School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1

MCKINLEY ELEMENTARY

Contents

School Year: 2020-2021

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	ELAC Recommendation to SSC Date	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
McKinley Elementary	39686766042691	Ver 1 – 05/06/2020	Ver 1 – 06/10/2020	Ver 1 – 07/28/2020

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)

McKinley Elementary is implementing a School wide Program.

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

McKinley Elementary school's plan aligns with the district's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activity (ies) can be referenced to the LCAP's intent.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

McKinley Elementary School's SPSA has been an inclusive model: The staff Leadership team met on 11/7/2019 to review current goals and suggest new goals for 20/21 SPSA.

*Leadership reviewed every strategy for every goal. They determined we should keep the strategies currently in our SPSA. They suggested to modify the goals for 20-21

The ELAC committee provided recommendations for the School Site Council on 3/4/20 and 5/6/20. Their recommendations were:

*The committee reviewed and the reclassification data, the strategies, and the process. They recommended to have the Program Specialist review the strategies with parents so they would be able to support their children. The committee also, recommended keeping the current personnel, especially those supporting the EL population. The committee also looked at the specific goals, reviewed the data, and recommended new goals for 20-21.

School Site Council met on 2/24/2020 to review current goals and proposed adjustments for 20/21. The adjustments were:
*The committee reviewed I-Ready, SBAC, & ELPAC data and discussed how current strategies were supported the growth. The realized certain grade-levels more so than others, need support with instruction and student expectations.

*The School Site Council also met on 5/8/20 and 06/10/20 to approve the 20/21 SPSA and aligned budget with the acknowledgement of.... ELAC recommendations were considered and additional conversation supported the inclusion of hotspots.
*The committee also looked at the specific goals, reviewed the data, and recommended new goals for 20-21.

Resource Inequities

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

African American students are two or more years below grade level in both ELA and Math. The tutoring and scaffolds have not shown to be productive and the number of African American students participating in the interventions.

The reclassification rate went down from 2017-18 to 2018-19. The ELAH intervention is not showing adequate improvement for our EL students.

Goals, Strategies, Expenditures, & Annual Review

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

LCAP/SPSA Goal 1 – Student Achievement

School Goal for ELA/ELD: (Must be a SMART Goal)

By June 2021, the percentage of students meeting or exceeding achievement standards in ELA will increase from 27% to 32% as measured by SBAC.

By June 2021, the goal is to decrease the distance from standard in ELA for All Students by 10 points to -51.39 points.

By June 2021, 10% of English Learners (ELL) students will advance one or more levels on the performance indicators in ELPAC.

By June 2021, the reclassification rate will increase by 5% from the previous year.

School Goal for Math: (Must be a SMART Goal)

By June 2021, the percentage of students meeting or exceeding achievement standards in math will increase from 20% to 23 % as measured by SBAC.

By June 2021, the goal is to decrease the distance from standard in Math for All Students by 7 points to -69.48 points

Identified Need

- Be sure English Learner data is reviewed and included.

(2019: L1 19%, L2 28%, L3 25%, L4 5%) (Reclassification rate 2019: 9.20%)

The above data was reviewed in March 2020 and May 2020. The data represent the high number of ELs

The 2019 SBAC data indicates we met one of our goals:

Met / Exceed Standards - 19.96% (Did not meet) & DF3 -76.48% (met)

We have had a lack of consistent quality curriculum for our mainstream program and more so for the Spanish Bilingual Program.

Cause Analysis of Results:

*Our district adopted a viable curriculum in 2019. However, Math Spanish curriculum was incomplete.

*There is a current gap in the implementation of the new curriculum.

*Teachers received some training, however, more is needed.

*We haven't provided adequate/sufficient coaching with the current model.

*We have not provided consistent teacher PD on proven instructional strategies for mainstream program and language acquisition in a Bilingual setting.

*Teachers are in the beginning stages of implementation of newly adopted curriculum

*We have 12 new teachers and have added 5 new classes within the last two years.

*We have a high number of students who qualify for RSP and Speech.

*We have a high number of students referred to Mental Health.
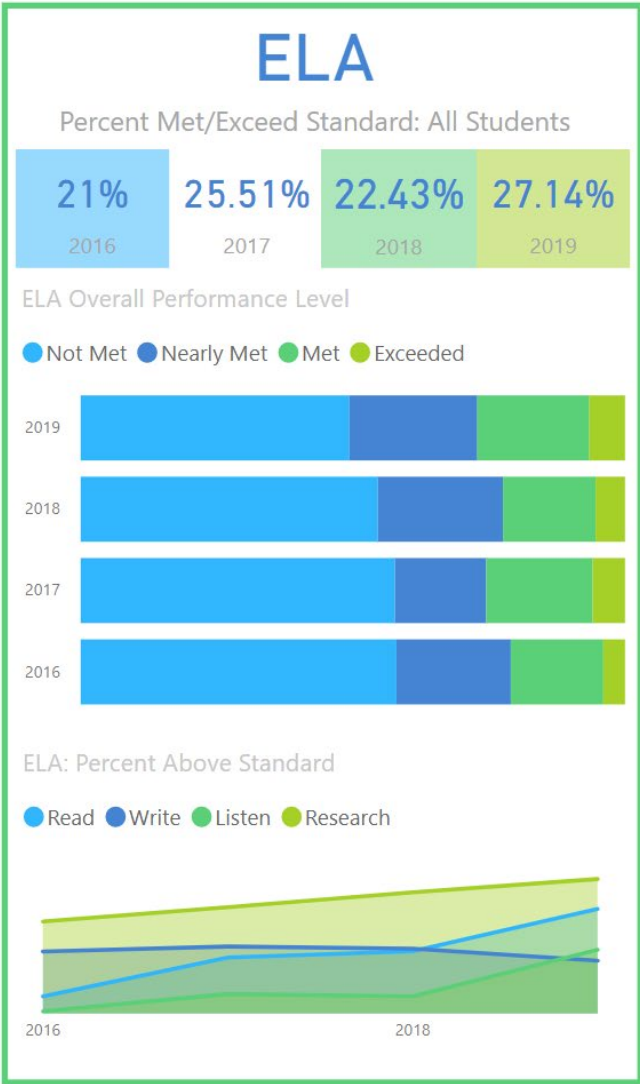
ELA

Percent Met/Exceed Standard: All Students

21%	25.51%	22.43%	27.14%
2016	2017	2018	2019

ELA Overall Performance Level

● Not Met ● Nearly Met ● Met ● Exceeded

2019

2018

2017

2016

ELA: Percent Above Standard

● Read ● Write ● Listen ● Research

2016 · · · · · · 2018

ELA CAASPP: Percent Met/Exceed Standard

Year ● 2016 ● 2017 ● 2018 ● 2019

All Students, Asian, Black or African Americ..., Econo... disadv..., English learner, Filipino, Hispanic or Latino, Students with disabili..., Two or more races

