The Single Plan for Student Achievement

School: McKinley Elementary School

CDS Code: 10-73965-6006944

District: Central Unified School District

Principal: Colette Bolger

Revision Date: 09/10/2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Colette Bolger

Position: Principal

Phone Number: (559) 276-5232

Address: 4444 W. McKinley Avenue
Fresno, CA 93722

E-mail Address: cbolger@centralusd.k12.ca.us

The District Governing Board approved this revision of the SPSA on December 8, 2015.

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School Vision and Mission

McKinley Elementary School's Vision and Mission Statements
MISSION:
McKinley Elementary is commited to engaging every student in a rigorous, relevant, standards based instruction in every classroom every day to ensure student learning.
VISION
McKinley Elementary is dedicated to assuring that every student is prepared for success in college, career, and community.

School Profile

McKinley Elementary School is unique in that it has a large Title 1/EL student population in Central Unified. McKinley Elementary is focused on developing the whole child by teaching students leadership principles to build student's self-confidence, interpersonal skills and 21st Century global competence.

The two academic goals in English Language Arts (ELA) are to increase the percent of students meeting or exceeding California State Standards as measured by Statewide and local assessment and to increase EL student performance on the CELDT. The goal in Math is for all students is to increase the percentage of meeting or exceeding California State Standards as measured by Statewide and local assessments. Results from 2016 Parent Survey shows growth in all survey dimensions in Parent Communication, Quality Instruction, and School Climate. McKinley is committed to continue to increase parent involvement by partnering with PTA and outside agencies to provide parent workshops.

Progress indicators include the SBAC assessment, local benchmark assessments and CCSS common grade level assessments, Fountas and Pinnell Assessments, DIBELS, and ST Math progress, all of which are aligned to grade CCSS. Scores are housed in the district's data collection program that is updated regularly and teachers and staff have access to for the purpose of monitoring and making the correct instructional decisions for grouping and interventions for students not making adequate progress.

McKinley School has a total school population of approximately 841 students: 64% are Hispanic/Latino; 7% are White; 11% are African-American; 12% are Asian/American; 1% are Filipino/American; 5% (other Multiracial, Pacific Islander, American Indian).

McKinley staff is committed to empowering all students with knowledge, regardless of primary language, natural abilities, or ethnicity. 87.7 % percentage of our students come from families that are economically disadvantaged and have few educational resources at home to support learning. McKinley has 10% Special Needs students: 87.7% At- Risk/Title I students; 12.5% ELLs; 3% GATE students; and 1 Migrant student. The school's ELA academic focus is on reading comprehension and reading fluency through the dimensions of the CCSS Framework. The school is also focused on teaching math through the 8 Standard Math Practices to promote critical thinking, conceptual understanding, and problem solving in all content areas (STEAM).

Comprehensive Needs Assessment Components

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

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

Each Spring a Parent Survey is collected to determine the effectiveness of school-parent communication, quality of instruction, and school climate. In 2016 of the 800 surveys sent out 271 were returned. In the area of school and parent communication the school was rated at 80.3% in agreement that they receive regular communication from the school. 72% of agree that the school provides

them ways to help with children at home and 93% say the receive regular communication from the school/principal. In the area of Quality Instruction 77% agree that their child is receiving a high quality academic program, 66%agree that their child has opportunities to participate or learn visual and theater arts, 71% agree that students have the opportunity to to participate in clubs or school activities, 70% agree that students have opportunities to participate high quality athletics. In the area of School Climate 94% agree that their child is recognized for their accomplishments, 90% feel safe, and 93% feel welcomed at school.

Classroom Observations

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

Administrators conduct drop-In classroom observations are on going weekly basis. Admin also conducts a minimum of 20 +_minute classroom observations at the minimum of 6 per year for temporary, probationary, and focus teachers. All permanent teachers have at least 2 20 + minute classroom observations. All probationary and temporary teachers are evaluated twice a year and all permanent at least once every other year. The drop-in, classroom observations and evaluations are used to evaluate teaching performance as measured by CSTP. Classroom teachers are using engagement strategies to increase student learning. Engagement has both collaboration and justification as well as some type of movement or gestures. Teachers pose questions to the class give the students time to think and generate a response. Teachers use close reading strategies and the writing process using the CCSS framework as their guide. Teachers then efficiently have A-B partners share and randomly call on students to stand and deliver their response. Teachers use direct instruction to teach skills and some use the inquiry method as a means to provide and teach students to process information at a high level of thinking to teach critical thinking, innovation, collaboration, and communication in order to prepare our students for college, career, community readiness.

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

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

    SBAC, DIBELS, KSEP. District benchmarks, performance tasks, ST Math, Accelerated Reader STAR Report IRL, scale score and ZPD range, grade level common assessments, and Fountas and Pinnell Assessments are used to modify instruction and improve student achievement.

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

    The school uses an ongoing assessment and monitoring system, Illuminate, that provides timely data from common assessments in order to support learning in both core and intensive intervention programs. Student achievement results from assessments (eg. Entry-level placement or diagnostic such as Fountas and Pinnell; progress monitoring such as DIBELS, including frequent formative and curriculum-embedded; and summative assessments such as STAR and CELDT) are used to inform teachers and principals on student placement, diagnosis, progress and effectiveness of instruction. Coordination between the data monitoring system, Illuminate, and our central student information system, Aeries, is established so that both systems have the appropriate information needed to support each student in placement, monitoring and advancement.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

    All teachers are required to meet every other Wednesday for 2.5 hours to receive pertinent school information and professional development based on the instructional needs of the school population. 2016-17 school year is dedicated to the development of CCSS in ELA and Math. Teachers are required to meet in PLC once a week to plan, develop formative assessments, teach, reflect and reteach lessons designed around the CCSS. Teachers are also trained in the implementation of guided reading instruction for fluency and reading comprehension in grades K-6. It is the expectation that every student will grow at least one grade level during the 2015-2016 school year.

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

    All general ed classrooms are staffed with fully credentialed, highly qualified teachers per the requirements of the ESEA. One SPED teacher and 2 gen ed teachers are interns and are formally completing their credential requirements and expected to be completed by May 2017.

    The district provides new teachers with instructional materials and professional development by a knowledgeable and experienced Instructional Support Coach or experienced provider for SBE-adopted basic core ELA/ELD and mathematics programs. All teachers participate in ongoing professional development, referred to as Teacher Collaborative, to support the continuing use of SBE-adopted ELA/ELD and mathematics programs and/or SBE-adopted reading or mathematics intensive intervention instructional programs in use at the school. In addition, professional development is provided by experienced trainers to support Gifted and Talented students, English Learners and students with disabilities in all grade levels and programs. Teachers are trained in the use of wireless tablets and Chromebooks as a tool as a means of connecting classrooms to world beyond the classroom walls.

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

    For the 2016-17 school year, the development of a Professional Learning Community (PLC) is a district tactic for improving student learning and continues to be a focus for McKinley. The goal of the PLC is to create an academic culture among teachers and administrators in which rigorous and comprehensive discussion evolve around student learning to improve student achievement with a clear emphasis on using data to drive instructional practices. Teachers meet once a week as a grade level to discuss and analyze student achievement data for the purpose of designing instructional delivery goals for themselves. A Visible Learning team has been created at the school site to lead the staff through the impact learning cycle of the core concepts of Visible Learning and how to develop a detailed plan to gather evidence to help answer focus questions. The PLC's work is to determine learning intentions and success criteria by using formative assessments to assess and analyze student data; and to develop strategic and sequenced plans for delivering effective instruction on essential standards. The 4 questions of the cycle of inquiry guides the PLC. The information is shared via Google Docs. Teachers also use this information to make calculated changes for grouping for instruction. Lastly, they modify and implement instructional practices so as to best meet the needs of all students.

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

    The district and school collaborate to provide instructional assistance and ongoing support to all teachers, including ELA/ELD and mathematics. Trained instructional support coaches who are knowledgeable about the adopted programs and effective instructional pedagogy work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction. ISC provide demo and co-teach lessons based on the instructional support of the teachers.

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

The school facilitates and supports a 45 minute structured collaboration meeting every week and provides adequate time for the PLC team to meet at a minimum of 45 minutes every week so that PLC collaboration occurs weekly in order for all teachers in all grades to analyze, discuss, and utilize the results of common assessments, state assessments and district benchmarks to guide student placement, instructional planning and delivery, and progress monitoring, within all core and intervention programs. Teachers have been trained and continue to receive support in the use of the Data Teams Process to efficiently review data and create next-step actions that the PLC commits to implementing and monitoring. In addition, the district provides PLC time two times during the year when teachers are together for teacher trainings. In this setting, PLCs are able to analyze, discuss, and utilize the results of student formative data to guide instructional planning and delivery with more input from teachers throughout the district.

<u>Teaching and Learning</u>

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

Content and performance standards are articulated comprehensively in the CCSS with the use of Houghton-Mifflin Language Arts curriculum. Standards-based calendar that is paced and sequenced was created by teachers, guided by school principal; and a final copy is provided to each teacher. Through the use of the calendar each teacher is able to plan and implement lessons that specifically address the CCSS standards that are measured by the district benchmarks, thematic skills, and Statewide and local performance based assessments. As a result, curriculum, instruction, and materials are aligned to the content performance standards.

A period of time is scheduled during the day in which teachers provide differentiated instruction for various groups of students for Universal Access in Language Arts. Students are taught using either core or supplemental materials in ELA and Math. Performance Base assessments are administered and data is analyzed within a Professional Learning Community context to determine flexible grouping strategies to provide reteaching opportunities for students who did not meet the school's benchmark of 80% for Common Core State Standards. It is McKinley's goal for 2016-17 to work within the RTI model and to utilize instructional aides to support the classroom teacher and students who are in need of reteaching of reading and math skills. Instructional support will occur during the designated math intervention time. This time occurs daily for 40 minutes. After school tutoring is also offered to students who are at risk.

