning, with differentiated instructional strategies to foster language and literacy development aligned with Common Core Standards. Emphasis to reinforce CAASPP claims in literacy development will be centered on a balanced literacy approach that includes reading, writing, listening, speaking across all content areas. ELD focus includes both designated ELD and integrated ELD to support language development and access to rigorous standards across content areas. Teachers will utilize district adopted resources, assessments and technology to promote high student engagement and achievement, utilizing data to inform and refine instruction.
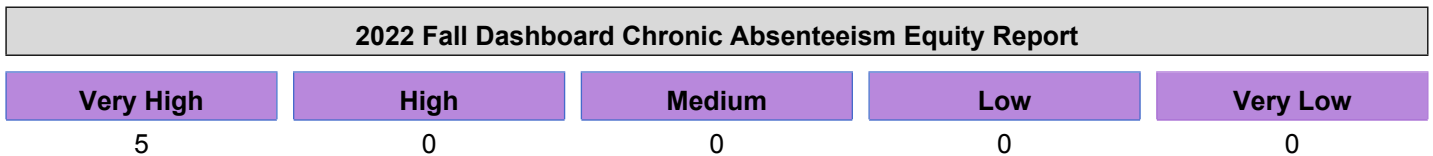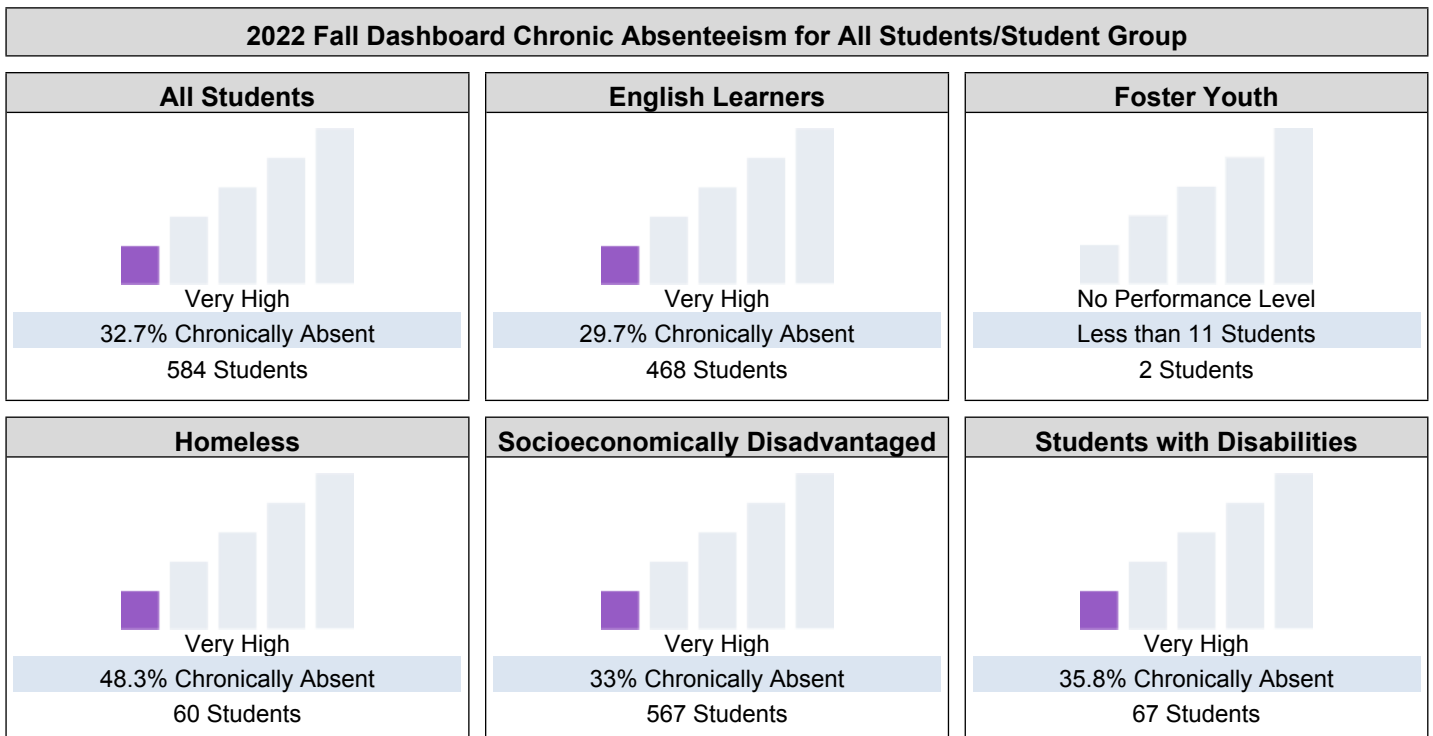
School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status leve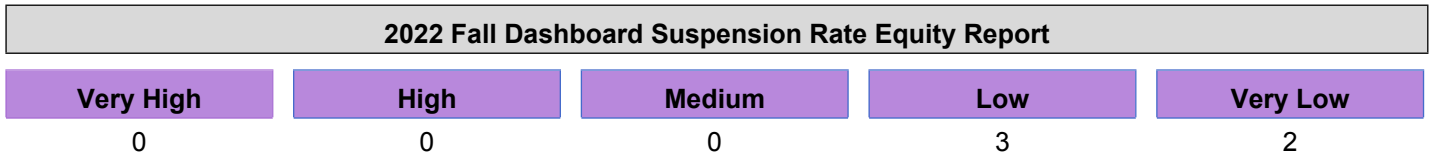ls (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
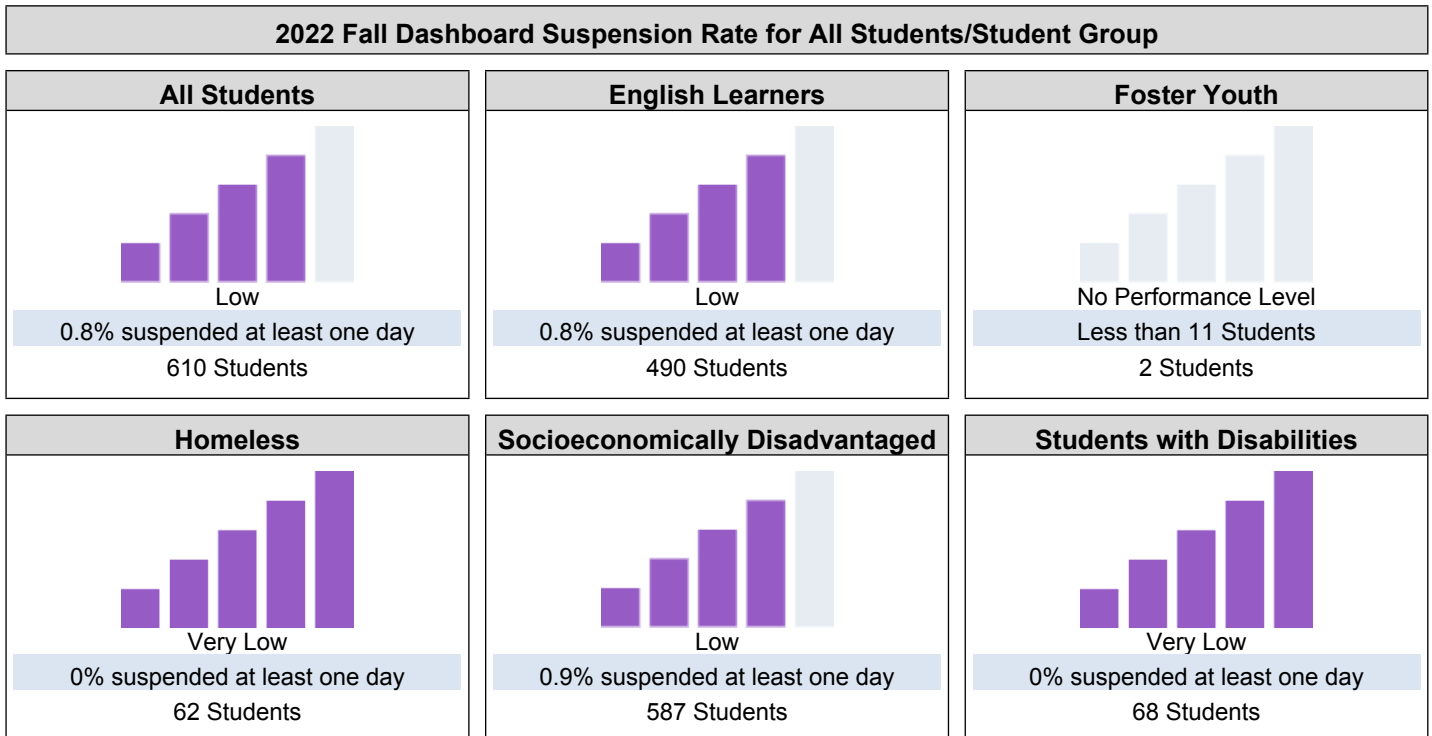
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
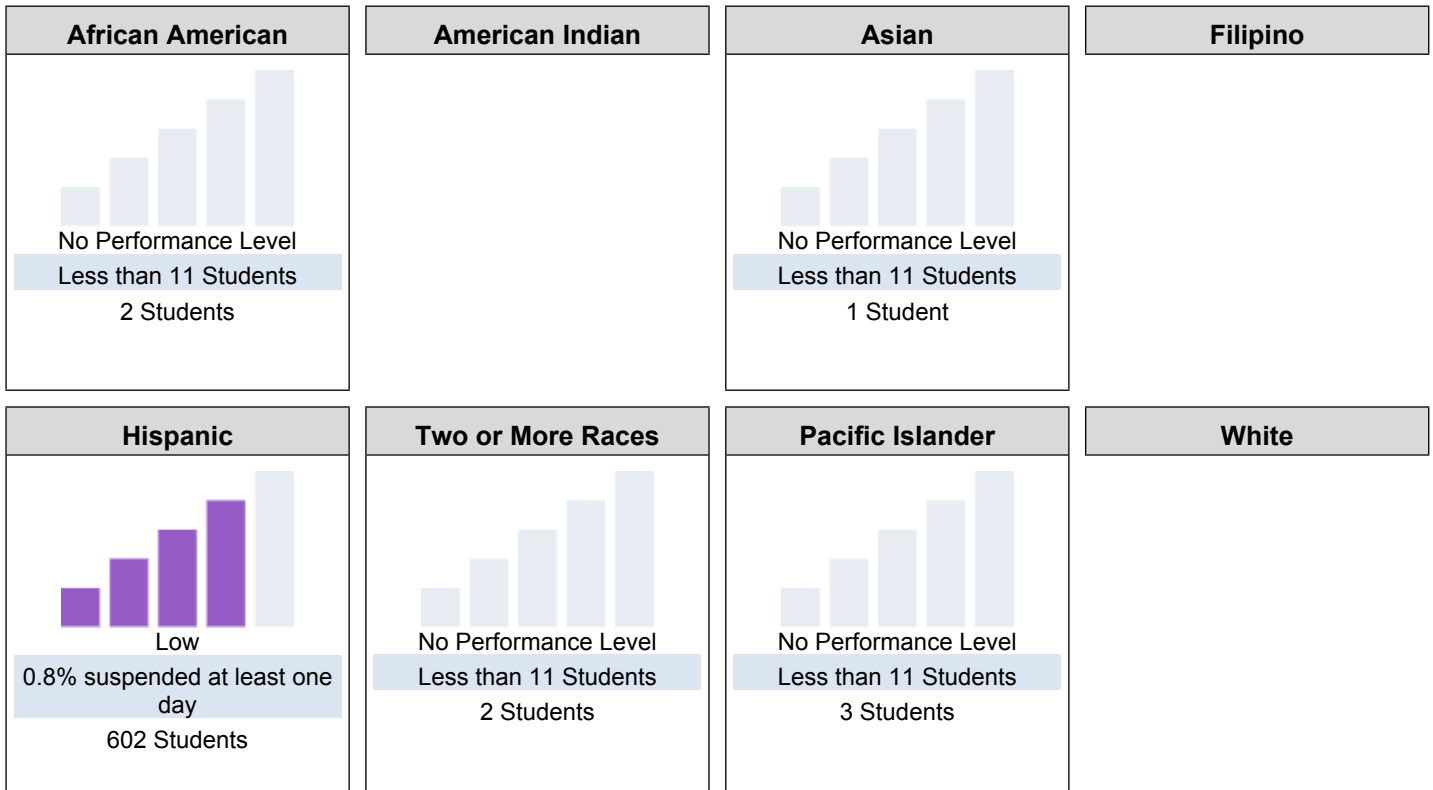
Very High	High	Medium	Low	Very Low