ELA CAASPP: Percent Met/Exceed Standard by Grade Level

Year ● 2016 ● 2017 ● 2018 ● 2019

3, 4, 5, 6, 7, 8
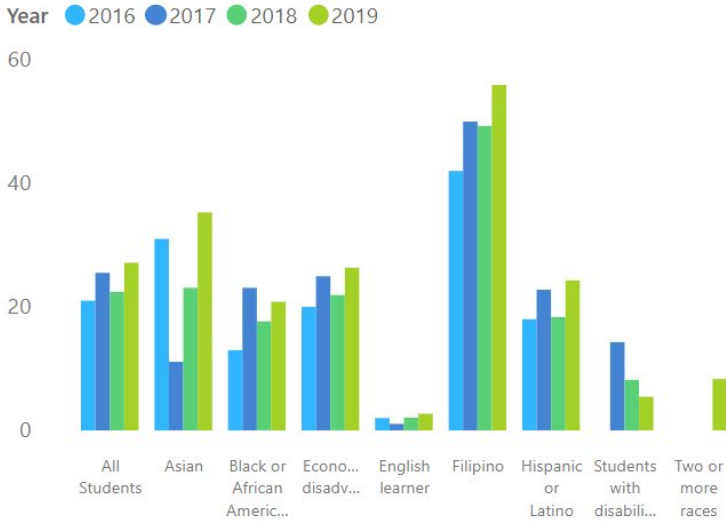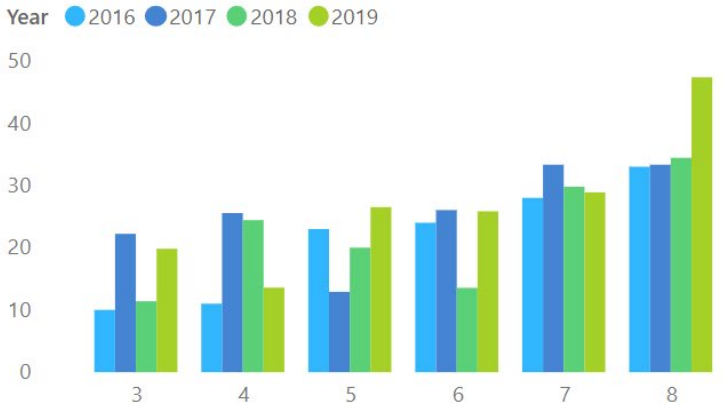
2019 Prelim ELA CAASPP: Area - Percent Above Standard

● Read ● Write ● Listen ● Research

3, 4, 5, 6, 7, 8

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ELA
Distance from Standard
All Students - [points]

-73.70	-70.90	-75.20	-60.20
2016	2017	2018	2019
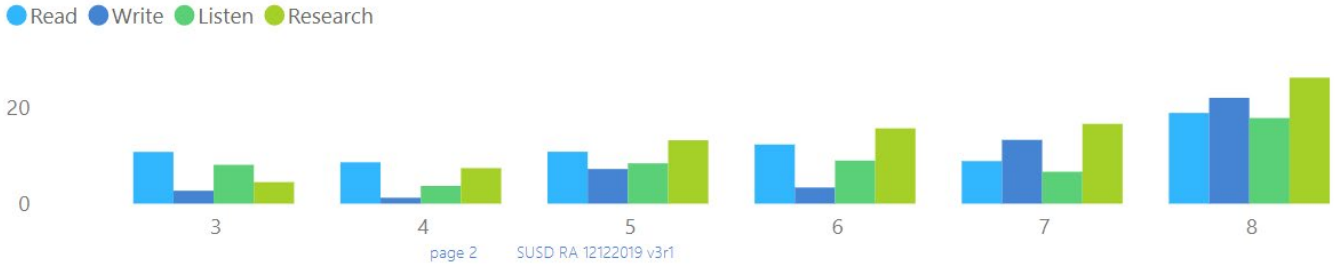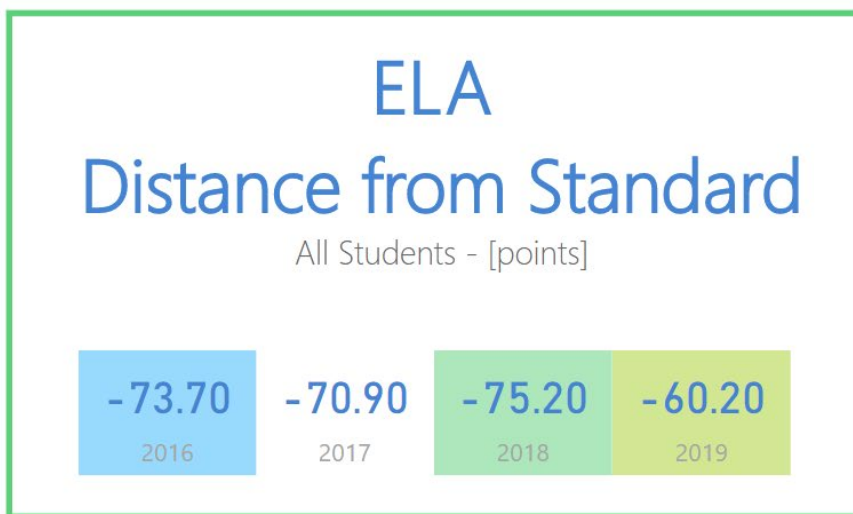
ELA Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019

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2019 Summative ELPAC

ELPAC Overall Performance Level

25.16%	44.34%	25.16%	5.35%
Level 1	Level 2	Level 3	Level 4

Overall Results (grade)