Through strategic planning in May of 2017, McKinley teachers and administration have developed a plan to ensure that students achieve at high levels of academic achievement. The plan entails coordination and planning of instruction for CCSS, as well as established time on a weekly basis for teachers to engage in collaborative learning of student achievement via Professional Learning Communities. Through the utilization of data, guided by a list of questions, student achievement results from teacher generated standards based common assessments and district benchmarks, are giving teachers relevant and timely information about student success with CCSS. Standards/skills are revisited if a trend or weakness is noticed.In addition, the administration team is coordinating with grade levels a strategic assessment piece that specifically assesses CCSS.

The alignment of curriculum, instruction, and materials to content and performance standards is notated in the pacing guide for each grade level of the CCSS for ELA and Math. Teachers adhere to this guide to ensure that CCSS are taught to depth and coincide with teacher generated common assessments, district benchmarks and State and local testing schedules.

For Mathematics, it is McKinley's goal that instructional support will occur during a designated math intervention time. This time occurs daily for 20 minutes. Student who fall behind in their mastery of currently taught CCSS will be given intervention via Instructional support or flexible grouping within the classroom setting. After school tutoring is also offered to at risk students for 1 hour 3 days a week. The tutoring will consist of a blended program of both online tutorial sessions and instruction from staff.

To continue to supplement the math program at McKinley, administration and teaching staff agreed to continue using the supplemental math program, entitled ST Math. ST Math consists of over 200 unique computer math modules which teach state math standards at each grade level TK-6. It offers a unique visual non-linguistic approach that ensures a solid conceptual grasp of math concepts and develops powerful problem-solving skills for all students. ST Math is complementary to traditional textbook instruction and currently covers grades TK-6. The program has been redesigned to enable teachers to parallel their CCSS with the scope and sequence of the modules offered on ST Math.

In addition, ST Math fluency has been added to the list of school resources to assist students with their procedural and computational fluency.

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

    The school allocates adequate instructional time as recommended in the California subject matter frameworks for the standards-aligned, basic core programs for RLA and mathematics and intensive interventions as well as additional time for strategic support and ELD for identified ELs. This provides all students, including ELs, Foster Youth, SES, SPED, students with learning difficulties, and advanced learners sufficient instruction and practice to meet their instructional needs. This time is given priority and is protected from interruptions.

    R/LA:Core--Grade TK/K 1 hour---Grades 1-3 2.5 hours---Grades 4-6 2 hours
    R/LA Strategic---Grades K-6 30 minutes
    R/LA Intensive---Grades 4-6 2.5 hours
    ELD Grade K 30 minutes---Grades 1-6 45 minutes

    Mathematics: Core---Grade K 30 minutes---Grades 1-6 1 hour
    Mathematics Strategic---Grades TKK-6 15-30 minutes
    Mathematics Intensive---Grades 4-6 15-30 minutes

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

    Each Grade level has prepared, distribute, and monitor the use of an annual instructional/assessment standards pacing guide for each grade level (TK/kindergarten through grade six) for the standards-aligned, ELA/ELD, strategic support and intensive intervention programs and standards-aligned mathematics, strategic, and Grades 4-6 intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.

    Use of the CCSS maps and pacing guide ensures that all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making.

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

    The core curriculum at McKinley Elementary is as follows:
    Language Arts- Houghton Mifflin (K-6)
    Social Studies- Houghton Mifflin (K-6)
    Mathematics- Pearson (K-6)
    Science- Harcourt (K-6)
    Supplmental:
    Zaner -Blosser Superkids (TK-2)

    Standards-based instructional materials are district adopted and provided to all teachers at each grade level. They are appropriate to all groups. The Language Arts program allows for grouping for instruction by specifically targeting the following groups: English Language Learners; Students needing extra support (At-Risk); Students on Level; and students to be challenged(Above Level). In addition, each story has Universal Access plans for reaching all learners.

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

The school/district provides for all students, inlcuding English learners (ELs), students with disabilities (SWDs), students with learning difficulties and advanced learners in all grade levels, standards-aligned, basic core instructional programs, including ancillary materials for universal access, for Reading/Language Arts/English Language Development (RLA/ELD) (1997-adopted content standards or CCSS) and for mathematics (1997-adopted content standards or CCSS). The school/district also provides intensive intervention programs for identified students in Grades 4-8 in RLA/ELD and Grades 4-7 in mathematics. These programs are implemented as designed in every classroom with materials for every student. ELD: Depending on the grade level ELD materials found on the SBE-approved supplementary materials list (includes Assembly Bill 1802 materials) are used to provide ELD instruction to ELs.

Opportunity and Equal Educational Access

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

The services provided by the regular program do enable under-performing students to meet grade-level standards. The services provided are as follows:

1. Flexible grouping, based Benchmark Assessments, Skills assessment, DIBELS, and Accelerated Reader STAR Reading results and Fountas and Pinnell assessments, CCSS common assessments.

2. Tier 2 of Response to Intervention (RtI),is provided for students (grades 1-4) performing at the Intensive Level of the DIBELS results and Fountas and Pinnell results. This a Pull-Out program that utilizes Fountas and Pinnell Intervention Kit reading intervention(K-5). Classroom Interventions are also provided through Houghton-Mifflin curriculum and Guided Reading Instruction.

3. In-Class and Pull-Out Strategic Focal Intervention for students who are 1.9 years or less below grade level in Language Arts and Math assessments. Houghton-Mifflin and Superkids curriculum is utilized and Guided Reading.

14. Research-based educational practices to raise student achievement

Research-based educational practices to raise student achievement are outlined in the CUSD Instructional Handbook. Developed by a district-wide classroom expectations task force in 2007, the handbook is reviewed and modified as needed based on student achievement evidence. Direct Instruction, Concept Attainment, Cooperative Learning and Inquiry Method are identified as the primary models of teaching and instructional strategies for use in raising student achievement. At the core of each of these models are the characteristics of highly-effective instruction that include student engagement, setting of standards-based measureable objectives for students to understand and attain based on diagnosis of student need and next step learning, explicit academic vocabulary instruction, strategic, systematic use of varied levels of questioning that require students to think, analyze, apply, synthesize and evaluate, appropriate scaffolds and support for students to attain identified objectives and the opportunity to demonstrate their mastery of the skill, concept and/or process. Essential to student engagement and learning are teachers who create a learning environment that stimulates curiosity, creativity and motivation. There is a significant correlation between student success and teacher attitude and behavior and therefore, creating and maintaining a 5-star culture in classrooms and throughout the school is emphasized.

Parental Involvement

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

McKinley Elementary School offers an after-school program entitled Learning Partners. It is structured to provide enrichment opportunities as well as academic tutorial for students experiencing low academic performance. Students in this after-school program were selected for the Lexia and math intervention programs in reading and math based on DIBELS, Fountas and Pinnell, AR STAR Individual Reading Level results and ST Math. There are currently 360 students in grades K-6 from Learning Partners who are receiving this intervention. In addition, there is a before school academic and enrichment opportunities in the computer lab.

The school also has an Accelerated Reader Program that is web based for all its students to log the number of minutes and words read. This supplemental program motivates many of the McKinley students to read by providing immediate feedback about their reading progress. They can access the program at school. Parents can access the program at home to monitor student progress. The previous year trends regarding student reading engagement indicated high levels of participation.

The school also offers the supplemental math program, ST Math and ST Math Fluency, for all students. The program allows students to work at their own pace towards mastery of standards.

Families and community members are invited to attend the many enrichment and support events through out the year such at Literacy Awareness Cases, Conceptional Understanding of Mathematics, How to Encourage Writing, Parenting Workshops, Reflections Art, Family Support Nights, Families and parents are also encouraged to attend the weekly workshops that focus on topics including but not limited to: How to help your child at home, positive parenting, positive discipline, healthy meal choices, creating positive connections, and more.

16. 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)

Funding

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

Tier 2 of Response to Intervention (RtI), is for students (grades 1-6) performing at the Intensive Level of the DIBELS results and/or are scoring below grade level on the Fountas and Pinnell assessments. One full time and two instructional aides are paid to facilitate and implement the program. The school has also hired 2 Teaching Fellow tutors to support and lead guided reading groups. Title 1, LCFF and School Library Improvement Program monies are used to fund this program. Tier 3 of Response to Intervention (RtI), is for students who are performing 2+ grade levels below their current grade level. Students are provided core by one credentialed teacher utilizing Superkids and Fountas and Pinnell Intervention programs on a daily basis.

18. Fiscal support (EPC)

The school and district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD and Mathematics and the Single Plan for Student Achievement (SPSA).

The SPSA is aligned with the goals and activities in the LEA Plan.
The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school in the APS, and applied in the SPSA.
District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform.

Description of Barriers and Related School Goals

The barriers for improvements in student achievement are as follows: School: McKinley is one of the largest elementary school in Central Unified. The school depends on categorical funds to support the many strategic interventions. The school has been challenged with the task of meeting the wide spectrum of academic needs of our diverse population with a high transient rate, that requires strategic funding to support effective professional development while educating and connecting with the whole child. Teachers are dedicated and are focused on creating and CCSS lessons from teacher created inquiry units that are interdisciplinary. Teachers are learning to incorporate one to one technology and are struggling to release old pedagogy that is ineffective. Teachers are still learning the four models of instruction as outline in Central Unified's Instruction Action Plan. Another barrier is a lack of substitute teachers for classes when teachers need to attend both site and District professional development workshops. Often we do not have enough subs to cover classes so teachers can attend professional development. Our funding resources support the intervention program (Tier 2 and Tier 3 of the RtI program) that provides intensive intervention for at-risk students. At this time one full time certificated teacher work with the English Learner in language acquisition and Intensive English only students to develop English Language proficiency for our K-1 students.

Due to the fact that McKinley serves many low-income students and foster youth that are sometimes in need of social emotional skills and face multiple disciplinary challenges, the school has implemented The Leader In Me process to teach staff, students, and parents the 7 Habits of highly effective people as developed by Stephen Covey. A $45,000 grant was received by the Franklin Foundation enables the McKinley community to receive the essential concepts and principles needed to be prepared for college, career, and community. In addition, Positive Behavioral Intervention Supports are used to promote and build stronger collaborative relationships with the teachers and students to build the capacity to better instruct and guide students in their social-emotional development. Including, but not limited to Anti-Bullying and Conflict Resolution strategies are addressed on a regular and ongoing basis. PRIDE and 7 Habit lessons are taught to students on a weekly basis in additional to Red Ribbon Week, Anti-Bullying week and community events to create a safe school environment.