Lowest Performance / Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
5	0	0	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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	Very High	No Performance Level
32.7% Chronically Absent	29.7% Chronically Absent	Less than 11 Students
584 Students	468 Students	2 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Very High	Very High	Very High
48.3% Chronically Absent	33% Chronically Absent	35.8% Chronically Absent
60 Students	567 Students	67 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

No Performance Level
Less than 11 Students
1 Student

American Indian

Asian

No Performance Level
Less than 11 Students
1 Student

Filipino

Hispanic

Very High
32.8% Chronically Absent
577 Students

Two or More Races

No Performance Level
Less than 11 Students
2 Students

Pacific Islander

No Performance Level
Less than 11 Students
3 Students

White
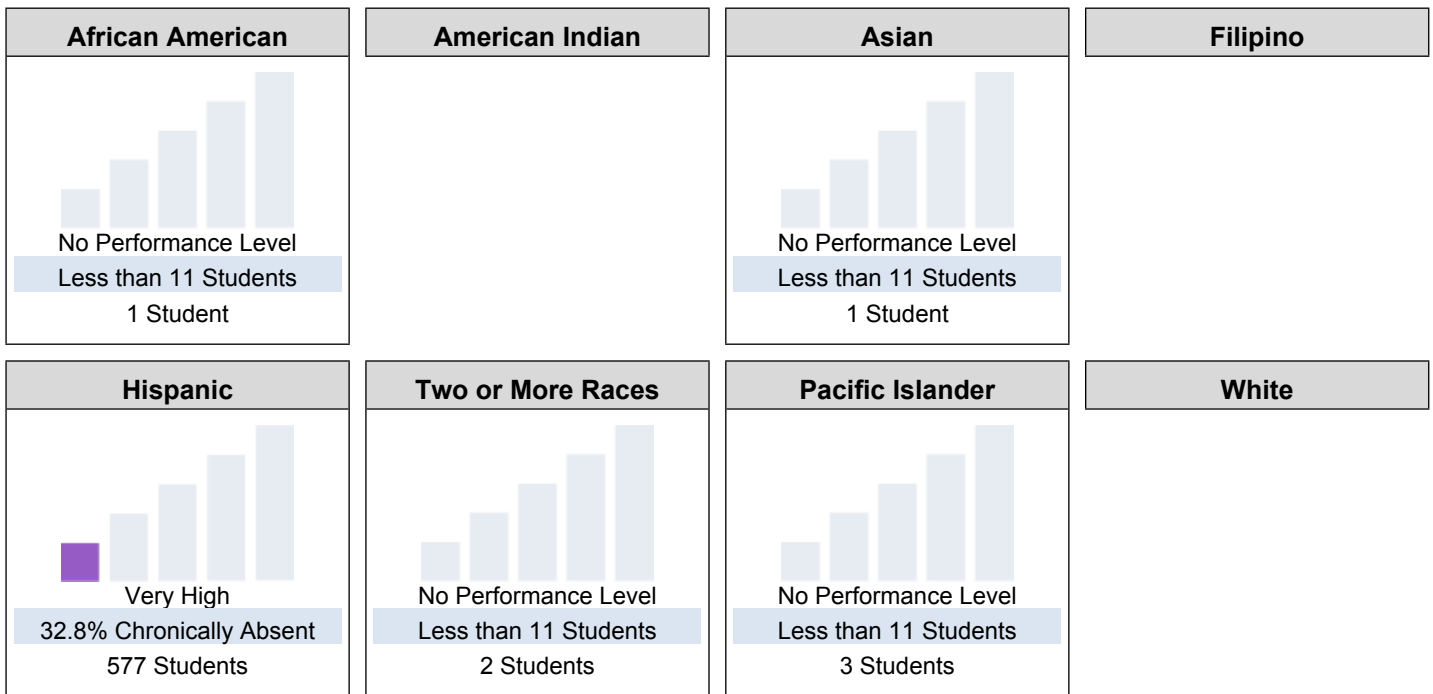
Conclusions based on this data:

The 2022 Fall Dashboard demonstrates chronic absenteeism based on subgroups. Chronic absenteeism is defined as missing 10% of the instructional days they are enrolled. The data above shows a significant discrepancy between all students and various subgroups. The data shows very high chronic absenteeism in most of our subgroups including English learners, Hispanics, homeless, socioeconomically disadvantaged and students with disabilities. The high numbers in each subgroup signal a need to be pro-active with students and families to promote positive attendance, educating families of the connection of attendance to student performance. McKinna will also continue with interventions like family meetings and SARBs to connect families with resources when students are truant.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	0	0	3	2

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	No Performance Level
0.8% suspended at least one day	0.8% suspended at least one day	Less than 11 Students
610 Students	490 Students	2 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very Low	Low	Very Low
0% suspended at least one day	0.9% suspended at least one day	0% suspended at least one day
62 Students	587 Students	68 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level		No Performance Level	
Less than 11 Students		Less than 11 Students	
2 Students		1 Student	

Hispanic	Two or More Races	Pacific Islander	White
Low	No Performance Level	No Performance Level	
0.8% suspended at least one day	Less than 11 Students	Less than 11 Students	
602 Students	2 Students	3 Students	

Conclusions based on this data:

In this category, overall students fall in the low area as measured on the 2022 Fall Dashboard with English learners, Socioeconomically disadvantage and Hispanic students with a low performance level. Homeless and students with disabilities in the very low performance level. The McKinna community works collaboratively to foster responsive, restorative systems within a Multi-Tiered Systems of Support (MTSS) framework to create a healthy learning environment where students thrive. McKinna staff is committed to the implementation of a proactive and positive behavior support system (PBIS) school wide. The PBIS Leadership Team works within the Safe & Civil School model through a continuous improvement process to guide the entire staff through the construction and implementation of a comprehensive approach to behavior support. This approach is proactive, positive, and instructional offering an alternative means of correction to address student behavior that preserves student attendance and builds student responsibility, self-control and civic awareness. The goal of the Safe and Civil School model is to reduce all behavioral and motivational barriers to learning by promoting safety and pro-social behavior, by supporting both academic and social emotional learning, and by enhancing staff consistency in teaching positive behavior expectations school wide. During the 2023-24 school year, staff will work to help build adult capacity for the development and implementation of effective Tier 1 practices. McKinna staff will continue to incorporate a collaborative approach and common language for teaching students self-regulation and peaceful problem-solving strategies for fostering social-emotional development in children.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Language Arts and Math

LEA/LCAP Goal

All students will reach high academic standards in reading and mathematics.

Goal 1

All Students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics.

Identified Need

To increase the capacity of teachers to deliver effective data-driven instruction
To provide equipment, materials and technology resources that support high quality instruction
To provide opportunities for teachers to collaborate to improve teaching and learning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR 360 Early Literacy	STAR Early Literacy K-1, English & Spanish: End of Year 2023 Data shows percentage of students in K-2 students at levels 1-4 in Early Literacy, per district benchmarks. In K - 4 DLI, assessments in Spanish & English K English: results for 68 students At or above benchmark- level 4: 35 students or 51% On watch-level 3: 9 students or 13% Intervention-level 2: 9 students or 13% Urgent Intervention - level 1: 15 or 22% K Spanish: results for 69 students	STAR Early Literacy Goal K-1, English & Spanish By End of the Year 2024: Students will demonstrate growth by moving at least one or two levels across the different bands on STAR 360. Increase the percentage of students at or above benchmark (levels 3 & 4) by 10% in each grade level.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	At or above benchmark- level 4: 57 students 83% On watch-level 3: 5 students 7% Intervention-level 2: 2 students 3% Urgent Intervention - level 1: 5 students 7% 1st Grade- English: results for 114 students At or above benchmark- level 4: 26 students 23% On watch-level 3: 10 students 9% Intervention-level 2: 22 students 19% Urgent Intervention - level 1: 56 students 49% 1st Grade- Spanish: results for 113 students At or above benchmark- level 4: 29 students 26% On watch-level 3: 14 students 12% Intervention-level 2: 32 students 28% Urgent Intervention - level 1: 38 students 34% 2nd Grade- English: results for 84 students At or above benchmark- level 4: 9 students 11% On watch-level 3: 6 students 7% Intervention-level 2: 21 students 25% Urgent Intervention - level 1: 48 students 57% 2nd Grade- Spanish: results for 70 students At or above benchmark- level 4: 38 students 54% On watch-level 3: 10 students 14% Intervention-level 2: 14 students 20%	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Urgent Intervention - level 1: 8 students 11%	
STAR READING 2nd-4th grade- English & Spanish	STAR READING 2nd grade-4th English & Spanish, EOY 2023 Data shows percentage of students in 2nd-4th graders in levels 1-4 on STAR 360 Reading per state benchmark assessments in English and Spanish for 2nd-4th grade DLI 2nd Grade- English: results for 84 students At or above benchmark- level 4: 1 students 1% On watch-level 3: 7 students 8% Intervention-level 2: 14 students 17% Urgent Intervention - level 1: 62 students 74% 2nd Grade- Spanish: results for 81 students At or above benchmark- level 4: 24 students 30% On watch-level 3: 15 students 19% Intervention-level 2: 22 students 27% Urgent Intervention - level 1: 20 students 25% 3rd Grade- English: results for 99 students At or above benchmark- level 4: 5 students 5% On watch-level 3: 12 students 12% Intervention-level 2: 23 students 23% Urgent Intervention - level 1: 59 students 60%	STAR Reading Goal 2nd - 4th grade English & Spanish By End of the Year 2024: Students will demonstrate growth by moving at least one or two levels across the different bands on STAR 360. Increase the percentage of students at or above benchmark (level 3 & 4) by 10% in each grade level.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	3rd Grade- Spanish: results for 97 students At or above benchmark- level 4: 39 students 40% On watch-level 3: 10 students 10% Intervention-level 2: 11 students 11% Urgent Intervention - level 1: 37 students 38% 4th Grade- English: results for 70 students At or above benchmark- level 4: 1 students 1% On watch-level 3: 7 students 10% Intervention-level 2: 9 students 13% Urgent Intervention - level 1: 53 students 76% 4th Grade- Spanish: results for 69 students At or above benchmark- level 4: 23 students 33% On watch-level 3: 7 students 10% Intervention-level 2: 15 students 22% Urgent Intervention - level 1: 24 students 35%	
STAR READING 5th grade - English	STAR READING 5th grade - English, End of the Year Data shows percentage of students in 5 Grade in levels 1-4 in STAR 360 Reading per state benchmarks. Assessments in English for 5th grade. 5th grade- English: results for 85 students	STAR Reading Goal 5th grade English By End of the Year 2024: Students will demonstrate growth by moving at least one or two levels across the different bands on STAR 360. Increase the percentage of students at or above