Oral Language Overall Performance Level

| 19% | 28% | 36% | 18% |
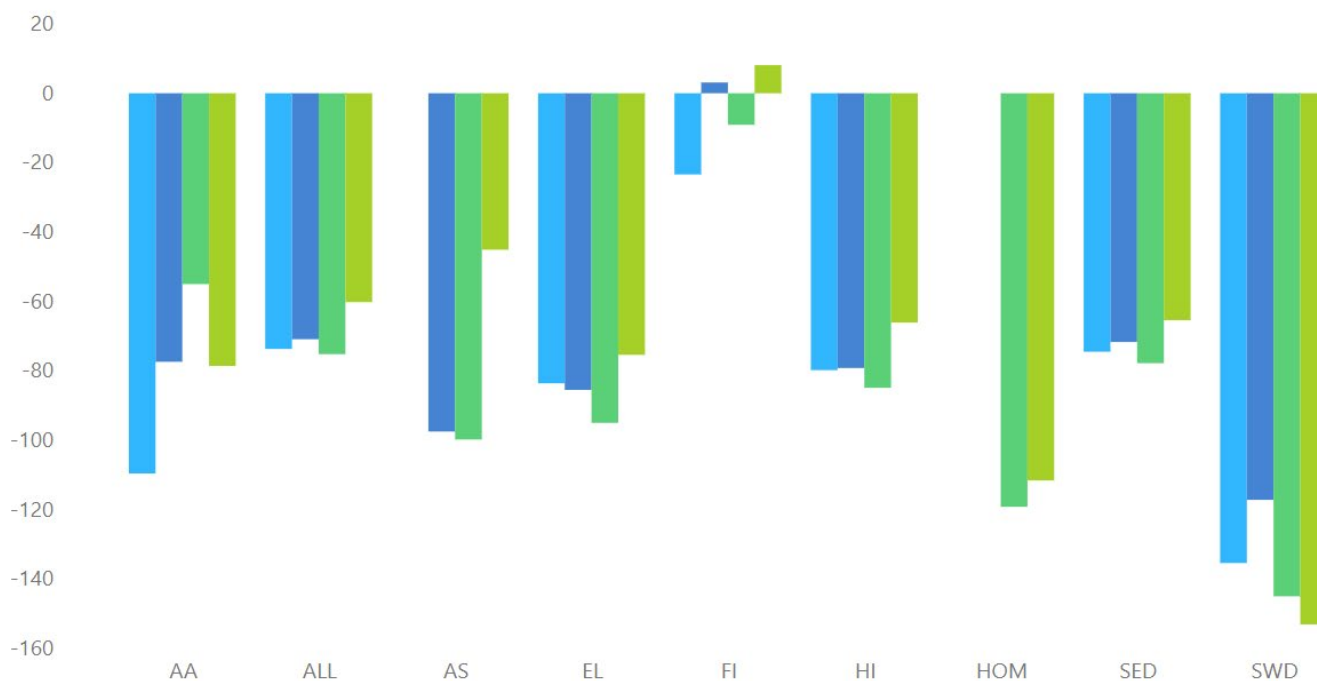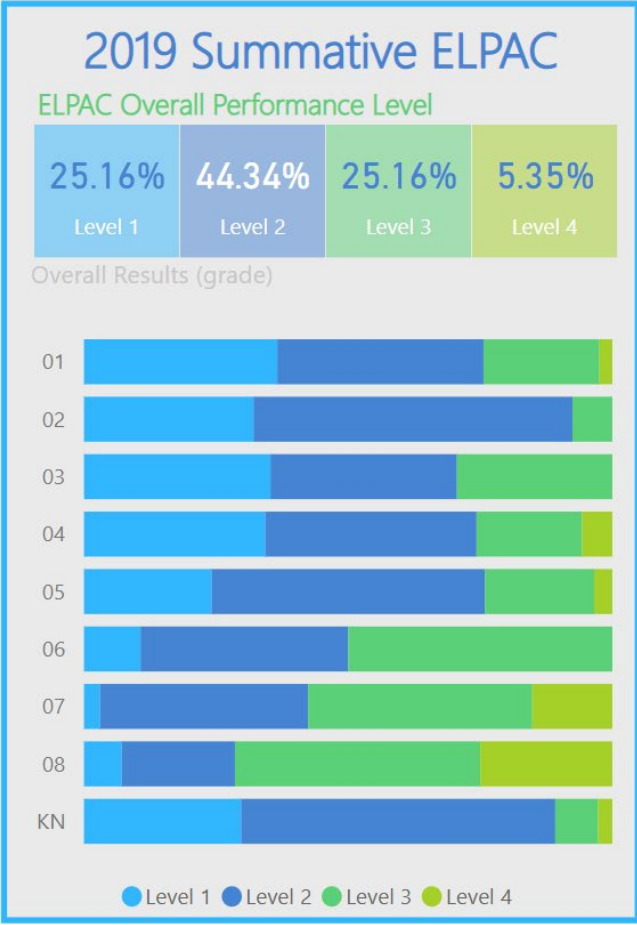
- Level 1
- Level 2
- Level 3
- Level 4
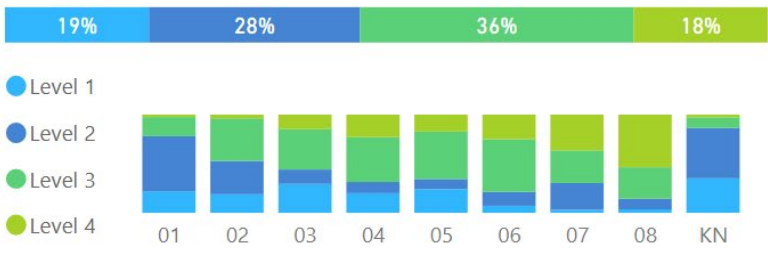
Written Language Overall Performance Level

| 40% | 46% | 12% | |

- Level 1
- Level 2
- Level 3
- Level 4
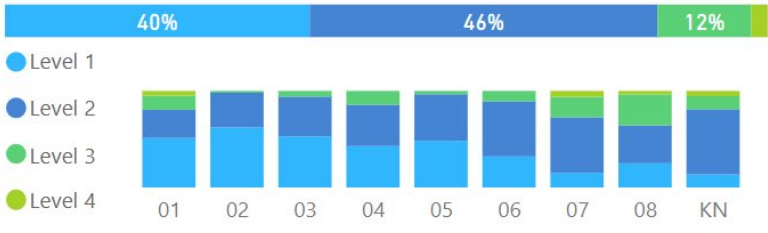
Performance Area: Percent Well Developed

- Listen
- Speak
- Read
- Write

English Learner Progress
Reclassification Rates

- 2015-16: 6.90%
- 2016-17: 16.90%
- 2017-18: 14.10%
- 2018-19: 9.20%

English Learner Progress Indicator (ELPI)

36.9%

ELPI 2019

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Math

Percent Met/Exceed Standard: All Students

19%	17.75%	17.72%	19.96%
2016	2017	2018	2019

SBAC Math Overall PL

● Not Met ● Nearly Met ● Met ● Exceeded

SBAC Math Area Performance

● Concept & Procedures ● Problem Solving ● Reasoning


2019 Math CAASPP: Percent Above Standard

● Concepts ● Problem ● Reasoning

Math CAASPP: Percent Met/Exceed Standard

Year ● 2016 ● 2017 ● 2018 ● 2019

Math CAASPP: Percent Met/Exceed Standard by Grade Level

Year ● 2016 ● 2017 ● 2018 ● 2019

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PSAT NMSQT Grade 10

Percent Met Evidence-Based Reading & Writing Benchmark

Percent Met Mathematics Benchmark

Percent Met ERW & Math Benchmark

PSAT 8/9 Grade 8

Percent Met Evidence-Based Reading & Writing Benchmark

Year ● 2016 ● 2017 ● 2018

14.00%
32.00%
41.00%

Percent Met Mathematics Benchmark

Year ● 2016 ● 2017 ● 2018

16.00%
22.00%
17.00%

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Percent Met ERW & Math Benchmark

7.00%
18.00%
16.00%
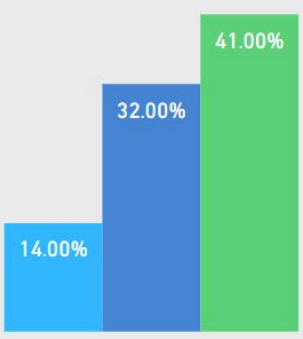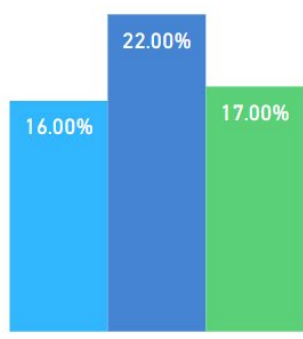
2016   2017   2018
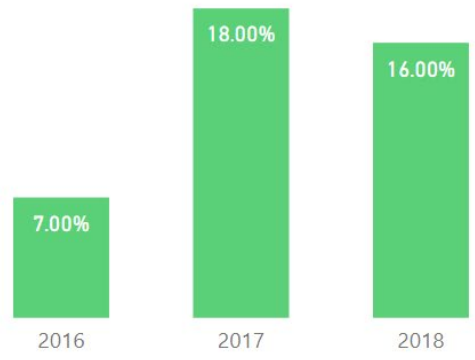
Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	-61.39 points below	-51.39 points below
Percent of students meeting or exceeding achievement standards ELA (All Students)	27.14%	32.14%

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	-76.48 points below	-69.48 points below
Percent of students meeting or exceeding achievement standards - Math (All Students)	19.96%	23%

Strategy/Activity 1

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

All students will benefit from PD/Collaboration/Conferences.