District: Funding. The district has made schools with either a Program Improvement Status or Probationary Program Status a laser-like focus of attention.

Community: Over 80% of our student population is on Free and Reduced Lunch. Parents in poverty face limited resources in regards to supporting the academic progress and achievement of their children. Some of them have either had negative experiences with school themselves or completely surrender academic guidance to the school. It is our goal to therefore increase parent involvement by partnering with Fresno County Office of Education to provide parenting workshops classes described in Family, School, District, and Community resources section above. Through these workshops, parents will gain knowledge about the importance of providing academic support for their children. When this occurs, student achievement will increase.

In examining the limitations to the current programs at McKinley, it begins with the level of knowledge of classroom instructors to provide an effective language arts and mathematics instruction for all students. In regards the language arts program, it has become clear that there is a need to continue to build teachers' instructional practice of how to deliver ELA CCSS through content areas to enable students to think critically and creatively in order to demonstrate standards mastery. There is a strong need to create a classroom structure that allows students to be problem solvers as they achieve mastery of CCSS through content subject area. The lack of critical thinking skills training, specifically focused on the key components of an effective ELA program, has not fully allowed all students to receive effective instruction that contains the most valid instructional best teaching strategies.

In regards to the Mathematics program, the teachers' level of knowledge regarding the importance to balance conceptual understanding, procedural, and problem solving and their ability to provide instruction of concepts in a manner that allows students to fully comprehend the diverse challenges of math is an instructional limitation needing to be addressed.

McKinley also serves a high population of students with learning difficulties and teachers limited in their knowledge of how to deliver differentiated lessons that meet the various learning modalities. In reaching our high achieving population of students teacher are building their knowledge and implementation of Depth and Complexity concepts, asking higher level DOK questions along with guiding students to take ownership of their learning will improve critical thinking strategies in the classroom. A few teachers are using technology in and through the day in most all their lessons. Teachers need to feel more comfortable using technology in the classroom.

Lastly, McKinley has a high transitory rate. Many students from outside Central Unified are coming to McKinley more than multiple grade levels below grade level.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	**# of Students Enrolled**		**# of Students Tested**		**# of Students with Scores**		**% of Enrolled Students Tested**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	142	126	140	124	140	123	98.6	98.4
Grade 4	118	143	116	141	115	140	98.3	98.6
Grade 5	137	102	132	97	131	97	96.4	95.1
Grade 6	138	133	135	131	135	130	97.8	98.5
All Grades	535	504	523	493	521	490	97.8	97.8

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

Overall Achievement for All Students										
Grade Level	**Mean Scale Score**		**% Standard Exceeded**		**% Standard Met**		**% Standard Nearly Met**		**% Standard Not Met**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	2349.7	2391.3	3	13	12	21	25	26	60	40
Grade 4	2374.7	2415.7	3	8	10	21	15	21	72	51
Grade 5	2433.9	2435.4	5	4	21	21	18	20	55	56
Grade 6	2455.5	2477.0	4	5	16	23	30	30	51	42
All Grades	N/A	N/A	4	8	15	21	22	24	59	47

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	4	11	30	43	66	46
Grade 4	2	9	29	38	70	53
Grade 5	7	3	35	35	58	62
Grade 6	4	5	37	47	59	48
All Grades	4	7	33	41	63	52

Writing Producing clear and purposeful writing						
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	4	16	35	46	60	37
Grade 4	3	10	31	46	65	44
Grade 5	11	12	33	39	56	48
Grade 6	8	12	36	44	55	44
All Grades	7	13	34	44	59	43

Listening Demonstrating effective communication skills					
	% Above Standard		**% At or Near Standard**		**% Below Standard**	
Grade Level	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	1	9	68	65	30	26
Grade 4	4	6	61	64	35	30
Grade 5	5	4	56	59	40	37
Grade 6	1	5	64	67	34	28
All Grades	3	6	62	64	35	30

Research/Inquiry Investigating, analyzing, and presenting information					
	% Above Standard		**% At or Near Standard**		**% Below Standard**	
Grade Level	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	6	11	41	52	52	37
Grade 4	4	11	40	55	56	34
Grade 5	14	6	50	58	37	36
Grade 6	9	15	58	61	33	24
All Grades	8	11	47	56	44	32

Conclusions based on this data:

1. Close reading and the writing process is having an impact on improving scores from previous year.

2. Our 5th grade students under performed the other grade levels in all domains.

3. Students need more instruction in inferential thinking of text and in investigating, analyzing and presenting information in writing to communicate their findings.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students							
Grade Level	**# of Students Enrolled**		**# of Students Tested**		**# of Students with Scores**		**% of Enrolled Students Tested**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	142	126	140	124	140	122	98.6	98.4
Grade 4	118	143	115	140	115	140	97.5	97.9
Grade 5	137	102	133	97	132	97	97.1	95.1
Grade 6	138	133	136	131	135	129	98.6	98.5
All Grades	535	504	524	492	522	488	97.9	97.6

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

Overall Achievement for All Students									
Grade Level	**Mean Scale Score**		**% Standard Exceeded**		**% Standard Met**		**% Standard Nearly Met**		**% Standard Not Met**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	2385.0	2401.8	3	12	15	21	43	29	39	38
Grade 4	2398.8	2434.4	0	4	11	16	33	46	56	35
Grade 5	2438.2	2423.5	2	0	13	3	25	27	59	70
Grade 6	2464.1	2442.4	1	2	13	15	38	24	48	59
All Grades	N/A	N/A	2	5	13	14	35	32	50	49

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	9	25	44	25	47	50
Grade 4	2	9	30	36	69	56
Grade 5	8	1	20	18	72	81
Grade 6	4	5	35	27	61	67
All Grades	6	10	32	27	62	63

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	4	19	49	45	47	36
Grade 4	1	4	37	55	62	41
Grade 5	2	1	36	28	63	71
Grade 6	3	7	47	35	50	58
All Grades	2	8	43	42	55	50

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	5	15	59	54	36	31
Grade 4	3	7	33	52	64	41
Grade 5	2	2	44	29	54	69
Grade 6	4	3	54	57	41	40
All Grades	4	7	48	49	48	44

Conclusions based on this data:

1. Students are limited in their ability to apply mathematical concepts and procedures with the appropriate tools and strategies to solve real world math problems.

2. Emphasis on math practices and placing a high cognitive demand on students needs to be a focus.

3. Students need to understand the mathmatical vocabulary to be able to communicate and demonstrate their understanding in writing.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K					55	17	***	18	58	***	18	25		9	
1	12	4	15	36	41	35	42	48	35	6	7	8	3		8
2	5	5	21	27	26	47	54	58	26	11	11	5	3		
3	3			12	19	7	53	68	57	21	10	21	12	3	14
4	3	4	11	28	27	37	41	50	41	14	15	7	14	4	4
5		4	7	63	46	40	25	21	40	6	13	7	6	17	7
6				50	14	29	50	64	38		14	14		7	19
Total	5	3	9	31	32	32	46	49	40	12	12	11	7	5	7

Conclusions based on this data:

1. Most students continue to score at the Intermediate level.

2. Intermediate students need to be able to be proficient in reading and writing in order to move a band on the CELDT.

3. The lack of teaching academic vocabulary has had an effect on 6th grade student performance.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K		0		5	21		41	27		28	17		26	35	
1	11	3		37	38		40	48		6	10		6	0	
2	5	4		29	25		48	63		14	8		5	0	
3	3	0		14	23		51	63		22	11		11	3	
4	3	4		30	26		40	52		13	15		13	4	
5	6	4		56	46		28	19		6	12		6	19	
6		0		44	20		44	60		6	13		6	7	
Total	4	2		27	28		43	45		15	13		11	13	

Conclusions based on this data:

1. 71 EL students (48%) had positive movement on the overall 2014 CELDT Assessment

2. 64 EL Students (43.5%) had no movement on the overall 2014 CELDT Assessment

3. 12 EL Students (8%) had negative movement on the overall 2014 CELDT Assessment

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	**2014-15**	**2015-16**
Number of Annual Testers	166	152	134
Percent with Prior Year Data	99.4%	100%	96.3%
Number in Cohort	165	152	129
Number Met	96	85	76
Percent Met	58.2%	55.9%	58.9%
NCLB Target	59.0	60.5	62.0%
Met Target	**No**	**No**	**No**

AMAO 2	Attaining English Proficiency					
	2013-14		**2014-15**		**2015-16**	
	Years of EL instruction		**Years of EL instruction**		**Years of EL instruction**	
	Less Than 5	**5 Or More**	**Less Than 5**	**5 Or More**	**Less Than 5**	**5 Or More**
Number in Cohort	174	33	162	37	129	37
Number Met	41	16	38	11	41	11
Percent Met	23.6%	48.5%	23.5%	29.7%	31.8%	29.7%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	**Yes**	**No**	**No**	**No**	**Yes**	**No**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	**2014-15**	**2015-16**
English-Language Arts			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	
Mathematics			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	

Conclusions based on this data:

1. Long term EL learners need specific target instruction in reading, writing, and academic vocabulary.

2. The number of EL students has declined yet the number of students proficient has declined.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	**2014-15**	**2015-16**
Number of Annual Testers	1462	1410	1,383
Percent with Prior Year Data	99.3	99.8	97.8
Number in Cohort	1452	1407	1,353
Number Met	828	779	731
Percent Met	57.0	55.4	54
NCLB Target	59.0	60.5	62.0%
Met Target	**No**	**No**	**N/A**