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	At or above benchmark- level 4: 5 students 6% On watch-level 3: 15 students 18% Intervention-level 2: 13 students 15% Urgent Intervention - level 1: 52 students 61%	benchmark (level 3 & 4) by 10% in each grade level.
STAR Math Grades 1-5 - English	Data shows percentage of students in 1-5 grade in levels 1-4 in STAR 360 Math per state benchmarks. Assessments in English. EOY 1st grade- Math: results for 113 students At or above benchmark- level 4: 4 students 4% On watch-level 3: 16 students 14% Intervention-level 2: 54 students 48% Urgent Intervention - level 1: 39 students 35% 2nd grade- Math: results for 84 students At or above benchmark- level 4: 2 students 2% On watch-level 3: 10 students 12% Intervention-level 2: 19 students 23% Urgent Intervention - level 1: 53 students 63% 3rd grade- Math: results for 99 students At or above benchmark- level 4: 5 students 5% On watch-level 3: 20 students 20% Intervention-level 2: 17 students 17% Urgent Intervention - level 1: 57 students 58%	STAR 360 Math Goal, grades 1-5 End of the Year 2024: Students will demonstrate growth by moving at least one or two levels across the different bands on STAR 360. Increase the percentage of students at or above benchmark (level 3 & 4) by 10% in each grade level.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	4th grade- Math: results for 69 students At or above benchmark- level 4: 2 students 3% On watch-level 3: 8 students 12% Intervention-level 2: 15 students 22% Urgent Intervention - level 1: 44 students 64% 5th grade- Math: results for 84 students At or above benchmark- level 4: 3 students 4% On watch-level 3: 6 students 7% Intervention-level 2: 26 students 31% Urgent Intervention - level 1: 49 students 58%	
ELPAC Assessment for grades 3-5	English Learners: Number of EL students that reclassified: During the 2022-23 School Year: 29	Increase the number of English Learner reclassifications by 20%.
CAASPP-ELA - Grades 3-5	Preliminary CAASPP Results for ELA, 3-5th 2022-23: 3rd Grade % Standard Exceeded: 5% % Standard Met: 11% % Standard Nearly Met: 26% % Standard Not Met: 57% 4th Grade % Standard Exceeded: 5% % Standard Met: 14% % Standard Nearly Met: 14% % Standard Not Met: 66% 5th Grade % Standard Exceeded: 5% % Standard Met: 12% % Standard Nearly Met: 25%	CAASPP, ELA 2023-2024- The number of students scoring "Met Standard" or "Exceeded Standard" based on 2023-2024 CAASPP assessment data will increase by 10% in each grade level.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	% Standard Not Met: 56%	
CAASPP Math- Grades 3-5	Preliminary CAASPP Results for Math, 3-5th 2022-23: 3rd Grade % Standard Exceeded: 7% % Standard Met: 16% % Standard Nearly Met: 13% % Standard Not Met: 63% 4th Grade % Standard Exceeded: 1% % Standard Met: 12% % Standard Nearly Met: 21% % Standard Not Met: 64% 5th Grade % Standard Exceeded: 3% % Standard Met: 11% % Standard Nearly Met: 23% % Standard Not Met: 61%	CAASPP, Math 2023-2024: The number of students scoring "Met Standard" or "Exceeded Standard" based on 2023-2024 CAASPP assessment data will increase by 10% in each grade level.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students listed above, specifically our SED and students with disabilities.

Strategy/Activity

Teachers will focus on Common Core Standards with the support of site purchased resources and District adopted resources, assessments (STAR 360, ELD, IABs, curriculum embedded assessments) and technology with all students within DLI. Balanced literacy, math, social science and science standards for Dual Language classes as developed within the DLI units for TK-5 and through resources like Mystery Science which is funded through the District.

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

Amount(s)	Source(s)
	District Funded 4000-4999: Books And Supplies Curriculum and assessments
	District Funded 1000-1999: Certificated Personnel Salaries Certificated salary for Literacy Teacher
	District Funded 5800: Professional/Consulting Services And Operating Expenditures District funded PD and resources like Renaissance, Mystery Science, Lexia, Myon, STMath
	Title I 4000-4999: Books And Supplies Books & Supplies to supplement standards based instruction for literacy, language, science & social science, listed in Goal 1, Strategy 23

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students specifically our SED and students with disabilities.

Strategy/Activity

Title 1 and LCFF funds will be utilized for grade level and cross grade level PLCs, and PDs to analyze data to inform and refine standards based instruction and intervention as well as planning and refining high leverage teaching and learning practices to include oracy and writing across content areas school wide within science, social science, math, ELD and literacy. In addition, funds will be used to support professional development in Canvas, balanced literacy and first instruction and writing to help deliver effective 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)
3,685	LCFF 1000-1999: Certificated Personnel Salaries supplemental grade level collaboration, and extra hours for PD, tutoring and enrichment, hourly pay and benefits
4,913	Title I

	1000-1999: Certificated Personnel Salaries supplemental grade level collaboration, and extra hours for PD, tutoring and enrichment, hourly pay and benefits

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students specifically our SED, English Learners and students with disabilities.

Strategy/Activity

Two ISPs hired to provide supplemental support within the language of instruction beyond teacher first instruction and differentiated intervention in reading, writing and math. ISPs funded through McKinna Title I and Title III funds.

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

Amount(s)	Source(s)
29,251	Title I 1000-1999: Certificated Personnel Salaries Salary & benefits for site funded ISP
29,251	Title III 1000-1999: Certificated Personnel Salaries Salary & benefits for site funded ISP

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

Amount(s)   Source(s)

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

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

Support for English Learners within the K DLI program

Strategy/Activity

Bilingual para-educators will be utilized to provide ELA and Spanish Language Arts for support in literacy, language and oracy within DLI TK and Kindergarten classes. Instructional assistants will be utilized to support English Language Development and academic achievement.

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

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Classified salary and benefits for bilingual para-educator support within DLI TK classes
	District Funded 2000-2999: Classified Personnel Salaries Classified salary & benefits for bilingual para-educator support within DLI K classes, 90 minutes per day per class
	District Funded 2000-2999: Classified Personnel Salaries Classified salary and benefits for para educators to support before school, K-2 classes, and after school student learning.

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

District funded Literacy Teacher to provide reading intervention to address learning gaps in reading.

Strategy/Activity

District funded Literacy Teacher to provide reading intervention to address learning gaps for targeted 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)

	District Funded 1000-1999: Certificated Personnel Salaries District funded Literacy Teacher

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Conduct weekly student support meetings including SST, IEP and 504 meetings to support student achievement and social-emotional Tier 2 and 3 needs. SST and IEP team meetings include the Psychologist, RSP, Speech and Language Pathologist, ORC, Principal, General Education Teacher, Counselor and the parents. The Social Worker and District Behaviorist are invited as needed to further ensure wrap around services within this MTSS model. Ongoing review of student progress and needs through the IEP process for students designated to receive Special Education services helps the team make recommendations for goals for 1st instruction and intervention.

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

Amount(s)	Source(s)
9,826	LCFF 1000-1999: Certificated Personnel Salaries Teacher Substitutes to release general ed and SPED teachers as needed
	District Funded 1000-1999: Certificated Personnel Salaries Certificated salaries for Counselor, RSP, Speech, Psychologist
	District Funded 2000-2999: Classified Personnel Salaries Classified salary: ORC
5,945	Title I 1000-1999: Certificated Personnel Salaries Teacher Substitutes to release general ed teachers as needed.

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students specifically our SED, EL, Hispanics and students with disabilities

Strategy/Activity

Provide PD in academic language development, math, reading, writing, data analysis, Canvas and other technology as well as language and literacy development through both designated and integrated ELD and Spanish Language Development based on academic program of instruction. This training to be provided by teachers, TOSAS and administrator.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries PDs & PLCs specific to DLI
	District Funded 1000-1999: Certificated Personnel Salaries Certificated salaries: District math & science TOSA
	LCFF 1000-1999: Certificated Personnel Salaries Included in Goal 1, strategy/activity #2

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Teachers will promote and monitor independent reading through district funded resources like MyON, AR and Lexia which are required learning applications for all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 5000-5999: Services And Other Operating Expenditures District funded programs like MyOn & Renaissance-AR, Lexia

Strategy/Activity 10
Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Leadership Team PLC opportunity to examine data and develop and evaluate action plans for strengthening instruction and across all content areas.