Students in the K-6 Bilingual Program will benefit from Bilingual specific PD/Collaboration/Conferences.

Strategy/Activity

Professional Development/Teacher Collaboration

To provide teachers with professional learning opportunities, coaching and collaboration support to supplement core grade level instruction through conferences and collaboration that focus on the exchange of best practices and implementation of best strategies in the areas of AVID, DII, ELD, RTI, PLC, and GLAD. Use of substitutes to pull teachers out on a monthly basis.

Teacher Additional Comp Pay Calculation (Object Code 11500):

15 teachers X 22 days X $60 = $19,800 (Allocating $20,000)

Program Specialist Pay Calculation (Object Code 19500):

1 program specialist X 33 days X $60 rate of pay = $1,980 (Allocating $2,000)

Substitute Pay Calculation (Object Code 11700):

150 days X $200 = $30,000

Conferences:

1. **AVID Training** during school year and summer - Teachers, 1 program specialist, 1 administrator (Central office subsidizes the cost)

2. **Pull Out PD for AVID**, Coaching, Achieve 3000, DII, GLAD, Accelerated Reader, PLC - throughout the year once a month

3. **Pull Out PD** for Bilingual Program - throughout the year once a month

1 FTE Program Specialist provides Title I federally sponsored activities such as professional development support to teacher, scaffolding instruction, support training with parent on home instructional strategies, AVID coordinator, PLUS coordinator/advisor, coordinates extended day (tutoring) and extended year (summer school) and LCFF non-federally sponsored activities relating to test coordination with i-Ready, SBAC, ELPAC.

Proposed Expenditures for this Strategy/Activity 1

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.

Fund Source - Title I:

$ Amount(s)	Object Code	Description
$20,000	11500	Teacher extra time for collaboration
$30,000	11700	Substitute Teachers for Prof. Dev. & Collaboration
$2,000	19500	Program Specialist Extra Time
$4,172	52150	Conferences

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
$150,278	19101	1 FTE Program Specialist salary ($52,265 +$22,874)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students in Kindergarten - 8th grade will benefit from review of data with teachers, students and parents.

Strategy/Activity

Data Analysis and Goal Setting based on I-Ready, ELPAC, & SBAC:

1) Teacher Pull Out PD - During pull out, administration meets with teachers to review I-Ready and SBAC data and set goals for their class and individual students (twice a year, grades Kindergarten - 8th)

2) Teacher & Student Academic Goal Setting Conferences - Teachers meet with students in small group setting to review current data and set student goals (twice a year)

3) Teacher, Parent, & Student Conferences - Teachers meet with parents and students to review data and set student goals

Substitute Pay Calculation (Object Code 11700):

50 of days X $200 = $10,000

Proposed Expenditures for this Strategy/Activity 2

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.

Fund Source - Title I:

$ Amount(s)	Object Code	Description
$10,000	11700	Substitute Teacher salary

Fund Source – site LCFF:

$ Amount(s)	Object Code	Description

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students K - 8.

AVID students 7th - 8th.

Strategy/Activity

Provide students with hands-on experiential learning opportunities to supplement core grade level instruction and AVID requirements through field trips, guest speakers, traveling exhibits, etc.

# of field trips pre/post assessment culminating project

Kinder - Children' Museum, Mickey's Grove Zoo

First - Sacramento Zoo, Fog Willow Farm

Second - WOW Museum, San Francisco Zoo

Third - Monterey Bay Aquarium, Oak Grove Nature Center

Fourth -State Capital (Railroad Museum, Sutter's Fort, Indian Museum), SJCOE Fablab

Fifth - Science Camp, Indian Grinding Rock

Sixth - Berkeley Hall of Science, SJCOE Fab. lab, UOP Campus Visit

Seventh - Berkeley Hall of Science, CSU Stanislaus Campus Visit

Seventh AVID - UC Davis Campus Visit

Eighth - CSU Sacramento Visit, Great America Math and Science Day, Levi Stadium

Eighth AVID - CSU East Bay

Proposed Expenditures for this Strategy/Activity 3

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.

Fund Source - Title I:

$ Amount(s)	Object Code	Description
$10,000	57250	Field Trips - In-District Transportation
$6,000	58720	Field Trips - Out-District Transportation

Fund Source – site LCFF:

$ Amount(s)	Object Code	Description

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students in kindergarten through 8th grade with special emphasis on reading and writing fluency

Strategy/Activity

Academic support for students identified increase student reading fluency and comprehension and writing in all content areas:

1) Library Media Assist (6 hours) will conduct Accelerated Reader training for grades 2nd - 6th grades to support implementation. Training will include reading level analysis, how to set individual goals, create communication of student progress with parents, and a reward system for goals met. She will also guide students in the selection of books leveled and conduct read-alouds demonstrating proper reading strategies.

a. Library Media Assist will support the implementation of Achieve 3000 by providing reading Lexile goals and progression of goals to teachers and students.

b. Books: to enhance reading opportunities including multicultural and bilingual titles for library and classroom libraries. Cost: $10,000

2) Instructional Assistant (3.5 hours) & Computer Assistant 1 (3.5 hours) will provide "push in" support to classrooms to work with students identified as needing support in reading, writing, and math fluency.

Materials needed to support this strategy:

1) In order to provide engaging and effective support, we will need several licenses and materials such as Achieve 3000 - $19,000, Accelerated Reader $4,000, Seesaw. (Allocating $25,000)

Instructional Materials:

Grades K-8, for the support of AVID strategies the use of headphones, composition books, copy paper, toner, chart paper, planners, binders, post-its, dry erase pens/erasers, small white boards, dividers, sentence strips and other applicable supplemental materials/supplies. Cost of materials/supplies = $10,000

Grades K-8, for the support of small group instruction and tutoring strategies the use of hotspots, copy paper, toner, sentence strips, flashcards, educational games, manipulatives and other applicable supplemental materials/supplies. Cost of materials/supplies = $5,285

Equipment to enhance instructional strategies through blended learning may include: large monitors/screens, smartboards, laminators, & poster-maker (LCFF only), projectors, Doc Cams. Cost: $13,180 Allocating $24,000 – Title I, $6,158 - LCFF

2) Duplicating services includes graphic organizers and note-taking forms for grade level support and specific project materials. Duplicating: $3,000

3) Teachers will use various equipment such as the laminator, copier, poster maker. Maintenance agreements ensure the equipment (5 copy machines) is available and usable to provide a print rich environment. Maintenance Agreement: $7,500

4) Extended day tutoring will be offered for students not enrolled in the STEP UP After School Program for additional time and support in ELA and Math. Specific students will be identified to attend the tutoring classes after school based on I-Ready data and report card grades.

5) Teachers will provide additional academic support after school for 3 hours per week to identify students. The tutoring will focus on ELA and math.

6) Hotspots will be secured for students to use at home so that they are able to use supplemental computerized programs for ELA and math

Proposed Expenditures for this Strategy/Activity 4

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.