AMAO 2	Attaining English Proficiency					
	2013-14		**2014-15**		**2015-16**	
	Years of EL instruction		**Years of EL instruction**		**Years of EL instruction**	
	Less Than 5	**5 Or More**	**Less Than 5**	**5 Or More**	**Less Than 5**	**5 Or More**
Number in Cohort	1300	577	1284	579	1,249	542
Number Met	317	237	282	215	286	155
Percent Met	24.4	41.1	22.0	37.1	22.9	28.6
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	**Yes**	**No**	**No**	**No**	**N/A**	**N/A**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	**2014-15**	**2015-16**
English-Language Arts			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	**No**		**N/A**

Conclusions based on this data:

1. The number of EL students in the District continues to decline yet the number of students meeting English proficiency is not keeping pace.
2. EL instruction and implementation of 2016 Title lll Year 4 Plan is a focus in the District

Planned Improvements in Student Performance

Goal: English Language Arts

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Arts
LEA GOAL:
LEAP Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading.   LCAP Goal 1: Assure a minimum of 1 year growth for each year of instruction in core areas.   LCAP Goal 7: Close the experience gap for English learners, students of poverty & foster youth.
SCHOOL GOAL:
Goal Objective: By June 2017 , K-6 students will demonstrate one years worth of a growth in reading and writing proficiency as measured by State and local measures, F and P, and writing samples assessments.
Data Used to Form this Goal:
Overall Performance of SBAC in ELA: 3rd   34%   4th   28%   5th   25%   6th   28%   Student performance by Claims   2015 and 2016 SBAC Claims data: percentage of students are at or near standard level in Reading by grade level: 2015   2016   3rd - 31%   54%   4th -27%   47%   5th - 33%   35 %   6th - 37%   47%   2015 and 2016 SBAC Claims data: percentage of students are at or near standard level in Writing by grade level: 3rd - 40%   62%   4th - 29%   56%   5th - 60%   51%   6th - 44%   57%   2015 and 2016 SBAC Claims data: percentage of students are at or near standard level in Listening by grade level: 3rd - 66%   74%

4th - 60%   56%
5th - 55%   59%
6th - 63%   67%
2015 and 2016 SBAC Claims data: percentage of students at or near at standard level in Research/Inquiry:
3rd - 50%   64%
4th - 37%   65%
5th - 61%   59%
6th - 68%   77%

2016 Growth in Reading Intervention:
Number of reading levels student moved
Grade 0 1 2 3 4 5 6 7 8 9 10 Total Students
1st
0 1 1 1 5 9   5   3   2 2   2   31
2nd
0 1 0 3 4 1   10 0   5 2 0   24
3rd
1 2 2 7 4 5 0 1 x   x   x   21
4th
0   1 1 7 6 1 4 1 x x x   21

F and P data Spring 2016:
Kindergarten: 75 % students reading at grade level
1st grade: 62% of students reading at grade level
2nd grade: 79% of students reading at grade level

All students grew at least one or more grade levels in reading.

Findings from the Analysis of this Data:

All students made gains in reading. Analysis of the claim performance data and standard achievement data from SBAC of spring 2016 show that students need support with reading and writing strategies and how to transfer their knowledge using technology format. Students are in need of close reading strategies; methods in how to cite evidence; strategies to infer information from text; and be able to communicate their findings in writing.

Means of evaluating progress & group data needed to measure gains:

Means of evaluating progress:
1. Baseline Assessment (DIBELS & Fountas and Pinnell) at the beginning of the year (October 2015)
2. English Language Proficiency as measured by CELDT and ELD Progress Monitoring
3. Grade level created common assessments to measure mastery of each CCSS
4. Fountas and Pinnell assessments given at multiple times throughout the year.
5. SBAC performance data

Group data needed to measure gains:

4. Percent of mastery based on common assessments
5. Fountas and Pinnell assessments given at multiple times throughout the year.
6. Beginning of year DIBELS and progress monitoring
7. STAR test from AR for progressing monitoring
8. SBAC assessment data

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Tier 1: Professional Development to support staff in reading and writing instruction. Coordinate training to practice for best first teaching to meet the needs of students in all tiers of support. Co-plan and co-teach cycle 2 times through out the year. Admin to participate in co-planning and co-teaching in grades K-6 writing, inquiry, guided reading, STEAM lessons Informational, literature and leveled reading material for students to utilize in the classroom to support guided reading, upper grade reading groups (literature and expository). Materials and supplies to close the achievement and experiential gap for students for reading instruction.	August 2016-June 2017	Principal, GIA, ISC, Teachers, support staff	Cost related to expenses for staff to attend trainings. Subs and teacher time	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	2,000
			Instructional resources for teachers to support first best practice for all students	4000-4999: Books And Supplies	LCFF	3000
				4000-4999: Books And Supplies	Title I Part A: Allocation	5504.25
			Technology and materials - to purchase computers, printers, ink, elmos, projectors, headphones, and screens for use in classrooms as replacements or in order that every classroom and student has similar technology to utilize CCSS, AR, ST Math, and Google Docs.			
			ELA materials to for small group and ELD instruction	4000-4999: Books And Supplies	Title I Part A: Allocation	3,000

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
ISC and Reading specialist to facilitate training for instructional support staff in Academic Language Vocabulary,			Costs related to Reading Specialist to facilitate training for certificated and support staff	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	500
Tier 2-3 .Provide reading support to teachers and instructional support staff from Reading Specialist for students who are reading below grade level and are at risk.	August 2016-June 2017	Principal, Reading Specialist, teachers,	PD training and planning to strategize best practices with a focus on reading and writing instruction in content areas and subs for teacher coverage	1000-1999: Certificated Personnel Salaries	LCFF	1,000
			Costs related to training support staff	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	500
			Push in support for students to allow teacher time to differentiate instructions for at risk students	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	5785.75
			Duplication supplemental materials (not from District core adopted curriculum) for DIBELS, F & P assessments, common assessments to diagnose needs for all students.	5700-5799: Transfers Of Direct Costs	LCFF	3,000
Tier 3 Reading Specialist/ELD teacher to work with K-6 students who are at risk and are scoring below grade level on local and state assessments both in and out of class that are in need of extra support	August 2016-June 2017	Annie Plumlee, Reading Specialist/ELD teacher with Masters in Reading and Credentialed Reading Specialist, Principal, GIA	Reading Specialist Annie Plumlee to provide small group and whole class instruction to students that are performing 1-2 years below reading grade level as measured by Fountas & Pinnell and/or DIBLES	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	66,475

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
			Supplies for classrooms and students to facilitate student learning to close the students experiential gap. Including F and P reading kits.	4000-4999: Books And Supplies	LCFF	6,000
			Brainpop subscriptions	5800: Professional/Consulting Services And Operating Expenditures	LCFF	1497.75
Tier 2-3 Teaching Fellows to provide time for teachers to work with students performing below grade level during the school day.	August 2016-May 2017	Admin, Reading Specialist, Teaching Fellows, Teachers,	2 TF tutors to work in the morning hours to push into class to allow teacher time to differentiate instructions for at risk students	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	20,249
Conduct quarterly grade level parent literacy information meetings to discuss and teach parents about teaching, thinking, listening, speaking of writing and reading.	September 2016-June 2017	Admin, Teachers, Reading Specialist	Teacher time to deliver workshops	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1,000
			Materials and supplies needed for parent trainings	4000-4999: Books And Supplies	Title I Part A: Allocation	500.
After school tutoring for student who are below grade level in reading and writing	October 2016-June 2017	Admin, Teachers	Teachers to provide tutoring for students in ELA	1000-1999: Certificated Personnel Salaries	SES-Tutoring	5115
			Support staff to assist in after school tutoring for students in ELA	2000-2999: Classified Personnel Salaries	SES-Tutoring	2000
			STUDENTNEST licenses, live tutor hours for ELA	5000-5999: Services And Other Operating Expenditures	SES-Tutoring	5,000

Planned Improvements in Student Performance

<u>**Goal: Mathematics**</u>

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics
LEA GOAL:
LEAP Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics. LCAP Goal 1: Assure a minimum of 1 year growth for each year of instruction in core areas. LCAP Goal 7: Close the experience gap for English learners, students of poverty & foster youth.
SCHOOL GOAL:
Goal Statement: By June 2017, students will demonstrate on year of academic growth in mathematical fluency, conceptual understanding, and critical thinking as measured by instructional supervision, local assessments, performance tasks, SBAC, and math journals.
Data Used to Form this Goal:
ST Math Goals: 49% of students made progress towards goals Performance Tasks: 2015 SBAC 14.8% of 3-6 grade students met or exceeded achievement standards in math 2016 SBAC 19% of 3-6 grade students met or exceeded achievement in standards math. 2015 and 2016 SBAC Claims data: percentage of students exceeding, at or near Communicating and Reasoning by grade level: 2015 2016 3rd - 56% 3rd - 52% 4th - 31% 4th - 48% 5th - 44% 5th - 18% 6th - 54% 2015 and 2016 SBAC Claims data: percentage of students at or near Problem Solving and Modeling Data by grade level: 3rd - 49% 3rd - 64% 4th - 35% 4th - 58% 5th - 35% 5th - 27% 6th - 47% 2015 and 2016 SBAC Claims data: percentage of students at or near Concepts & Procedures Data by grade level: 3rd - 44% 3rd - 70% 4th - 27% 4th - 60% 5th - 21% 5th - 29% 6th - 35% 6th - 29%

Findings from the Analysis of this Data:

Analysis of the claims performance data and standard achievement data from the SBAC of spring 2016 show that students are in need of more problem solving, performance based, conceptual lessons to develop their ability to process and persevere through multi-step problem solving lessons.