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

Amount(s)	Source(s)
	LCFF 1000-1999: Certificated Personnel Salaries Teacher extra hours already included in Goal 1, strategy 2

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Teachers will use subscriptions and applications to support literacy, language, math, and science. They will differentiate utilizing technology with programs like Lexia to increase student achievement and provide opportunities to accelerate growth for GATE students while filling the skill and learning gaps for struggling readers.

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

Amount(s)	Source(s)
1,100	Title I 5000-5999: Services And Other Operating Expenditures Subscriptions, apps & publications, virtual field trips

Strategy/Activity 12
Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English
Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Instructional materials and supplies for school and home to enhance academic achievement,
promote social-emotional development and encourage home-school connection through family
engagement.

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

Amount(s)	Source(s)
65,138	LCFF 4000-4999: Books And Supplies Materials and Supplies, warehouse, Graphics Services
8,000	LCFF - Intervention 4000-4999: Books And Supplies Materials and Supplies

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English
Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learner and special population groups.

Strategy/Activity

Classified staff will provide extra support and assistance for special projects including supervision
and translation for conferences, parent meetings and outreach and trainings for families.

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

Amount(s)	Source(s)
1,228	Title I 1000-1999: Certificated Personnel Salaries counselor extra support
20,295	LCFF 2000-2999: Classified Personnel Salaries

	Campus supervisor additional hours and contract positions, extra help
1,353	LCFF 2000-2999: Classified Personnel Salaries Child Care
1,353	Title I 2000-2999: Classified Personnel Salaries Outreach position extra help
1,353	LCFF 2000-2999: Classified Personnel Salaries Substitute for clerical
2,030	LCFF 2000-2999: Classified Personnel Salaries Clerical OT
2,030	Title I 2000-2999: Classified Personnel Salaries Clerical OT
677	LCFF 2000-2999: Classified Personnel Salaries Custodial OT

Strategy/Activity 14
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners, Foster, SED

Strategy/Activity

Provide funding for conferences, workshops and professional development to support school wide goals for academic achievement and social-emotional development pertaining to English Language Learners

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

Amount(s)	Source(s)
	Teacher extra hours already included in Goal 1, strategy 2
7,523	Title III 5000-5999: Services And Other Operating Expenditures travel and conference

6,158	LCFF 5000-5999: Services And Other Operating Expenditures travel and conference

Strategy/Activity 15
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Field Trips funded to provide enrichment activities and to enhance academic achievement for all students.

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

Amount(s)	Source(s)
7,002	Title I 5000-5999: Services And Other Operating Expenditures Field trips

Strategy/Activity 16
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students to support multi-media strand

Strategy/Activity

Students will utilize technology for research and demonstrate learning through digital presentations including iBooks, slide shows, videos and podcasts that will support academic achievement, assist in bridging to middle school, and support McKinna's multi-media strand. McKinna's multi-media strand is aligned to 21st century technology goals for students to utilize technology as creative critical thinkers.

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

Amount(s)	Source(s)

	no additional cost

Strategy/Activity 17

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Computer supplies (headsets, cartridges for printers, software, dongles, and cables) will be purchased to support delivery of curriculum.

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

Amount(s)	Source(s)
3,000	LCFF 4000-4999: Books And Supplies computer supplies, software and equipment

Strategy/Activity 18

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Enrolled students within ASP

Strategy/Activity

The After School Program will be offered to students in grades 1-5 and will provide enrichment for students through opportunities for collaborative learning & hands on academic activities.

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

Amount(s)	Source(s)
	District Funded 5000-5999: Services And Other Operating Expenditures Program materials & operating costs
	District Funded 1000-1999: Certificated Personnel Salaries Teacher liaison

Strategy/Activity 19

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Library media support personnel to promote literacy, oversee instructional materials, and update McKinna website.

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

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Library media support
1,353	LCFF 2000-2999: Classified Personnel Salaries Library media extra support

Strategy/Activity 20

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Equipment (Duplo, Copiers, Laminators, and radios) will be maintained and repaired as necessary to support instruction for academic achievement and student safety.

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

Amount(s)	Source(s)
4,500	Title I 5000-5999: Services And Other Operating Expenditures Services, Operations, Copy Machine
1,000	LCFF 5000-5999: Services And Other Operating Expenditures

	Maintenance agreements
3,000	LCFF 5000-5999: Services And Other Operating Expenditures Services, operations
3,000	LCFF 5000-5999: Services And Other Operating Expenditures Rentals, leases and repairs

Strategy/Activity 21
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Tutoring and enrichment opportunities for students to improve academic achievement. Tutoring to be provided by teachers.

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

Amount(s)	Source(s)
	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Included in Goal 1, strategy/activity #2

Strategy/Activity 22
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

A Teacher Liaison will be designated for the After School Program to coordinate communication with the after school program and help support school needs by organizing curriculum, providing modeling, mentoring, and professional development for after school staff.

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

Amount(s)	Source(s)
	District Funded Teacher Salary

Strategy/Activity 23
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English learners and DLI program for all students to promote language proficiency in Spanish

Strategy/Activity

Spanish and English Books will be purchased to support English learner language acquisition.

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

Amount(s)	Source(s)
	Title III 4000-4999: Books And Supplies Books to support English Learners accounted for in Strategy 1

Strategy/Activity 24
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Language and literacy development will be fostered through both designated ELD instruction and integrated ELD throughout the instructional day, incorporating oracy strategies to provide access to rigorous standards across all content areas. Emphasis on oracy, reading and writing across content areas.

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

Amount(s)	Source(s)
	District Funded Curriculum

Strategy/Activity 25
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students, including students designated special education and students designated as GATE

Strategy/Activity

Reading and math incentives will be used to support AR and math goals by encouraging participation and awarding growth.

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

Amount(s)	Source(s)
	District Funded 4000-4999: Books And Supplies Incentives, included in Goal 1, Strategy 12

Strategy/Activity 26
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 27
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

McKinna's school wide focus for the 2022-2023 school year was to strengthen "First Instruction" adhering to the Oxnard School District's literacy/biliteracy pedagogy, that promotes a balanced literacy approach to teaching and learning. Aligned with the OSD pedagogy, McKinna's emphasis was on standards-based instruction and the strategic teaching of writing across all content areas. In addition, McKinna's school wide instructional focus includes the strategic integration of oracy strategies to foster academic language across all content areas.

McKinna utilizes the walk through protocol during weekly classroom visits to gather data around observed instructional practices that were aligned with the OSD literacy/biliteracy pedagogy and these school wide commitments. Data collected during classroom visits was specific, observable and without judgement for the purpose of reflection and identifying professional development needs to ensure ongoing improvement around teaching and learning. Staff meetings and PLC meetings focused on reviewing data and planning. Towards the end of the school year, our staff focused their discussions on writing.

Another essential area of focus for school wide collaboration and professional development centers on building school wide capacity around the effective utilization of Canvas, the District wide learning management system. McKinna continues to schedule dedicated collaboration and professional development opportunities throughout the year for staff, students and families in the areas of instruction and technology. Collaboration and training opportunities for staff and families are essential to help build school wide capacity for effective teaching, learning and communication throughout the school year.

Overall, we made academic gains in most areas as measured by the CAASPP and we had more students reclassify. We made bigger gains in math.