Fund Source - Title I:

$ Amount(s)	Object Code	Description
$16,958	21101	.4375 FTE Instructional Assistant
$24,373	21101	.4375 FTE CAI salary (salary and benefits)
$25,000	58450	License Agreement (AR & Achieve 3000)
$7,500	56590	Maintenance Agreement
$3,000	57150	Duplicating
$10,000	42000	Books
$15,285	43110	Instructional Materials
$24,000	44000	Equipment

Fund Source – site LCFF:

$ Amount(s)	Object Code	Description
$44,394	24101	.625 FTE Library Media Assistant (salary and benefits)
$6,158	44000	Equipment

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

EL students in K - 8 & students in the Bilingual Program.

Strategy/Activity

Bilingual Assistant (5 hours): Will provide small group primary language support in ELA and Math for English Language Learners at emerging and low/mid expanding levels.

Late Exit Model Bilingual Program: Provides English Language Learners in kindergarten through 6th grade the opportunity to obtain core subjects in their primary language - Spanish. One class per grade level in kindergarten through 6th grade has been assigned as a Bilingual Program classroom.

English Language Academic Hour (ELAH) - After school tutorial program 3 days per week for 1 hour daily - Tutoring focusing on all English language domains - Rosetta Stone / 2nd -8th . (Centralized services)

Reclassified Fluent English Proficient (RFEP) students are monitored for 4 years after reclassification beginning the following school year after the year of reclassification. If an RFEP student does not continue to maintain grade level progress, services such as tutoring and small group instruction are offered.

Recommendation: to purchase Hot Spots to check out to ELL students to give them access to the Internet at home to continue Rosetta Stone, DuoLingo, and I-Ready supports at home.

Proposed Expenditures for this Strategy/Activity 5

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.

Fund Source - Title I:

$ Amount(s)	Object Code	Description

Fund Source – site LCFF:

$ Amount(s)	Object Code	Description
$49,890	21101	.625 FTE Bilingual Assistant (salary and benefits)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Subgroup: Preschool, Transitional Kindergarten

Strategy/Activity

Provide students opportunities to:

*interact with their peers who will attend their kindergarten class promoting social skills,

*establish a connection between the kindergarten teacher and preschooler,

*practice kindergarten rituals such as eating in the cafeteria, attending assemblies and visiting the computer lab, and

*attend the district's one-week Summer Bridge program.

Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

Proposed Expenditures for this Strategy/Activity 6

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.

Fund Source - Title I:

$ Amount(s)	Object Code	Description
		Centralized Service

Fund Source – site LCFF:

$ Amount(s)	Object Code	Description

Annual Review – Goal 1

SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

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.

2018-2019 (Year 2):

Implementation

MAP & SBAC data were presented to the team. MAP: 25% Met / Exceeded Standard in both math and ELA. SBAC: 22% Met/Exceeded Standards in ELA & 18% Met/Exceeded Standards in Math

Some of the questions that came up

Why can't our 8th graders get algebra? Why do we see a dip in our data in 4th and 5th grade?

Effectiveness

The strategies in place did not show improvement in SBAC (ELA dropped 26% to 22% & Math 18% to 18%). However, MAP data did show improvement in students moving up 21% to 25%.

2019-2020 (Year 3)

Implementation:

Teachers were provided the opportunity on a monthly basis to obtain professional learning opportunities through coaching and collaboration. The collaboration was focused around data analysis and goal Setting based on I-Ready, ELPAC, & SBAC data. The plan of action was centered around academic support for students identified needing additional support and scaffolds with reading fluency, comprehension and writing in all content areas. The in-class support or small group instruction was provided by our personnel resources such as our Librarian, CA1, Bilingual Assistant, Instructional Assistant, and the homeroom teacher. EI students received support tailored to their needs by our Bilingual Assistant (5 hours). The Bil. Assistant, under the supervision of the credentialed teacher, provided small group primary language support in ELA and Math for English Language Learners at emerging and low/mid expanding levels. In addition, all students were provided with hands-on experiential learning opportunities to supplement core grade level instruction and AVID requirements through field trips, guest speakers, traveling exhibits, and presentations by community members.

Effectiveness:

The 2019 SBAC data indicates we met our goals:

1) Increased 5% of students meeting or exceeding grade-level standards from 22.47% to   27.14% and

2) Met DF3 from -75.20 to -61.39%

3) 2019-20 I-Ready data indicates our students are making progress based on Diagnostic 1 compared to Diagnostic 2:   Tier 1 (green) 11% to 19% & Tier 2 (yellow) from 33% to 36% & Tier 3 (red) 56% to 45%

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

2018-2019 (Year 2)

Material Changes:

2019-2020 (Year 3)

Material Changes: The changes taken place are around the additional resources through partnership with AmeriCorp tutors (Centralized services).   The tutors will be working with our 4th - 6th grade students and with our AVID 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.

2018-2019 (Year 2)

Future Changes:

2019-2020 (Year 3)

Future Changes: We will pursue the implementation of hotspot for students to be able to take computers home to work on Rosetta Stone, I-Ready, AR, Achieve 3000, and other computerized supplemental programs at home (Strategy 4 - item 6 & Strategy 5)

Goal 2 – School Climate

School Goal for Suspension: (Must be a SMART Goal)

By the end of June 30, 2021, the percent of unduplicated student suspensions will decrease by 2% from the previous year as measured by Discipline cumulative reports.

School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal)

By the end of June 30, 2021, the percent of students chronically absent will decrease by 2% from previous year as measured by P2 attendance reports.

By the end of June 30, 2021, the overall attendance will increase by 2% from previous year as measured by the P2 attendance reports.

Identified Need

Suspension –

1) 4.80% (2018) to 3.69% (2019) Percent of Unduplicated Suspensions. (report included)

2) Current data as of January 2020 based on district reports: 43.5 days to 65.5 days of suspension / 33 days are for Hispanic students & 13 days are for African American students

Outcome Data for Suspension:

73.5 days of suspension Feb. 2020

62.5 days of suspension Feb. 2019

Suspension days have increased by 11 days compared to 2019. Hispanics carry a total of 36 days and Black students carry a total of 13 days.

Attendance/Chronic Truancy –

1) 17.80% (2018) to 19.12% (2019) Chronic Absenteeism (report included)

2) 19.12% (2019) to 17.03% (2020) Chronic Absenteeism went down from last year to current year as of January 2019-20

Enrollment:

Enrollment as of Feb. 2020 - 960

Outcome Data for Attendance:

The average number of students who are chronically absent:

15.80% Feb. 2020 compared to 16.53% in 2019

2020 Data students w/ Chronic Absenteeism:

Special Ed - 20%   EL students - 8.68%   Foster students - 33%

Homeless - 45.33%

Am. Ind.- 75%

Asian - 16.67%

Black - 43.48%

Filipino - 5.33%

Hispanic - 14.21%

**Perfect Attendance:**

94.29% 2019

TBD   2020

Suspension Rate

All Students
percent of unduplicated suspension

22.6%	15.3%	4.8%	3.7%
2016	2017	2018	2019

Explusion

All Students - Count *2019 Preliminary count
Expulsion Count by Year - if available
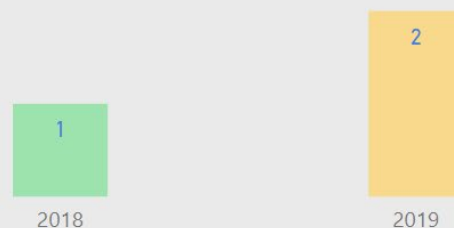
2018	2019
1	2