Means of evaluating progress & group data needed to measure gains:

Means of evaluating progress:
1. Baseline Performance Tasks (SBAC Spring 2016)
2. Trimester Performance Tasks   (December 2016 and March 2017)
3. ST Math Progress Goal Reports (monthly)
4. CCSS Common Math assessments

Group data needed to measure gains:
1. Baseline Benchmark Assessment (October 2016)
2. MA SBAC Assessment Results (Spring 2017)
3.. ST Math progress monitoring
4.. Common Curriculum Embedded Assessments
5. ST Math Goals Achieved

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Teachers to instruct to using constructive lesson that are designed to teach critical thinking, problem solving, conceptual understanding of mathematics to close the experiential and learning gap for students.	August 2016-June 2017	Principal, GIA, ISC, Instructional Aides	Purchase materials, manipulative, and supplies to support student learning and close the achievement and experiential gap.	4000-4999: Books And Supplies	LCFF	1548.39
			Purchase journals for students to record notes, write and solve math problems	4000-4999: Books And Supplies	LCFF	1000
Renew subscription web-based ST Math program for grades K-6 2015-2016.	August 2016 -June 2017	Principal, Tech Aide, Kristine Leffel, Carol McEwen	ST Math	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	4,000

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Provide push in support classrooms of students who are at risk in mathand need Tier 2 and Tier 3 intervention for students in grades 1-6.	August 2016- June 2017	Teachers, Instructional Aide, Principal	Materials, books, folders, resources and supplies to support math intervention.	4000-4999: Books And Supplies	LCFF	1000
			Push in support	2000-2999: Classified Personnel Salaries	LCFF	2000
Providing technology for instruction in the way of computers, printers, smart boards, cameras, recording devices, elmos, and headphone for the purpose of improving instruction, research, projects based learning to close the experiential gap.	August 2016-June 2017	Admin, teachers, ISC	Needed Technology	4000-4999: Books And Supplies	LCFF	6000
After school tutoring to provide support for students who are at-risk in math.	October 2016- June 2017	Admin, teachers, STUDENTNEST	Teachers to provide tutoring for students after school	1000-1999: Certificated Personnel Salaries	SES-Tutoring	4,000
			Support staff to assist in tutoring for students after school	2000-2999: Classified Personnel Salaries	SES-Tutoring	2,000
			STUDENTNEST Licenses and live hours for Math tutoring	5000-5999: Services And Other Operating Expenditures	SES-Tutoring	6,000

Planned Improvements in Student Performance

Goal: English Language Development

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Development
LEA GOAL:
LEAP Performance Goal 2: All limited-English-proficient (LEP) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. LCAP Goal 1: Assure a minimum of 1 year growth for each year of instruction in core areas. LCAP Goal 6: Assure 1 year of growth in language acquisition for every EL student. LCAP Goal 7: Close the experience gap for English learners, students of poverty & foster youth.
SCHOOL GOAL
Goal Statement:By June 2017, K-6 students will demonstrate one year's band growth in ELA on the local assessments and one year's growth in ELD as measured by the CELDT.
Data Used to Form this Goal:
CELDT see school data from previous pages AMAO data SBAC data
Findings from the Analysis of this Data:
McKinley 2-6 grade EL students made 7% growth change from the December BM Performance Task to the March 2016 BM Performance Tasks in ELA.   Students continue to make gains and 54 EL students were reclassified in 2015-2016. MckInley has 20 LTEL students which 5 are SPED/504 and 2 are new to the school outside the District. All the LTEL students are scoring a 3 or below on the CELDT in reading and wriitng.
Means of evaluating progress & group data needed to measure gains:
MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL 1. Baseline Performance Task Assessment and CELDT data (October 2015) 2. Trimester ELA Performance Tasks Assessments aligned to State Assessments (December 2016 and March 2017) 3. Grade level CCSS common assessments per anchor standard . 4. HMH ELD Benchmark Proficiency Tests GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS 1. Baseline Benchmark (Performance Task) Assessments (trimester)

3. Assessments and curriculum embedded common assessments(after each key standard is taught and retaught)
4. EL Progress Monitoring January 2017 and April 2017
5. Use of October 2016 CELDT results to align instruction to student needs
6. 2016 AMAO Results

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Using CELDT Domain information, students will be provided specific small group instruction to target need in reading and writing Goal setting based on ELA and CELDT RTI staff to progress monitor at risk students using DIBELS and EL instructional support.	Aug. 2016-June 2017	Classroom Teacher ISC EL Aides	Olga Gonzalez/Reading and ELD instructional aide and primary language tutor	2000-2999: Classified Personnel Salaries	LCFF	12,590
			Margret De La Cruz/ Reading, ELD ,instructional aide, primary language tutor	2000-2999: Classified Personnel Salaries	LCFF	11,607
Provide equitable access to English Learners in core instruction to accurately identify and serve EL GATE students with the use of Depth and Complexity prompts.	August 2016-June 2016	Principal, GIA ISC Carol McEwen	Provide on going PD and monitoring of D and C prompts to ensure all student needs are being met.	4000-4999: Books And Supplies	LCFF	2000
ELPD training for teachers	September 2016-June 2017	Classroom teachers, Principal, GIA, ISC,	Subs to pay for teachers to attend PD	1000-1999: Certificated Personnel Salaries	LCFF	2000
Reading Intervention /ELD teacher to support EL students by providing strategic intervention for English Language Development in Domain specific areas. RTI staff to progress monitor at risk students using DIBELS and EL instructional support.	August 2016-June 2017	ELD Teacher	ELD teacher Annie Plumlee	1000-1999: Certificated Personnel Salaries	LCFF	42500

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Bi-lingual support and contacts			Extra Work Agreements to pay for , initiates and receives a variety of telephone calls, and provides information after making contact with school offices, students and public.	2000-2999: Classified Personnel Salaries	LCFF	3,000
Resources needed to support EL students both within and out of the classroom. Renew subscriptions and purchase books for library	Oct. 2016 - June 2017	Library Media Tech, Admin	Books and materials for library	4000-4999: Books And Supplies	LCFF-SLIP	1599.46
			Academic Language materials and resources	4000-4999: Books And Supplies	LCFF	1,000
Providing material for all students needing intervention and supplemental activities. Providing for replacement and new purchases of instructional supplies to be used during intervention which may include technological instructional devices.	August 2016-June 2017	Admin				
Student recogintion for CEDLT movement and for EL Reclassification	August 2016-June 2017	Admin, Teachers	Recognition, certificates, awards, for achievement with CELDT for meeting AR and ST goals and success on local assessments, T shirts for honor.	4000-4999: Books And Supplies	LCFF	1,000
Parent Educational Meetings to build community relations and education regarding EL students learning expectations, performance levels and how to assist their child to increase their learning.	October 2016-June 2017	Principal, ISC, GIA, teachers	Interpretation and translation	2000-2999: Classified Personnel Salaries	LCFF	1000

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Provide on-going training and support for teachers in order to meet CUSD goal number two - "Staff recruitment and development for academic excellence."	August 2014-June 2015	Principal, GIA, ISC	Hire instructional support to push into classes to for the development of academic excellence.	2000-2999: Classified Personnel Salaries	LCFF	2500
Continued Professional Development	August 2016-June 2017	Principal, GIA, ISC, District Personal, Reading Specialist	Roving sub for various staff development days through-out the year. Staff development topics include: Writing , English Learner Strategies, ST Math, Depth and Complexity, Big Idea, Essential Questions, Technology Development, Inquiry Model, Concept Attainment, Cooperative Learning, Rowland Reading, Visible Learning	1000-1999: Certificated Personnel Salaries	LCFF	1633.61

Planned Improvements in Student Performance

Goal: School Culture

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Culture
LEA GOAL:
LEAP Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning. LEAP Performance Goal 5: All students will graduate from high school. LCAP Goal 2: Prepare every student for college, career & community LCAP Goal 3: Connect every student to school LCAP Goal 4: Provide equity of access to educational opportunities & create an environment conducive to learning for all students. LCAP Goal 5: Engage families in system wide programs assuring students/families access to support for academic, social/emotional & physical well being.
SCHOOL GOAL
To increase student participation by 10% in leadership skills and roles while developing students civic responsibility and service learning. A decrease   in the number of school referrals through the Leader in Me process by connecting every student to school.
Data Used to Form this Goal:
Attendance data AERIES Discipline data Leadership applications Leadership roles fullfiled Survey of staff, students, and parents
Findings from the Analysis of this Data:
Referrals for 2015-16 referral rate had significantly increased from the previous school year. Suspension day numbered over 30
Means of evaluating progress & group data needed to measure gains:
Tier 2 and Tier Progress Monitoring Data DATA NEEDED TO MEASURE ACADEMIC GAINS: AERIES data Attendance Data Parent Surveys in Spring 2016 Parent sign in from various parent workshops

Leadership In Me training and surveys

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Coordinate and communicate with staff, students, and parents regarding safety and communication regarding safety and purchase safety supplies and materials to promote wellness and safety Purchase of Health Office supplies	August 2016- June 2017	School Nurse, Heath Aide, GIA, Principal	Provide safety material, caution tape, cones, signs, batteries, flashlights, and radios.	4000-4999: Books And Supplies	LCFF	1921.69
			Health office supplies such as band aides, gloves, etc...	4000-4999: Books And Supplies	LCFF	800.
Leadership skill building through service learning and community service Monthly meetings with Visible Learning Teams and PBIS LIghthouse teams	October 2016 June 2017	Lighthouse team Principal, GIA, Leadership Team,	Peer Mediators/Leader In Me training costs	4000-4999: Books And Supplies	Title I Part A: Allocation	2400
			PE extra support	2000-2999: Classified Personnel Salaries	LCFF	2514.64
			Subs to cover for teachers to meet	1000-1999: Certificated Personnel Salaries	LCFF	
			Coaching for staff and subscription of online for Leader In Me	5800: Professional/Consulting Services And Operating Expenditures	LCFF	6150
			Expenses related to school culture PD and staff trainings	4000-4999: Books And Supplies	LCFF	2000
Social Skill intervention for RTI regarding behavior skills	April 2016-June 2017	Admin, Teachers	Materials to teach social skills	4000-4999: Books And Supplies	Title I Part A: Allocation	813.
Students will be offered a variety of activities during lunch as well as social skills lessons	Aug. 2016-June 2017	Admin,	PBIS student support during unstructured times for Tier 2 and 3 students	2000-2999: Classified Personnel Salaries	LCFF	5000