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

As stated previously, McKinna's school wide focus for the 2022-23 school year was to strengthen "First Instruction" adhering to the Oxnard School District's literacy/biliteracy pedagogy, that promotes a balanced literacy approach to teaching and learning. Although, the work began to strengthen our instruction, COVID continued to affect student and staff attendance greatly which impacted our learning and teaching tremendously. Having our meetings in person allowed for more effective collaboration and trainings. This year our focus will continue to be strengthening instruction in the classroom. Aligned with the OSD pedagogy, McKinna's emphasis will be on standards-based instruction and the across all content areas and the implementation of all DLI Units. School wide, we will also focus on solving word problems and explaining the process to solving them, through oral and written language. In addition, McKinna staff is committed to utilizing

both state and local assessments to inform and improve instruction, a consistent practice throughout the school year. Because this is an ongoing process within grade level and cross grade level collaboration, teachers have the opportunity to adjust instruction to meet the needs of students. Data collected through classroom visits will be utilized to plan professional development needs. The focus of professional development centered on improving instruction and strengthening our math instruction. During grade level and cross grade level PLCs, teachers will continue to examine and calibrate student work to look for patterns, strengths and areas of need. Clear progress and growth in teaching and learning was evident in data gathered through classroom visits as well as student writing and other formative assessments.

Although we made gains in most of the areas on the CAASPP assessment across the grades, are gains were greater in math. We need to not lose focus of ELA.

The 2023-24 school year instructional plan provides the roadmap and resources for ensuring all students have access to technology, access to grade level content, rigorous learning opportunities, and resources within a cohesive District wide plan for instruction.

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

The 2023-24 school year instructional plan provides the roadmap and resources for ensuring all students had access to technology and resources within a cohesive District wide plan for instruction. This year our instructional plan will shift to strengthen our instruction. An emphasis will be placed on improving and enhancing tier 1 instruction, meaning the instruction that all students are provided in the classroom. As in previous years, a significant amount of money will be set aside to support standards-based interventions and tutoring for students that are not currently accessing grade level content. An emphasis will also be placed upon continuing to provide ample time for teachers to collaborate and analyze data through the use of Professional Learning Communities (PLCs) on a regular basis.

Grade level teams continue to use formal and informal assessment data and observations to plan and differentiate instruction to address student needs. McKinna staff will continue to focus on research based "Best First Instruction" practices. Ongoing school wide collaboration and professional development will continue to focus on effective implementation of standards based instruction for writing.

All grade level teams are committed to the PLC Guiding Goals to improve first instruction utilizing Canvas, the learning management system. The following commitments remain the focus of our school wide goals:
- We will build a Data Driven Culture school wide to increase student achievement.
- We will implement high leverage teaching and learning practices school wide to increase student achievement
- We will teach, model and reinforce school wide expectations and social-emotional strategies to increase self-regulation, resilience and
peaceful problem solving.
- We will commit to standards-based teaching and learning within a balanced literacy model.
- We will focus on strategic teaching of writing across all content areas: math, science, social science, ELD time, PE, social –emotional

- We will focus on Oracy – strategic scaffolds, strategies, supports integrated within teaching and learning across all content areas

McKinna will utilize state and district assessments, including CAASPP, ELPAC, with a special emphasis on current assessments within STAR 360, and writing assessments as well as site based assessments determined by grade level teams to monitor student progress and growth.

We made gains on the CAASPP math assessment. In 3rd grade math we grew from 12% proficiency to 24% in 2022-23, an 12-point growth. In 4th grade we had a 6-point growth. In 5th grade we had a 9-point growth going from 6% proficiency to 15% in 2022-23. Our gains were not as strong in ELA. In 3rd grade we decreased by 4 points in 3rd grade going from 22% to 18% proficiency. In 4th grade we grew by 3 points and in 5th grade we did have a 2-point increase in 2022-23.

Grade level teams will continue to utilize multiple data points and formative assessments to monitor student progress and develop school wide focuses.

TK-5 will continue to follow DLI units which included standards based instructional plans for Spanish and English in social science, science, language, reading, writing and math. Analysis of data shows a need for improved, systemic, purposeful, and evidence-based collaboration; an increased number of common formative assessment benchmarks to more closely progress monitor student achievement; an emphasis on academic writing across all core subject areas; and continued focus on integrating Mathematical Mindset strategies to promote students' critical thinking and problem-solving skills in the area of Mathematics. Goal 1 highlights opportunities for grade level collaboration to analyze student data and plan instruction to improve academic achievement. Goal 2 address strategies to strengthen social-emotional supports through PBIS framework. Goal 3 strategies focus on the home -school connection essential to maximize student achievement.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP Goal

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

To decrease the suspension rate
To increase positive behavior
To improve student attendance
To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance	The average attendance from August- May for the 2022-2023 school year was 91.53%.	Attain an annual average attendance rate of 95% or higher in each grade level.
Engagement	The number of office referrals assigned: * August-May 2022-2023 was 411 referrals The number of suspensions: 9	To decrease the number of office referrals by 10% and increase the engagement time spent in the classroom. To decrease the number of suspensions by 20%
Panorama Survey	McKinna students in 3rd-5th grade took the Panorama Survey three times during the 2022-2023 school year. The survey provided a baseline data in the areas of student SEL competencies and learning supports	To increase 10% in all areas.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	/environments. Our overall rating in SEL during the 2022-2023 school year was 66%, rated as good. Growth Mindset-60% Self-Management- 62% Social Awareness- 65% Emotion Regulation- 51% Teacher Student Relationships- 70% Sense of Belonging- 64% Engagement-55%	

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue implementation of the Positive Student Behavior Support (PBIS) Program to promote a safe and nurturing school learning environment that supports students at all levels of the MTSS pyramid of support. Mckinna will focus on clear behavior expectations in common areas such as the cafeteria, playground and hallways. Champs and STOIC will support our focus on learning classroom expectations.

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

Amount(s)	Source(s)
	District Funded 5000-5999: Services And Other Operating Expenditures PBIS Leadership, Safe Schools & VCOE support for PBIS

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continued training, implementation and provide student incentives to improve attendance and behavior. Support PBIS to teach self regulation and responsibility, including support to reinforce behavior expectations.

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

Amount(s)	Source(s)
	LCFF 4000-4999: Books And Supplies Student incentives for attendance, engagement, behavior & academics, funding allocated in Goal 1

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Social-emotional learning through counselor led community circles, individual and small group instruction, ongoing monitoring through Panorama. In addition, our school counselor will do SEL lessons in the classroom to reinforce positive behavior and provide social emotional supports. Our counselor will plan and organize school wide activities to support tier 1 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)
	District Funded 1000-1999: Certificated Personnel Salaries

	Counselor focus on Social -emotional learning, District funded

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Attendance will be monitored and Mini SARB meetings will be held for those students with excessive absences, specifically for Hispanic, SED and students with disabilities. The attendance clerk and ORC will monitor student attendance. Meetings and home visits to address chronic absences.

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

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries ORC, Social worker, Attendance Tech, Counselor
	LCFF 4000-4999: Books And Supplies Attendance incentives already included in goal 1 under materials and supplies.

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Students underperforming on grade-level Common Core State Standards and Students demonstrating social/emotional challenges.

Strategy/Activity

Continue implementing the RTI/MTSS model using the SST process in order to monitor student attendance, counseling, and discipline data in order to identify students who are in need of targeted intervention and support to address social/emotional/behavioral needs.   Wrap around services will be provided for students and their families to meet the social and emotional needs as well as support the implementation of a Restorative Justice Framework.

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

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Counselor, ORC, Social Worker & Other support staff, See Goal 1

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English
Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Campus Supervisors are hired and trained to monitor playground and lunchtime activities. They will also provide extra support and child care for meetings and events (SSC, ELAC, Back to School Night, Parent Education). Office and custodial staff will effectively maintain daily school operations to respond to student safety needs, monitor student attendance, and assist in documenting and filing incident reports.

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

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Classified salaries & benefits: Campus Supervisors, Custodians, Office staff
	LCFF 2000-2999: Classified Personnel Salaries extra hours covered by site already documented with Goal 1

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English
Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

School wide and grade level incentives provided for attendance, academic growth, positive leadership, peaceful problem solving.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	LCFF 4000-4999: Books And Supplies Incentives, Already budgeted in Goal 1 with LCFF targeted

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Additional playground activities,(ie. jacks, pick up sticks, balls and additional PE equipment and resources) added to promote social-emotional well being utilizing SPARKS PE Curriculum.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	LCFF 4000-4999: Books And Supplies Materials and Supplies for PE, cost already documented in Goal 1

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Training in COVID-19 Safety Protocols and Disaster Preparedness.   Safety drills to reinforce safety and crisis response preparation. PBIS Team to review and revise Safety Plan.