Suspension Rate: Student Group

Year ●2016 ●2017 ●2018 ●2019

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Chronic Absenteeism
All Students

16%	17.8%	20.1%
2017	2018	2019
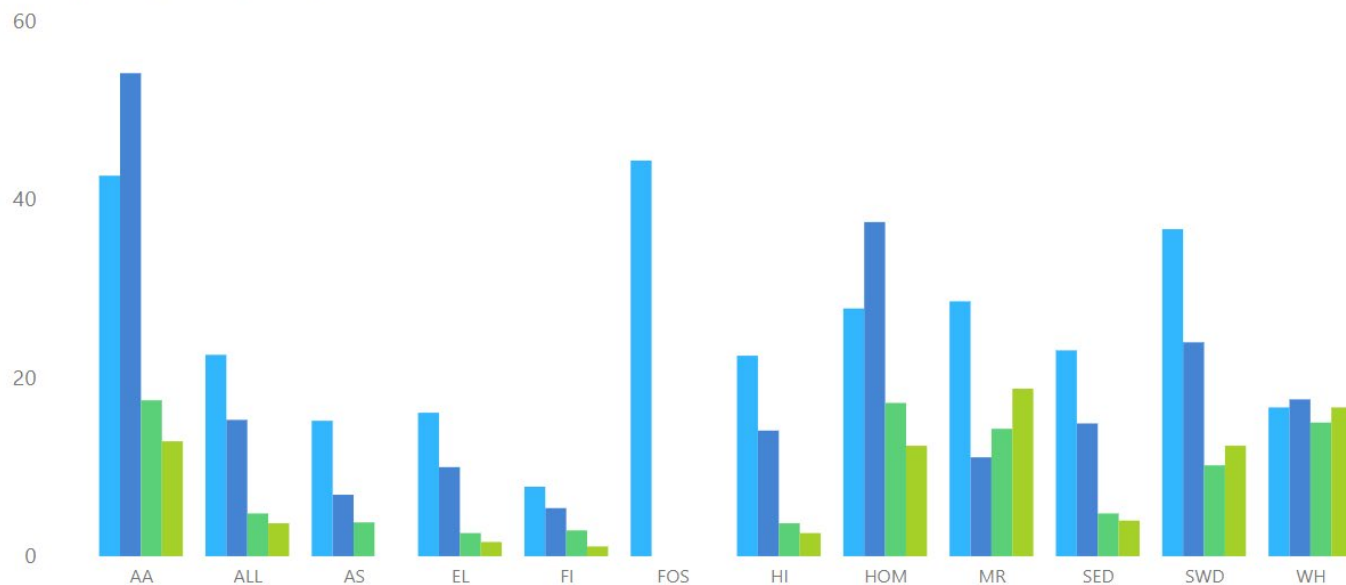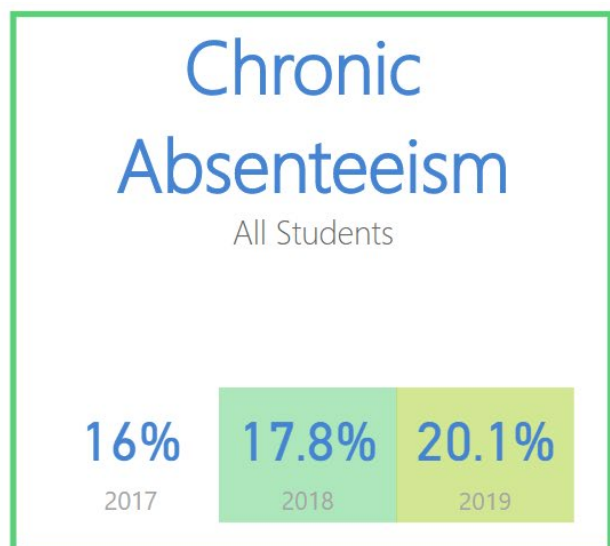
Chronic Absenteeism Rate by Student Group and Year

Year ● 2017 ● 2018 ● 2019

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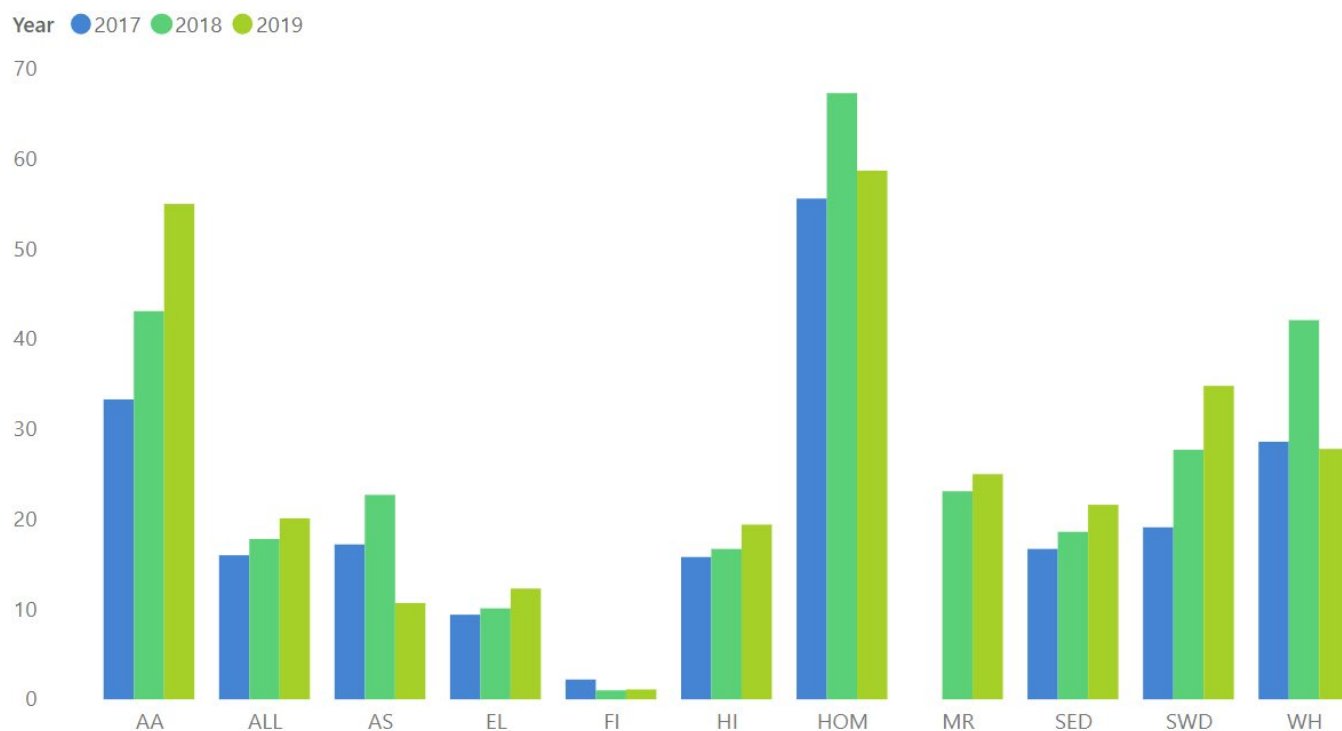
Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	3.7%	1.7%
Chronic Absenteeism (All Students)	20.1%	18.1%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students in kindergarten through 8th grade will benefit.