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
			Equipment for students to use for structure support activities	4000-4999: Books And Supplies	LCFF	2500

Planned Improvements in Student Performance

Goal: Parent Engagement

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Parent Engagement
LEA GOAL:
LEAP Performance Goal 5: All students will graduate from high school. LCAP Goal 5: Engage families in system wide programs assuring students/families access to support for academic, social/emotional & physical well being.
SCHOOL GOAL
All Families will be invited to participate in parent workshops and family events with a focus on literacy support and math concepts and to increase parent participation by 10% for 2016-2017.
Data Used to Form this Goal:
Parent surveys, Last year's parents attendance rate at workshops
Findings from the Analysis of this Data:
There was a significant increase from parent participation from the previous workshops from an average of 18 to 25 per workshop. The findings from the Parent Survey collected in May 2016 show that parents perception of McKinley grew in some domains of the survey. The percentage of parents who feel welcomed at the school grew as well as feeling that there are more opportunities students to participate in performing arts then in the previous year. There was a dip of 2 points of parents reporting a positive climate exists at their child's school.
Means of evaluating progress & group data needed to measure gains:
Record of parent attendance, parent evaluation/survey of workshops and parent survey

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
FCOE Parent Workshops based on parents surveys and needs. 9 week course	October 2016-June 2017	Principal, GIA, Learning Partner Director, Community Liaison	Provide weekly educational workshops for families to become more involved in their child's educational experience.Parent Educational Events -cost associated with staff, child care, curriculum for parent informational events, educational events, ELAC and SSC	5000-5999: Services And Other Operating Expenditures	21st Family Literacy Grant	9,525.90
Hold a 6 community events 1. Art Reflections Night 2. School Carnival 3. Literacy Family Night 4. Family Fun Night 5.Cookies with Santa 6. Family Movie Night 7. Farmers Market 2 a year	August 2016- June 2017	Teachers, Principal, GIA, PTA	Provide multiple opportunities for families to come together to share in their child's school life and network with other families.	4000-4999: Books And Supplies	21st Family Literacy Grant	2000
			Interpretations/translation for events	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	1,000
7 Habits of Highly Effective Families Parent Book Study	November 2016-June 2017	Admin, Community Liaison, Learning Partners	Costs related to book study for childcare	2000-2999: Classified Personnel Salaries	Title l Parent Involvement	1099
8 week Parenting Partners	March 2016-May 2017	Admin and teachers	Costs for staff to facilitate workshops	1000-1999: Certificated Personnel Salaries	21st Family Literacy Grant	2500
			Childcare costs	2000-2999: Classified Personnel Salaries	Title l Parent Involvement	500.
			Cost of materials and supplies	4000-4999: Books And Supplies	Title l Parent Involvement	500
Latino Literacy Project	November 2016-JUne 2017	Community liaison, Admin,	Cost of Lending Library	4000-4999: Books And Supplies	21st Family Literacy Grant	2000
			Child care costs	2000-2999: Classified Personnel Salaries	Title l Parent Involvement	500

Summary of Expenditures in this Plan

Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
LCFF	127,763.08	0.00
21st Family Literacy Grant	16,025.90	0.00
LCFF-SLIP	1,599.46	0.00
Title I Part A: Allocation	113727.00	0.00
Title l Parent Involvement	2,599.00	0.00
SES-Tutoring	24115.00	0.00

Total Expenditures by Funding Source

Funding Source	**Total Expenditures**
21st Family Literacy Grant	16,025.90
LCFF	127,763.08
LCFF-SLIP	1,599.46
SES-Tutoring	24,115.00
Title I Part A: Allocation	113,727.00
Title l Parent Involvement	2,599.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	128,223.61
2000-2999: Classified Personnel Salaries	54,096.39
4000-4999: Books And Supplies	48,086.79
5000-5999: Services And Other Operating Expenditures	40,774.90
5700-5799: Transfers Of Direct Costs	3,000.00
5800: Professional/Consulting Services And Operating	11,647.75

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	21st Family Literacy Grant	2,500.00
4000-4999: Books And Supplies	21st Family Literacy Grant	4,000.00
5000-5999: Services And Other Operating	21st Family Literacy Grant	9,525.90
1000-1999: Certificated Personnel Salaries	LCFF	47,133.61
2000-2999: Classified Personnel Salaries	LCFF	40,211.64
4000-4999: Books And Supplies	LCFF	29,770.08
5700-5799: Transfers Of Direct Costs	LCFF	3,000.00
5800: Professional/Consulting Services And	LCFF	7,647.75
4000-4999: Books And Supplies	LCFF-SLIP	1,599.46
1000-1999: Certificated Personnel Salaries	SES-Tutoring	9,115.00
2000-2999: Classified Personnel Salaries	SES-Tutoring	4,000.00
5000-5999: Services And Other Operating	SES-Tutoring	11,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	69,475.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	7,785.75
4000-4999: Books And Supplies	Title I Part A: Allocation	12,217.25
5000-5999: Services And Other Operating	Title I Part A: Allocation	20,249.00
5800: Professional/Consulting Services And	Title I Part A: Allocation	4,000.00
2000-2999: Classified Personnel Salaries	Title l Parent Involvement	2,099.00
4000-4999: Books And Supplies	Title l Parent Involvement	500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Section	Total Expenditures
Goal: English Language Arts	132,126.75
Goal: Mathematics	27,548.39
Goal: English Language Development	82,430.07
Goal: School Culture	24,099.33
Goal: Parent Engagement	19,624.90

School Site Council Members

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Colette Bolger	X				
Frances Mayorga			X		
Annie Plumlee		X			
Kelly Beason		X			
Karina Lias				X	
Simi Bassi				X	
Lorena Manriquez				X	
Blanca Gonzalez				X	
Terri Baird				X	
Bernice Bailey		X			
Numbers of members of each category:	1	3	1	5	

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 Expenditure(s)s to the district governing board for approval and assures the board of the following:

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

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

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

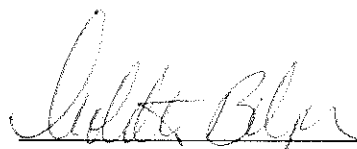|		
	State Compensatory Education Advisory Committee	_____ Signature
X	English Learner Advisory Committee	_____ Signature
	Special Education Advisory Committee	_____ Signature
	Gifted and Talented Education Program Advisory Committee	_____ Signature
	District/School Liaison Team for schools in Program Improvement	_____ Signature
	Compensatory Education Advisory Committee	_____ Signature
	Departmental Advisory Committee (secondary)	_____ Signature
	Other committees established by the school or district (list):	_____ Signature

4. 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.

5. 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.

6. This SPSA was adopted by the SSC at a public meeting on 10/04/2016.

Attested:

Colette Bolger	_Shita Blu_	_10/11/16_
Typed Name of School Principal	Signature of School Principal	Date
Terri Baird	_Terri Baird_	_10/11/16_
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Budget By Expenditures

McKinley Elementary School

Funding Source: 21st Family Literacy Grant   **$16,025.90 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide weekly educational workshops for families to become more involved in their child's educational experience.Parent Educational Events -cost associated with staff, child care, curriculum for parent informational events, educational events, ELAC and SSC	5000-5999: Services And Other Operating Expenditures	$9,525.90		FCOE Parent Workshops based on parents surveys and needs. 9 week course
Provide multiple opportunities for families to come together to share in their child's school life and network with other families.	4000-4999: Books And Supplies	$2,000.00		Hold a 6 community events 1. Art Reflections Night2. School Carnival3. Literacy Family Night4. Family Fun Night5.Cookies with Santa6. Family Movie Night7. Farmers Market 2 a year
Costs for staff to facilitate workshops	1000-1999: Certificated Personnel Salaries	$2,500.00		8 week Parenting Partners
Cost of Lending Library	4000-4999: Books And Supplies	$2,000.00		Latino Literacy Project

21st Family Literacy Grant Total Expenditures:		$16,025.90		
21st Family Literacy Grant Allocation Balance:		$0.00		

Funding Source: LCFF   **$127,763.08 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
PBIS student support during unstructured times for Tier 2 and 3 students	2000-2999: Classified Personnel Salaries	$5,000.00	School Culture	Students will be offered a variety ofactivities during lunch as well associal skills lessons
Equipment for students to use for structure support activities	4000-4999: Books And Supplies	$2,500.00	School Culture	Students will be offered a variety ofactivities during lunch as well associal skills lessons

McKinley Elementary School

PE extra support	2000-2999: Classified Personnel Salaries	$2,514.64	School Culture	Leadership skill building through service learning and community service Monthly meetings with Visible Learning Teams and PBIS LIghthouse teams
Coaching for staff and subscription of online for Leader In Me	5800: Professional/Consulting Services And Operating Expenditures	$6,150.00	School Culture	Leadership skill building through service learning and community service Monthly meetings with Visible Learning Teams and PBIS LIghthouse teams
Expenses related to school culture PD and staff trainings	4000-4999: Books And Supplies	$2,000.00	School Culture	Leadership skill building through service learning and community service Monthly meetings with Visible Learning Teams and PBIS LIghthouse teams
Instructional resources for teachers to support first best practice for all students	4000-4999: Books And Supplies	$3,000.00	English Language Arts	Tier 1: Professional Development to support staff in reading and writing instruction. Coordinate training to practice for best first teaching to meet the needs of students in all tiers of support. Co-plan and co-teach cycle 2 times through out the year. Admin to participate in co-planning and co-teaching in grades K-6 writing, inquiry, guided reading, STEAM lessonsInformational, literature and leveled reading material for students to utilize in the classroom to support guided reading, upper grade reading groups (literature and expository). Materials and supplies to close the achievement and experiential gap for students for reading instruction.ISC and Reading specialist to facilitate training for instructional support staff in Academic Language Vocabulary,
PD training and planning to strategize best practices with a focus on reading and writing instruction in content areas and subs for teacher coverage	1000-1999: Certificated Personnel Salaries	$1,000.00	English Language Arts	Tier 2-3 .Provide reading support to teachers and instructional support staff from Reading Specialist for students who are reading below grade level and are at risk.
Duplication supplemental materials (not from District core adopted curriculum) for DIBELS, F & P assessments, common assessments to diagnose needs for all students.	5700-5799: Transfers Of Direct Costs	$3,000.00	English Language Arts	Tier 2-3 .Provide reading support to teachers and instructional support staff from Reading Specialist for students who are reading below grade level and are at risk.
Supplies for classrooms and students to facilitate student learning to close the students experiential gap. Including F and P reading kits.	4000-4999: Books And Supplies	$6,000.00	English Language Arts	Tier 3 Reading Specialist/ELD teacher to work with K-6 students who are at risk and are scoring below grade level on local and state assessments both in and out of class that are in need of extra support
Brainpop subscriptions	5800: Professional/Consulting Services And Operating Expenditures	$1,497.75	English Language Arts	Tier 3 Reading Specialist/ELD teacher to work with K-6 students who are at risk and are scoring below grade level on local and state assessments both in and out of class that are in need of extra support