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

Amount(s)	Source(s)
	District Funded None Specified No additional cost

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Student discipline data will be monitored on an ongoing basis to inform intervention needs.

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Build capacity around research based Tier 1 practices for strengthening positive student behavior and maximizing student instructional time. School digital sharing platform and guide to Common Sense Digital Safety training implemented school wide aligned with Canvas learning management system.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded None Specified Ongoing PD

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Students underperforming on grade-level Common Core State Standards and students demonstrating social/emotional challenges.

Strategy/Activity

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

Teachers will be released for meetings, observations, data review and progress monitoring.

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

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Teacher release time (sub expense included in Goal 1)

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Counselor, ORC and Social worker will train staff to strengthen trauma informed practices and provide support to students and families as needed. Provide research-based individual and small group counselling services to students in need of social/emotional support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Counselor & ORC (see goal 1)
	District Funded 2000-2999: Classified Personnel Salaries ORC (see goal 1)
	District Funded Social Worker through Healthy Start County Program

Strategy/Activity 14
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Targeted support for underperforming subgroups within Homeless and Foster Youth, SED, English Learners, African Americans & Special Education students

Strategy/Activity

Small group counseling, book study and tutoring support based on Panorama survey and student attendance and engagement data to support social-emotional & academic needs.

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

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Counselor & teachers, funding for extra hours allocated in Goal 1

Strategy/Activity 15
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

 All students

Strategy/Activity

Safety Team and community and District personnel will conduct training to strengthen crisis response preparedness and support school wide safety.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 16
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Teachers will teach digital citizenship and cyber safety through resources like Common Sense Media.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Common Sense Media Program (no cost), no additional cost

Strategy/Activity 17
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Students will create digital presentations including IBooks, slide shows, videos and podcasts that will demonstrate understanding and collaborative application of literacy and language development and civic responsibility.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
No additional cost

Strategy/Activity 18
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Tk-5th grade students

Strategy/Activity

TK-5th grades will take the Panorama survey 2 times a year per District assessment calendar within their classrooms with support of teachers, ORC and Counselor.

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

Amount(s)	Source(s)
no cost, Survey provided by the District

Annual Review

SPSA Year Reviewed: 2022-23

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

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

McKinna's population includes a high percentage of at-risk groups such as homeless and SED which needs to be taken into consideration when creating and reviewing the SPSA to positively impact student attendance, behavior and overall school culture and climate. A high need that impacts academic achievement is in the area of social-emotional need. Strategies and activities which address this need are listed in Goal 2.   The McKinna community has a high percentage of referrals to Ventura County Behavioral Health, illustrating the high percentage of students and families who are dealing with trauma for a variety of reasons including substance abuse, domestic violence, mental health issues and immigration concerns. It is, therefore, especially important to

provide a systematic approach to supporting the social-emotional needs of students who have experienced trauma.

The McKinna community will continue to foster responsive, restorative systems within a Multi-Tiered Systems of Support (MTSS) framework to create a positive learning environment school wide. School staff; including the ORC, school counselor, attendance tech, and principal; will meet regularly to monitor student attendance, identify students at-risk of being identified as chronically absent, and develop and implement appropriate and meaningful supports, services, and incentives to increase students' positive attendance. School staff will provide support to families and will recommend and/or refer students or parents to Ventura County-based social services, counseling, or other community-based services or programs with the intention of offering families support to address barriers which negatively impact student attendance.

School wide focus on social-emotional needs include ongoing check-ins, mindfulness practices, restorative circles and restorative dialogues. In addition, in order to address students' social, emotional, and behavioral needs, students are identified through the SST process and through Panorama surveys, to receive individual and/or small group counseling services provided by our school counselor. The ORC will continue to work closely with students and families to address attendance and student engagement concerns now documented within Q, the student data system. Our progressive discipline matrix assists teachers and administration with clear guidelines for responding to student behavior at both the classroom and school levels. The Positive Behavior Intervention and Support model concentrating on STOIC (Structure, Teach expectations, Observe and monitor, Interact positively, and Correct fluently) guides all staff in providing a proactive and positive approach to managing student behavior both in and out of the classroom. Our PBIS/School Safety Team meets on an ongoing basis to analyze student discipline data, identify areas of focus, and provide recommendations to school staff in order to strengthen our school's positive learning environment. Ongoing recognition of positive behavior and academic growth is integrated throughout the year to recognize hard work and positive choices students make.

During the 2023-24 school year, McKinna teachers and staff will focus on building strong connections with our students, hosting positive school wide activities focusing on bullying prevention, drug prevention, Sprinkling Joy of Happiness, ST Math celebrations, school spirit and more. Additionally, our sunshine committee will continue to plan positive activities for our teachers to strengthen our school climate. We will continue to strengthen our student leadership groups such as Club Live FNL. These students will be empowered to make positive activities for our students. Furthermore, we will continue to work within the Safe and Civil School model through a continuous improvement process to provide guidance that is proactive, positive, and instructional offering an alternative means of correction to address student behavior that preserves student attendance and builds student responsibility, self-control and civic awareness. The goal of this approach is to reduce all behavioral and motivational barriers to learning by promoting safety and pro-social behavior, by supporting both academic and social emotional learning, and by enhancing staff consistency in teaching positive behavior expectations school wide. Panorama survey information for TK-5 students will be utilized to target social-emotional learning needs for self-management, growth mindset, social awareness, emotional regulation, teacher-student relationships and sense of belonging. Emphasis will be placed on common language, instruction and intervention to ensure student success in school.

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

Students continued to struggle to socialize effectively with their peers and often broke several behavior expectations. Additionally, students seemed to struggle social emotionally. Furthermore, as a site COVID-19 continue to impact attendance as many students and staff were sick this year.

These challenges made it difficult to provide emotional support to students consistently. The McKinna staff is committed to create a positive and safe learning environment that promotes positive behavior and interactions amongst students in the classroom, playground, and throughout our school. During the 2023-2024 school year we will continue to strengthen the systematic approach to improving school wide climate and culture. We will continue to use CHAMPS protocols within the classroom to promote positive behavior and increase self-regulation, thus decreasing loss of instructional time due to disruptive behaviors. In addition, we will recognize positive behavior and academic growth within classrooms and at school wide and/or grade level assemblies. Furthermore, we will continue to strengthen our SST process to address Tier 2 and 3 academic and social-emotional needs of the students.

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 2023-24 school year, McKinna will continue to build upon the MTSS model that works to align school wide systems and services to support District systems. The Panorama survey results for TK-5th grades will be utilized to monitor social-emotional learning needs for self-management, growth mindset, social awareness, emotional regulation, teacher-student relationships and sense of belonging. This will provide staff and support personnel such as ORC and counselor with information to identify students and families who need additional assistance in areas of Wellness Accessibility, Wellness Mental Health and/or Wellness Physical Health. This data will also be utilized to plan and implement targeted support for social-emotional learning and specific needs. The SST and IEP review process will be utilized to monitor student progress and plan behavior, academic and social -emotional interventions as well as determine need for referrals to outside mental health agencies. Ongoing monitoring and training will be provided, and modifications implemented according to updates and guidance received throughout the year. Additionally, we will implement a wellness center this upcoming year to support our students social emotionally.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

To increase communication through websites, parent square, flyers, CANVAS and social media so parents and community are informed about district and school instructional programs and activities. To facilitate parent involvement in the educational and social-emotional well-being of their children

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at family engagement meetings/events like SSC, ELAC, Workshops	2022-23 school engagement opportunities offered through virtual and in person meetings for SSC, ELAC, PTA, Back to School Night, parent webinars and student conferences. ELAC Average Attendance 2022-2023 was 22 parents. SSC Average Attendance in 2022-2023 was 9.8	Provide opportunities for monthly educational and social family involvement and school-home connections through web site resources, social media platforms, workshops, Project 2 Inspire, SSC, ELAC, PTA and other family events through a virtual and in person setting. Increase family participation in Parent Meetings. Increase ELAC and SSC parent participation by 20%
Parent participation in SST and IEP meetings	2022-23 Benchmark: Various opportunities for parent/guardian participation	Weekly SST and IEP meetings including multiple ways for parents to attend: phone, virtual and in person.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	through phone, zoom and in person for SST, IEP meetings.	
Parent Needs Assessment	Parents will have an opportunity to provide feedback through the 2022-2023 survey. 176 parents responded. 80.7% of parents always feel welcomed. 82.4% of parents feel they are partners in their child's education.	Increase by 10%

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Build and communicate opportunities for strong family engagement through participation in decision making bodies like SSC, ELAC, PTA, and Project 2 Inspire to promote LCAP-SPSA Goals around teaching and learning, culture and climate. Site Tech will support in maintaining school website and marquee.