Strategy/Activity

Student Assistance Program (SAP):

Grade level teams, Counselors, Administrators, parents, Mental Health Clinician, CWA Case Manager, Student Support Center (ISS) Teacher, and community partners will collaborate to provide strategies and resources for student success through the implementation of: PLUS, PBIS, CARE/SST meetings, Club Life. Check-In/ Check-Out, Restorative Practice, Smart Kids, Kelso's Choice, Why Try, Character of The Month, & Small Groups, structure student engagement activities (e.g. Noon Sports - YMCA).

In the efforts of improving attendance, reducing chronic absenteeism, and improve our school climate, we have strategies in place: Eagles Soar Attendance Challenge, Counseling small groups, trimester assemblies, Super Recess, School dances, perfect attendance celebrations and recognitions, Check-ins for behavior and attendance, parent meetings, home visits, and classroom incentives and celebrations.

Mental Health Clinician 3 days per week / Centralized Services.

SSC Teacher for In-School Suspension

Small group counseling - focus on social skills and trauma

PLUS - peers supporting and guidance peers

Check-Ins - provide additional support to students having behavior or attendance challenges

Incentives - various incentives to motivate students in academics, social skills, and attendance

Counselors & CWA Case Manager - to conduct home visits for students identified as chronically absent and support for outreach to parents.

YMCA Noon Sports - provides organized activities during lunch periods

Proposed Expenditures for this Strategy/Activity 1

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.

Fund Source - Title I:

$ Amount(s)	Object Code	Description

$ Amount(s)	Object Code	Description

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
$12,000	58320	Non-Instructional consultant YMCA

Annual Review – Goal 2

SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

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.

2018-2019 (Year 2)

Implementation

Working collaboratively with grade level teams, parents, and students to provide strategies and resources for student success through the implementation of: PLUS, PBIS, CARE/SST meetings, Club Life. Check-In/ Check-Out, Restorative Practice, PLUS, Smart Kids, Kelso's Choice, Why Try, Character of The Month, & Small Groups, structure student engagement activities (e.g. Noon Sports, etc.), etc. Ensure a Safe and Welcoming Environment: Full implementation of PBIS

Utilized Student Support Center VS suspension Focus on restorative justice, Student Support Center (SSC)

Check in/check out for targeted students Constant parent communication

Continue training of noon duty supervisors and CSM's Student support - PLUS, VCCS, PointBreak, Club Live, Student Leadership, Small Group w/ Counselor parent volunteers

2019-2020 (Year 3)

Implementation

Working collaboratively with grade level teams, parents, and students to provide strategies and resources for student success through the implementation of: PLUS, PBIS, CARE/SST meetings, Club Life. Check-In/ Check-Out, Restorative Practice, PLUS, Smart Kids, Kelso's Choice, Why Try, Character of The Month, & Small Groups, structure student engagement activities (e.g. Noon Sports, etc.), etc. Ensure a Safe and Welcoming Environment: Full implementation of PBIS

Utilized Student Support Center VS suspension Focus on restorative justice, Student Support Center (SSC)

Check in/check out for targeted students Constant parent communication

Continue training of noon duty supervisors and CSM's Student support - PLUS, VCCS, Club Live, Student Leadership, Small Group w/ Counselor parent volunteers

Effectiveness

Year 2018-19 (Year 2)

Chronic Absenteeism went up 17.80% (2018) to 19.1%2 2019. Suspension rates went down 4.80% (2018) to 3.69% (2019).   Reduction of 1.1 % Suspension from 2018 to 2019

Year 2019-20 (Year 3)

Chronic Absenteeism went down from 19.12% (June 2019) to 17.05% (March 2020). Suspension rates increased from 3.69% (2019) to 3.9% (2020)

PLUS survey: (6th - 8th grade from January 2020)

73% of our students feel safe at school

75% of students feel like they are part of the school

75% of students feel their teachers treat them fairly

86% of students feel there is a teacher of other adult who really cares about them

PLUS survey: (4th – 5th grade from January 2020)

78% of our students feel safe at school

83% of students feel like they are part of the school

93% of students feel their teachers treat them fairly

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

2018-2019 (Year 2)

Material Changes:

We lost partnership from PointBreak. We increased the opportunities for small group counseling. Peer to peer grouping with students who struggled with behavior.

2019-2020 (Year 3)

Material Changes:

Counselors were consistent with small group counseling.

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.

2018-2019 (Year 2)

Future Changes: Increase counseling groups, check-ins, and incentives.

2019-2020 (Year 3)

Future Changes: Mental Health Clinicians will start doing small groups (District-based)

Due to the reduction of the Student Support Center (ISS) Teacher, we will be implementing a Buddy system in which teachers will be utilizing each other's classrooms for time out when students need redirection. (Strategy 1)

Goal 3 – Meaningful Partnerships

School Goal for Meaningful Partnerships: (Must be a SMART Goal)

Increase parent participation to workshops, parent volunteers, and trainings:

By the end of June 2021, we will increase the number of parent participation by 50% as measured by the number of parents participating in Parent training, school volunteers, coffee hours, Parents by Choice training, and Parent Cafe training.

Identified Need

Meaningful Partnerships:

Parent participation is not consistent and inadequate for the size of our school. An average of 25 parents attend meetings and training.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Participation rates for all parent training or meetings	Average of 25 parents	50 - 60 participating parents

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students in Preschool through 8th grade will benefit from the partnership of our parents and community.

Strategy/Activity

Parent Liaison: Provide parents with support and resources that empowers them be engaged in their student's learning such as parent/teacher conferences, communication, after school academic focused activities, parent training/workshops parent meetings (e.g. Parent Teacher Organization (PTO), Parent Coffee Hours, Parent Ambassadors, and Parent Volunteers, etc.).

Parent Meeting: Light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement activities while using various strategies such as gallery walks. These materials will be used during Coffee hour and training sessions to provide visuals and hands-on activities for our parents. We want them to learn in a similar fashion that our students do.

Books: Books will be utilized to provide parents with current strategies around positive parenting, ELA & math strategies to support their children at home. Parents will utilize the books to gain understanding and learn positive parenting skills. These skills will transfer to the parents' ability to help their children at home and provide a positive environment that is conducive to learning.

Cost: $1,000.

Non-Instructional Materials: Materials for parent and student involvement activities, such as literacy night, science night, STEM, multicultural night. These materials are essential to provide hands-on activities for our families to learn together and build a community of learning.

Proposed Expenditures for this Strategy/Activity 1

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.

Fund Source - Title I:

$ Amount(s)	Object Code	Description
$15,771	29101	.26 FTE Parent Liaison (salary and benefits included)

$ Amount(s)	Object Code	Description
$1,000	42000	Books
$1,000	43200	Non-Instructional Materials
$2,466	43400	Parent Meetings

Fund Source – LCFF:

$ Amount(s)	Object Code	Description

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students in Preschool through 8th grade will benefit from the partnership of our parents and community.

Strategy/Activity

Alliance with community agencies that provide services for our community. The partnership will include training during our Coffee Hours, additional workshops, home visits, and general information of services within our community.

Proposed Expenditures for this Strategy/Activity 2

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.

Fund Source - Title I:

$ Amount(s)	Object Code	Description
		Funds not allocated.

Fund Source – site LCFF:

$ Amount(s)	Object Code	Description
		Funds not allocated.