McKinley Elementary School

Description	Object Code	Amount	Goal	Detail
Purchase materials, manipulative, and supplies to support student learning and close the achievement and experiential gap.	4000-4999: Books And Supplies	$1,548.39	Mathematics	Teachers to instruct to using constructive lesson that are designed to teach critical thinking, problem solving, conceptual understanding of mathematics to close the experiential and learning gap for students.
Purchase journals for students to record notes, write and solve math problems	4000-4999: Books And Supplies	$1,000.00	Mathematics	Teachers to instruct to using constructive lesson that are designed to teach critical thinking, problem solving, conceptual understanding of mathematics to close the experiential and learning gap for students.
Materials, books, folders, resources and supplies to support math intervention.	4000-4999: Books And Supplies	$1,000.00	Mathematics	Provide push in support classrooms of students who are at risk in mathand need Tier 2 and Tier 3 intervention for students in grades 1-6.
Push in support	2000-2999: Classified Personnel Salaries	$2,000.00	Mathematics	Provide push in support classrooms of students who are at risk in mathand need Tier 2 and Tier 3 intervention for students in grades 1-6.
Needed Technology	4000-4999: Books And Supplies	$6,000.00	Mathematics	Providing technology for instruction in the way of computers, printers, smart boards, cameras, recording devices, elmos, and headphone for the purpose of improving instruction, research, projects based learning to close the experiential gap.
Olga Gonzalez/Reading and ELD instructional aide and primary language tutor	2000-2999: Classified Personnel Salaries	$12,590.00	English Language Development	Using CELDT Domain information, students will be provided specific small group instruction to target need in reading and writingGoal setting based on ELA and CELDTRTI staff to progress monitor at risk students using DIBELS and EL instructional support.
Margret De La Cruz/ Reading, ELD ,instructional aide, primary language tutor	2000-2999: Classified Personnel Salaries	$11,607.00	English Language Development	Using CELDT Domain information, students will be provided specific small group instruction to target need in reading and writingGoal setting based on ELA and CELDTRTI staff to progress monitor at risk students using DIBELS and EL instructional support.
Provide on going PD and monitoring of D and C prompts to ensure all student needs are being met.	4000-4999: Books And Supplies	$2,000.00	English Language Development	Provide equitable access to English Learners in core instruction to accurately identify and serve EL GATE students with the use of Depth and Complexity prompts.
Subs to pay for teachers to attend PD	1000-1999: Certificated Personnel Salaries	$2,000.00	English Language Development	ELPD training for teachers
ELD teacher Annie Plumlee	1000-1999: Certificated Personnel Salaries	$42,500.00	English Language Development	Reading Intervention /ELD teacher to support EL students by providing strategic intervention for English Language Development in Domain specific areas.RTI staff to progress monitor at risk students using DIBELS and EL instructional support.

McKinley Elementary School

Extra Work Agreements to pay for , initiates and receives a variety of telephone calls, and provides information after making contact with school offices, students and public.	2000-2999: Classified Personnel Salaries	$3,000.00	English Language Development	Bi-lingual support and contacts
Academic Language materials and resources	4000-4999: Books And Supplies	$1,000.00	English Language Development	Resources needed to support EL students both within and out of the classroom. Renew subscriptions and purchase books for library
Recognition, certificates, awards, for achievement with CELDT for meeting AR and ST goals and success on local assessments, T shirts for honor.	4000-4999: Books And Supplies	$1,000.00	English Language Development	Student recogintion for CEDLT movement and for EL Reclassification
Interpretation and translation	2000-2999: Classified Personnel Salaries	$1,000.00	English Language Development	Parent Educational Meetings to build community relations and education regarding EL students learning expectations, performance levels and how to assist their child to increase their learning.
Hire instructional support to push into	2000-2999: Classified Personnel Salaries	$2,500.00	English Language Development	Provide on-going training and support for teachers in order to meet CUSD goal number two - "Staff recruitment and development for academic excellence."
Roving sub for various staff development days through-out the year. Staff development topics include: Writing ,	1000-1999: Certificated Personnel Salaries	$1,633.61	English Language Development	Continued Professional Development
Provide safety material, caution tape, cones, signs, batteries, flashlights, and radios.	4000-4999: Books And Supplies	$1,921.69	School Culture	Coordinate and communicate with staff, students, and parents regarding safety and communication regarding safety and
Health office supplies such as band aides, gloves, etc...	4000-4999: Books And Supplies	$800.00	School Culture	Coordinate and communicate with staff, students, and parents regarding safety and communication regarding safety and

LCFF Total Expenditures: $127,763.08

LCFF Allocation Balance: $0.00

McKinley Elementary School

Funding Source: LCFF-SLIP $1,599.46 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Books and materials for library	4000-4999: Books And Supplies	$1,599.46	English Language Development	Resources needed to support EL students both within and out of the classroom. Renew subscriptions and purchase books for library

LCFF-SLIP Total Expenditures:	$1,599.46		
LCFF-SLIP Allocation Balance:	$0.00		

Funding Source: SES-Tutoring $24,115.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Teachers to provide tutoring for students after school	1000-1999: Certificated Personnel Salaries	$4,000.00	Mathematics	After school tutoring to provide support for students who are at -risk in math.
Support staff to assist in tutoring for students after school	2000-2999: Classified Personnel Salaries	$2,000.00	Mathematics	After school tutoring to provide support for students who are at -risk in math.
STUDENTNEST Licenses and live hours for Math tutoring	5000-5999: Services And Other Operating Expenditures	$6,000.00	Mathematics	After school tutoring to provide support for students who are at -risk in math.
Teachers to provide tutoring for students in ELA	1000-1999: Certificated Personnel Salaries	$5,115.00	English Language Arts	After school tutoring for student who are below grade level in reading and writing
Support staff to assist in after school tutoring for students in ELA	2000-2999: Classified Personnel Salaries	$2,000.00	English Language Arts	After school tutoring for student who are below grade level in reading and writing
STUDENTNEST licenses, live tutor hours for ELA	5000-5999: Services And Other Operating Expenditures	$5,000.00	English Language Arts	After school tutoring for student who are below grade level in reading and writing

SES-Tutoring Total Expenditures:	$24,115.00		
SES-Tutoring Allocation Balance:	$0.00		

McKinley Elementary School

Funding Source: Title I Part A: Allocation   **$113,727.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
ST Math	5800: Professional/Consulting Services And Operating Expenditures	$4,000.00	Mathematics	Renew subscription web-based ST Math program for grades K-6 2015-2016.
2 TF tutors to work in the morning hours to push into class to allow teacher time to differentiate instructions for at risk students	5000-5999: Services And Other Operating Expenditures	$20,249.00	English Language Arts	Tier 2-3 Teaching Fellows to provide time for teachers to work with students performing below grade level during the school day.
Teacher time to deliver workshops	1000-1999: Certificated Personnel Salaries	$1,000.00	English Language Arts	Conduct quarterly grade level parent literacy information
Materials and supplies needed for parent trainings	4000-4999: Books And Supplies	$500.00	English Language Arts	Conduct quarterly grade level parent literacy information
Reading Specialist Annie Plumlee to provide small group and whole class instruction to students that are performing 1-2 years below reading grade level as measured by Fountas & Pinnell and/or DIBLES	1000-1999: Certificated Personnel Salaries	$66,475.00	English Language Arts	Tier 3 Reading Specialist/ELD teacher to work with K-6 students who are at risk and are scoring below grade level on local and state assessments both in and out of class that are in need of extra support
Costs related to training support staff	2000-2999: Classified Personnel Salaries	$500.00	English Language Arts	Tier 2-3 .Provide reading support to teachers and instructional support staff from Reading Specialist for students who are reading below grade level and are at risk.
Push in support for students to allow teacher time to differentiate instructions for at risk students	2000-2999: Classified Personnel Salaries	$5,785.75	English Language Arts	Tier 2-3 .Provide reading support to teachers and instructional support staff from Reading Specialist for students who are reading below grade level and are at risk.