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

Amount(s)	Source(s)
	District Funded Communication via Parent Square, web site, flyers, Canvas and social media, highlighted in Goal 1

	District Funded Counselor, ORC, Social Worker provide workshops, Goal 1

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Hold family/parent workshops on topics to support families and their children with a focus on mental health support through partnership with Logrando Bienestar and Interface mental health services.

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

Amount(s)	Source(s)
	District Funded No additional cost

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue to expand use of technology, school web site, social media, flyers and ongoing communication through Canvas with families about school events, programs and student progress.

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

Amount(s)	Source(s)

	No additional cost

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Promote literacy, technology support, including Canvas, and school-home connection through monthly parent workshops offered during ELAC and SSC meetings as well as Family Fridays.

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

Amount(s)	Source(s)
	LCFF 4000-4999: Books And Supplies Materials and Supplies , included in Goal 1

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Parent conferences will be held twice a year. Translation support will be provided as necessary for parent meetings, conferences and other family communications.

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

Amount(s)	Source(s)
	LCFF 2000-2999: Classified Personnel Salaries Interpreters-translators, funding included in Goal 1

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Site support staff will provide workshops on parenting and child development including spearheading workshops through outside county agencies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	LCFF 4000-4999: Books And Supplies materials for workshops included in Goal 1

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Parents will be invited to participate in student support meetings including SSTs, IEP and 504s to support student achievement and social-emotional Tier 2 and 3 needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded ORC (see goal 1), funding already documented in Goal 1

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Incoming parent meetings will be held to familiarize parents with transition from pre-K to Tk/Kindergarten and 5th grade to middle school.

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

Amount(s)	Source(s)
	LCFF 1000-1999: Certificated Personnel Salaries Teacher extra pay already included in goal 1 (see goal 1)

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Title 1 Meetings will be held to review policies like the Parent Compact, Parent Involvement Policy and SPSA goals.

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

Amount(s)	Source(s)
	Covered in Goal 1, No additional cost

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Families of English Learners

Strategy/Activity

Provide parent leadership and training opportunities through Project 2 Inspire and ELAC.

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

Amount(s)	Source(s)
	District Funded

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Parents will be invited to give input for reclassification for students who qualify to be re-designated as fluent English proficient.

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

Amount(s)	Source(s)
	No cost

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

McKinna considers families the most essential partners in achieving goals within the SPSA. As such during the 2023-24 school year, McKinna will continue to offer our families various leadership and educational opportunities. The McKinna staff cultivates meaningful partnerships and authentic family engagement opportunities through structured meetings such as Back to School Night, Fall and Spring conferences, SSC, ELAC, PTA, and more. McKinna partners with organizations like Ventura County Behavioral Health and Logrando Bienestar to offer workshops and services to families for mental health. Parent education is also offered through the school counselor, social worker and ORC. We are committed to making parents feel welcomed and valued on our campus. McKinna will utilize the web site, Parent Square, email, calls, Canvas, Zoom, our school marquee, video bulletins and social media to maintain ongoing communication with families.

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

Trauma is a barrier that significantly impacts student achievement. McKinna's high percentage of referrals to Ventura County Behavioral Health illustrate a large number of students and families are dealing with trauma for a variety of reasons including substance abuse, domestic violence, mental health issues and immigration concerns. Therefore, it is especially important to provide a systematic multi-tiered approach to connect families to community resources and to address the academic and social-emotional needs of students who have experienced trauma. The District funded ORC, counselor, social worker work closely with McKinna families to coordinate resources and maximize services for educational, mental and physical health through partnerships with organizations like Ventura County Behavioral Health. This is especially important during the 2023-24 school year to support academic, physical, and social-emotional needs.

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

McKinna staff will continue to promote family engagement and empower parents/guardians as essential partners in their students' education. In addition to encouraging participation in decision making bodies like SSC, PTA and ELAC, McKinna will offer multiple venues for family engagement through workshops to promote literacy and technology skills, including a better understanding of Canvas and reclassification meetings. Parent workshops will be offered during the 2023-24 school year virtually and in person. Parent workshops like Project 2 Inspire to increase EL parent engagement and advocacy will be offered through the District. McKinna will offer Coffee with the Principal as an opportunity to meet with parents and provide resources. We will also have McKinna Creates once a trimester to showcase the work of our students and allow our families an opportunity to view their work. Furthermore, we will bring back our Family Fridays to allow our families to come read in their child's class and have an opportunity to learn ways in which they can support them in their education. Additionally, McKinna will continue ongoing communication through venues like Parent Square, Canvas, phone calls, emails, webinars, social media and the

school web site, weekly videos, and our school marquee. The school will include families in SST, IEP, 504, attendance review, conferences, Title 1 meeting and goal setting meetings as well.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$94,096.00
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$223,964.00

Other Federal, State, and Local Funds

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

Federal Programs	Amount ($)
Title I	$57,322.00
Title III	$36,774.00

Subtotal of additional federal funds included for this school: $94,096.00

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

State or Local Programs	Amount ($)
LCFF	$121,868.00
LCFF - Intervention	$8,000.00

Subtotal of state or local funds included for this school: $129,868.00

Total of federal, state, and/or local funds for this school: $223,964.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	57,322.00	0.00
Title III	36,774.00	0.00
LCFF	121,868.00	0.00
LCFF - Intervention	8,000.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	121,868.00
LCFF - Intervention	8,000.00
Title I	57,322.00
Title III	36,774.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	13,511.00
2000-2999: Classified Personnel Salaries	LCFF	27,061.00
4000-4999: Books And Supplies	LCFF	68,138.00
5000-5999: Services And Other Operating Expenditures	LCFF	13,158.00
4000-4999: Books And Supplies	LCFF - Intervention	8,000.00
1000-1999: Certificated Personnel Salaries	Title I	41,337.00
2000-2999: Classified Personnel Salaries	Title I	3,383.00
5000-5999: Services And Other Operating Expenditures	Title I	12,602.00
1000-1999: Certificated Personnel Salaries	Title III	29,251.00

| 5000-5999: Services And Other Operating Expenditures | Title III | 7,523.00 |

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	223,964.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Erika Ragan	Principal
Maricela Aguayo	Classroom Teacher
Beatriz Viveros	Classroom Teacher
Veronica Garcia	Classroom Teacher
Maria Aspera	Other School Staff
Sandra Castellanos	Parent or Community Member
Alejandra Lopez	Parent or Community Member
Guadalupe Ortiz	Parent or Community Member
Maria Diaz	Parent or Community Member
Quirino Castro Franco	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
	School Site Council
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5-23-23.

Attested:

	Principal, Erika Ragan on 6-8-23
	SSC Chairperson, Maricela Aguayo on 6-8-23

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.

Educational Partner 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 Educational Partner 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 (Educational Partner 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 (Educational Partner Involvement).

The TSI plan shall:

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

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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