Annual Review – Goal 3

SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

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.

Implementation

Provide parents with support and resources that empowers them be engaged in their student's learning such as parent/teacher conferences, communication, after school academic focused activities, parent training/workshops & parent: Parents By Choice: Positive Parenting Classes

Parent Liaison supported and facilitated all community and parents events

Child Advocate Parent Coaches (CAPC) CARE / SST

Coffee Hours PTO

Stockton Police Officers' Association

Horace Mann Insurance

Family Nights: Literacy, Science Night, Math

Carnival Parent Ambassadors, and Parent Volunteers

Effectiveness

The same number of parents are the core of parent participation and they are the ones who help with extra-curricular activities which in turn have a positive effect with our students.

An average of 25-30 parents attend any given parent activity and have been extremely consistent attending trainings at McKinley 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.

Material Changes

The Parent Liaison is in charge of making connections with parents. She is spearheading the BeAMentor system and was successful getting parents to volunteer for school events such as field trips, book fair, carnival, and other extracurricular activities.

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.

Future Changes

Consistent monthly training by the Parent Liaison. Coffee Hours will incorporate literacy and math strategies so parents can support their children at home. We will be implementing a Booster Club card for parent participation in any extracurricular activity, training, and meeting. We will use the card to provide incentives for parent participation.

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	$228,525
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	$491,245

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I	$228,525

Subtotal of additional federal funds included for this school: $228,525

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

State or Local Programs	Allocation ($)
LCFF	$262,720

Subtotal of state or local funds included for this school: $262,720

Total of federal, state, and/or local funds for this school: $491,245

Budget Spreadsheet Overview – Title I

MC KINLEY
Preliminary Budget Allocation - TITLE I
FISCAL YEAR 2020-21

TOTAL ALLOCATION	$	224,059
TOTAL BUDGET DISTRIBUTED BELOW	$	224,059
TO BE BUDGETED (Should be $0.)		0

50647		
TOTAL ALLOCATION	$	4,466
TOTAL BUDGET DISTRIBUTED BELOW	$	4,466
TO BE BUDGETED (Should be $0.)		0

				TITLE I				
				50643	50650	50671	50672	50647	
Object	Description	FTE		GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	GOAL #2 LEARNING ENVIRONMENT NEW COST CENTER	GOAL #3 MEANINGFUL PARTNERSHIPS NEW COST CENTER	GOAL #3 MEANINGFUL PARTNERSHIPS -	TOTAL BUDGET
Personnel Cost-Including Benefits									
11500	Teacher - Add Comp		$ 20,000						$ 20,000
11700	Teacher Substitute		$ 40,000						$ 40,000
12151	Counselor								$ -
13201	Assistant Principal								$ -
19101	Program Specialist								$ -
19101	Instructional Coach								$ -
19500	Instr. Coach-Add Comp		$ 2,000						$ 2,000
	OTHER Certificated								$ -
21101	Instructional Assistant	0.88	$ 41,331						$ 41,331
21101	CAI Assistant								$ -
21101	Bilingual Assistant								$ -
24101	Library Media Clerk								$ -
29101	Community Assistant								$ -
	OTHER Classified	0.26				$ 15,771			$ 15,771
30000	Statutory Benefits								$ -
	Sub Total - Personnel/Benefits		$ 103,331	$ -	$ -	$ 15,771	$ -		$ 119,102
Books & Supplies									
42000	Books		$ 10,000				$ 1,000		$ 11,000
43110	Instructional Materials		$ 15,285						$ 15,285
43200	Non-Instructional Materials						$ 1,000		$ 1,000
43400	Parent Meeting						$ 2,466		$ 2,466
44000	Equipment		$ 24,000						$ 24,000
43150	Software								$ -
	OTHER								$ -
	OTHER								$ -
	Sub Total-Supplies		$ 49,285	$ -	$ -	$ -	$ 4,466		$ 53,751
Services									
57150	Duplicating		$ 3,000						$ 3,000
57250	Field Trip-District Trans		$ 10,000						$ 10,000
57160	Nurses								$ -
56590	Maintenance Agreement		$ 7,500						$ 7,500
56530	Equipment Repair								$ -
52150	Conference		$ 4,172						$ 4,172
58450	License Agreement		$ 25,000						$ 25,000
58720	Field Trip-Non-District Trans		$ 6,000						$ 6,000
58920	Pupil Fees								$ -
58100	Consultants-instructional								$ -
58320	Consultants-Noninstructional								$ -
	OTHER								$ -
	OTHER								$ -
	Sub Total-Services		$ 55,672	$ -	$ -	$ -	$ -		$ 55,672
	GRAND TOTAL		$ 208,288	$ -	$ -	$ 15,771	$ 4,466		

Budget Spreadsheet Overview – LCFF

MC KINLEY
Preliminary Budget Allocation - LCFF
FISCAL YEAR 2020-21

TOTAL ALLOCATION	$	262,720
TOTAL BUDGET DISTRIBUTED BELOW	$	262,720
TO BE BUDGETED (Should be $0.)		0

Object	Description	FTE	LCFF 23030 GOAL #1 STUDENT ACHIEVEMENT	LCFF 23020 GOAL #1 STUDENT ACHIEVEMENT	LCFF 23034 GOAL #2 LEARNING ENVIRONMENT	LCFF 23035 GOAL #3 MEANINGFUL PARTNERSHIPS	TOTAL BUDGET
Personnel Cost-Including Benefits							
11500	Teacher - Add Comp						$ -
11700	Teacher Substitute						$ -
12151	Counselor						$ -
13201	Assistant Principal						$ -
19101	Program Specialist	1.0000	$ 150,278				$ 150,278
19101	Instructional Coach						$ -
19500	Instr. Coach-Add Comp						$ -
	OTHER Certificated						$ -
21101	Instructional Assistant						$ -
21101	CAI Assistant						$ -
21101	Bilingual Assistant	0.6250		$ 49,890			$ 49,890
24101	Library Media Clerk	0.7500	$ 44,394				$ 44,394
29101	Community Assistant						$ -
	OTHER Classified						$ -
30000	Statutory Benefits						$ -
	Sub Total - Personnel/Benefits		$ 194,672	$ 49,890	$ -	$ -	$ 244,562
Books & Supplies							
42000	Books						$ -
43110	Instructional Materials						$ -
43200	Non-Instructional Materials						$ -
43400	Parent Meeting						$ -
44000	Equipment		$ 6,158				$ 6,158
43150	Software						$ -
	OTHER						$ -
	OTHER						$ -
	Sub Total-Supplies		$ 6,158	$ -	$ -	$ -	$ 6,158
Services							
57150	Duplicating						$ -
57250	Field Trip-District Trans						$ -
57160	Nurses						$ -
56590	Maintenance Agreement						$ -
56530	Equipment Repair						$ -
52150	Conference						$ -
58450	License Agreement						$ -
58720	Field Trip-Non-District Trans						$ -
58920	Pupil Fees						$ -
58100	Consultants-instructional						$ -
58320	Consultants-Noninstructional				$ 12,000		$ 12,000
	OTHER						$ -
	OTHER						$ -
	Sub Total-Services		$ -	$ -	$ 12,000	$ -	$ 12,000
	GRAND TOTAL		$ 200,830	$ 49,890	$ 12,000	$ -	$ 262,720