McKinley Elementary School

Technology and materials - to purchase	4000-4999: Books And Supplies	$5,504.25	English Language Arts	Tier 1: Professional Development to support staff in reading and writing instruction. Coordinate training to practice for best first teaching to meet the needs of students in all tiers of support. Co-plan and co-teach cycle 2 times through out the year. Admin to participate in co-planning and co-teaching in grades K-6 writing, inquiry, guided reading, STEAM lessonsInformational, literature and leveled reading material for students to utilize in the classroom to support guided reading, upper grade reading groups (literature and expository). Materials and supplies to close the achievement and experiential gap for students for reading instruction.ISC and Reading specialist to facilitate training for instructional support staff in Academic Language Vocabulary,
ELA materials to for small group and ELD instruction	4000-4999: Books And Supplies	$3,000.00	English Language Arts	Tier 1: Professional Development to support staff in reading and writing instruction. Coordinate training to practice for best first teaching to meet the needs of students in all tiers of support. Co-plan and co-teach cycle 2 times through out the year. Admin to participate in co-planning and co-teaching in grades K-6 writing, inquiry, guided reading, STEAM lessonsInformational, literature and leveled reading material for students to utilize in the classroom to support guided reading, upper grade reading groups (literature and expository). Materials and supplies to close the achievement and experiential gap for students for reading instruction.ISC and Reading specialist to facilitate training for instructional support staff in Academic Language Vocabulary,
Costs related to Reading Specialist to facilitate training for certificated and support staff	2000-2999: Classified Personnel Salaries	$500.00	English Language Arts	Tier 1: Professional Development to support staff in reading and writing instruction. Coordinate training to practice for best first teaching to meet the needs of students in all tiers of support. Co-plan and co-teach cycle 2 times through out the year. Admin to participate in co-planning and co-teaching in grades K-6 writing, inquiry, guided reading, STEAM lessonsInformational, literature and leveled reading material for students to utilize in the classroom to support guided reading, upper grade reading groups (literature and expository). Materials and supplies to close the achievement and experiential gap for students for reading instruction.ISC and Reading specialist to facilitate training for instructional support staff in Academic Language Vocabulary,
Peer Mediators/Leader In Me training costs	4000-4999: Books And Supplies	$2,400.00	School Culture	Leadership skill building through service learning and community service Monthly meetings with Visible Learning Teams and PBIS LIghthouse teams

McKinley Elementary School

Proposed Expenditure	Object Code	Amount	Goal	Action
Materials to teach social skills	4000-4999: Books And Supplies	$813.00	School Culture	Social Skill intervention for RTI regarding behavior skills
Interpretations/translation for events	2000-2999: Classified Personnel Salaries	$1,000.00		Hold a 6 community events 1. Art Reflections Night2. School Carnival3. Literacy Family Night4. Family Fun Night5.Cookies with Santa6. Family Movie Night7. Farmers Market 2 a year
Cost related to expenses for staff to attend trainings. Subs and teacher time	1000-1999: Certificated Personnel Salaries	$2,000.00	English Language Arts	Tier 1: Professional Development to support staff in reading and writing instruction. Coordinate training to practice for best first teaching to meet the needs of students in all tiers of support. Co-plan and co-teach cycle 2 times through out the year. Admin to participate in co-planning and co-teaching in grades K-6 writing, inquiry, guided reading, STEAM lessonsInformational, literature and leveled reading material for students to utilize in the classroom to support guided reading, upper grade reading groups (literature and expository). Materials and supplies to close the achievement and experiential gap for students for reading instruction.ISC and Reading specialist to facilitate training for instructional support staff in Academic Language Vocabulary,

Title I Part A: Allocation Total Expenditures: $113,727.00

Title I Part A: Allocation Allocation Balance: $0.00

Funding Source: Title l Parent Involvement $2,599.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Child care costs	2000-2999: Classified Personnel Salaries	$500.00		Latino Literacy Project
Childcare costs	2000-2999: Classified Personnel Salaries	$500.00		8 week Parenting Partners
Cost of materials and supplies	4000-4999: Books And Supplies	$500.00		8 week Parenting Partners
Costs related to book study for childcare	2000-2999: Classified Personnel Salaries	$1,099.00		7 Habits of Highly Effective Families Parent Book Study

McKinley Elementary School

Title l Parent Involvement Total Expenditures: $2,599.00

Title l Parent Involvement Allocation Balance: $0.00

McKinley Elementary School Total Expenditures: $285,829.44

McKinley Elementary
Title I School Parental Involvement Policy
2016-17

McKinley Elementary has developed a written Title I parental involvement policy with input from Title I parents. Title 1 parents were invited to the 1st[th] quarter School Site Council Meeting to share input in the policy. It has distributed the policy to parents of Title I students in August 2015 and sent home with the oldest child. McKinley Elementary School's policy describes the means for carrying out the following Title I parental involvement requirements. [Title I Parental Involvement, 20 USC 6318(a)-(f)]

Involvement of Parents in the Title I Program
McKinley Elementary School does the following:
1. Convenes an annual meeting to inform parents of Title I students of Title I requirements and their rights to be involved in the Title I program:
   - ☞ **Title 1 parents are invited to the Annual Title 1 meeting in October where they are informed of the Title 1 requirements and their rights**
   - ☞ **Information regarding the meeting is sent home on a half sheet flyer is also sent out as well as a connect-ed message in English and Spanish**

2. Offers a flexible number of meetings
   - ☞ **Parents are informed at the first meeting that they may call other meetings as necessary**

3. Involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and the Title I parental involvement policy
   - ☞ **This occurs at SSC meetings and parent conferences**

4. Provides parents of Title I students with timely information about Title I programs
   - ☞ **Parent table at Back To School Night with information regarding Title 1 programs, SSC and ELAC as well as opportunities to volunteer**
   - ☞ **Annual Title 1 meeting**
   - ☞ **PTA meetings will also be a forum to share and discuss Title 1 information**
   - ☞ **LCAP Stakeholders Meetings**

5. Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet:
   - ☞ Information is covered in:
     - o **Parent conferences two times a year**
     - o **SSC/ELAC meetings**

6. Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children
   - ☞ **School Site Council Meetings**
   - ☞ **Parent conferences two times a year**

School-Parent Compact
McKinley Elementary School has jointly developed with and distributed to parents of Title I students a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. The school-parent compact describes the following items in addition to items added by parents of Title I students:

1. The school's responsibility to provide high-quality curriculum and instruction
2. The parents' responsibility to support their children's learning
3. The importance of ongoing communication between parents and teachers through, at least, annual conferences, reports on student progress, access to staff, and opportunities to volunteer and participate in and observe the educational program (*Attach a copy of the compact to this policy.]*
   - ☞ **The School Parent Compact is updated each year in SSC meetings**
   - ☞ **It is up for review and discussion at the 3rd quarter meeting and is approved at the 4th quarter meeting**
   - ☞ **It is reviewed with parents at the first parent/teacher conference in October. All participants sign the compact and a copy is given to the parent. The original copy is filed with the in the student information portfolio**
   - ☞ **Compact items will be revisited throughout the year in principal connect-ed messages as reminders**

Building Capacity for Involvement
McKinley Elementary School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following:
1. Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
   - ☞ **Parent conferences in fall and spring**
   - ☞ **Classroom digital communication via weekly update, email, website, webpage, and phone.**

2. Provides materials and training to help Title I parents work with their children to improve their children's achievement.
   - ☞ **District-led PESA classes will be offered to parents**
   - ☞ **Positive Behavior and Support (PBIS) program/meetings hosted by PTA to connect with the community**
   - ☞ **Site Parent Workshops**

3. Educates staff, with the assistance of Title I parents, in the value of parent contributions and how to work with parents as equal partners.

- ☞ **A Title 1 Parent/Teacher committee will convene in September to make plans on how to implement activities to inform and involve parents**
- ☞ **Admin to share with teachers the names of parents involved in parent workshops**

4. Coordinates and integrates the Title I parental involvement program with other programs and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- ☞ **District-led PESA classes will be offered to parents**
- ☞ **Family Night based on core curricular activities are held twice a year**
- ☞ **Parent links are on school and district website**
- ☞ **PTA committee to involve parents**

5. Distributes to Title I parents information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.
- ☞ **Over 15% of our school population have a first language of Spanish, so flyers, invitations to meetings, phone calls to parents are done in Spanish**
- ☞ **Connect-Ed messages from the principal are recorded in Spanish**
- ☞ **Spanish translators are available for parent/teacher conferences and other meetings as necessary**
- ☞ **Marquee with scrolling messages**
- ☞ **Utilize e-mail/Blackboard Connect to share information with parents**

6. Provides support for parental involvement activities requested by Title I parents.
- ☞ **Student of the Month based on Character Virtues**
- ☞ **Family Nights**
- ☞ **Open House**
- ☞ **Saturday School Literacy Workshops**
- ☞ **Conferences**
- ☞ **PESA training classes**
- ☞ **Field Trips**
- ☞ **Parent/Teacher Association**
- ☞ **School Site Council**
- ☞ **English Language Advisory Committee**
- ☞ **Donuts with Mom, Dad, Grandparents**
- ☞ **Classroom Volunteer**
- ☞ **Back To School Night**
- ☞ **Reflections Art Night**
- ☞ **Fundraisers (carnival, jog-a-thon)**
- ☞ **Information Flyers available in office and posted outside office**
- ☞ **Home School Liaison**
- ☞ **PBIS parent participant committee**
- ☞ **CELDT celebrations**
- ☞ **Academic Awards**
- ☞ **EL Parent Night**

Accessibility
McKinley Elementary School provides opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

- ☞ **Over 15% of our school population have a first language of Spanish, so flyers, invitations to meetings, phone calls to parents are done in Spanish (whenever possible)**
- ☞ **Connect-Ed messages from the principal are recorded in Spanish**
- ☞ **Spanish translators are available for parent/teacher conferences and other meetings as necessary**

Parent Information and Resource Centers (PIRCs)
PIRCs are funded by the US Department of Education. They provide both local and statewide services. California has two PIRCs: PIRCI, Project Inspire at the California Association of Bilingual Education, Covina, CA and PIRC2, Cal-PIRC at Cambridge Academies, Modesto, CA.
http://www.nationalpirc.org/directory/CA-7.html

PIRCI, Project Inspire is the result of a partnership among the California Association for Bilingual Education, the San Bernardino County Superintendent of Schools, and the Alameda County Office of Education. Project Inspire provides parent training workshops and will be funded through 201 1. A list of workshop topics and a brochure in English and Spanish that describes services are available at
http://www.bilingualeducation.org/programs parent.php. are available in multiple languages.

PIRC2, Cal-PIRC has established three Parent Information and Resource Center hubs in Northern and Central California. Cal-PIRC provides direct services to parents and schools in selected communities within Merced and Stanislaus Counties, and West Sacramento areas. It also provides support throughout the state through conferences, workshops, and a Web site. Cal-PIRC will be funded through 201 1.
Whenever available, resources are posted in English, Spanish, Russian, Chinese, Arabic, and Hmong.
http://www.calpirc.org/

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