

The Single Plan for Student Achievement

School: McKinley Elementary School
CDS Code: 10-73965-6006944
District: Central Unified School District
Principal: Colette Bolger
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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:

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School Vision and Mission

McKinley Elementary School's Vision and Mission Statements

MISSION:

McKinley Elementary is committed 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. McKinley is a walking school and all those that attend live within a mile radius thus making school the hub of the community. Just west of McKinley Elementary on the same parcel of land is El Capitan Middle School. The two schools work together to provide community support for the families of Central Unified by providing a variety of parent workshops and classes along with sharing both campuses with one other for various events as well as provide cross age tutoring for the McKinley students.

McKinley School serves 837 students: 65% are Hispanic/Latino; 7% are White; 10% are African-American; 13% are Asian/American; 1% are Filipino/American; 4% (other Multiracial, Pacific Islander, American Indian).

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 by one year's worth of growth and to increase EL student performance one band on the CELDT/ELPAC. 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 and the LCAP survey of parents, staff, and students 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, Learning Partners 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 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 2 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).

In previous years a Parent Survey had been give to collect information about Parent Communication, Quality Instruction and School Climate. The 2016 survey results are noted 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. The 2017 LCAP survey and TLIM Survey of parents, students, and staff all indicate a need to improve overall appearance of the 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 efficiently have A-B partners share and randomly call on students to stand and deliver their response in addition to some teachers utilizing Kagan Strategies for classroom engagement. 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. 2017-18 school year is dedicated to the development of CCSS in ELA and Math. Teachers are required to meet in PLC twice a week to plan, develop formative assessments, teach, reflect and reteach lessons designed around the CCSS and student need. 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 2017-2018 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 is an intern and will be have completed all course work by May 2018.

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 2017-18 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 90 minute structured collaboration meeting every week and provides adequate time for the PLC team to meet at a minimum of 90 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.

Teaching and Learning

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 Wonders 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, topic 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 2017-18 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. This time occurs daily for 40 minutes. After school tutoring is also offered to students who are at risk in both ELA and Math.

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 2 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, including 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- CCSS) and for mathematics (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.

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 Response to Intervention (RTI) is provided for all students TK - 6 for in class intervention support. The classroom teachers provide intervention based on student need. Paraprofessionals and Teaching Fellows are pushed into the classroom during small group instruction to assist the classroom teacher while the teacher teach pulls back for small groups. Instruction is determined by the student need and skill.
3. Tier 3 of Response to Intervention (Rtl),is provided for students (grades 1-4) performing at the Intensive Level of the DIBELS results and Fountas and Pinnell results. The program utilizes Fountas and Pinnell Reading Intervention Kits. Classroom Interventions are also provided through HMH Wonders curriculum and Guided Reading Instruction.
4. 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.

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 4 Teaching Fellow tutors to support and push into the classroom in addition to one paraprofessional. 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 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	142	126	100	140	124	99	140	123	99	98.6	98.4	99
Grade 4	118	143	120	116	141	118	115	140	118	98.3	98.6	98.3
Grade 5	137	101	135	132	97	133	131	97	133	96.4	95.1	98.5
Grade 6	138	131	98	135	131	97	135	130	97	97.8	98.5	99
All Grades	535	501	453	523	493	447	521	490	447	97.8	97.8	98.7

* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2349.7	2391.3	2399.4	3	13	16.16	12	21	16.16	25	26	31.31	60	40	36.36
Grade 4	2374.7	2415.7	2445.1	3	8	23.73	10	21	15.25	15	21	24.58	72	51	36.44
Grade 5	2433.9	2435.4	2471.0	5	4	10.53	21	21	22.56	18	20	35.34	55	56	31.58
Grade 6	2455.5	2477.0	2479.9	4	5	1.03	16	23	34.02	30	30	30.93	51	42	34.02
All Grades	N/A	N/A	N/A	4	8	13.20	15	21	21.70	22	24	30.65	59	47	34.45

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	4	11	16.16	30	43	38.38	66	46	45.45
Grade 4	2	9	16.95	29	38	52.54	70	53	30.51
Grade 5	7	3	8.27	35	35	51.88	58	62	39.85
Grade 6	4	5	7.22	37	47	51.55	59	48	41.24
All Grades	4	7	12.08	33	41	48.99	63	52	38.93

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	4	16	15.15	35	46	41.41	60	37	43.43
Grade 4	3	10	22.88	31	46	40.68	65	44	36.44
Grade 5	11	12	21.05	33	39	54.14	56	48	24.81
Grade 6	8	12	7.22	36	44	53.61	55	44	39.18
All Grades	7	13	17.23	34	44	47.65	59	43	35.12

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	1	9	16.16	68	65	63.64	30	26	20.20
Grade 4	4	6	13.56	61	64	52.54	35	30	33.90
Grade 5	5	4	5.26	56	59	66.92	40	37	27.82
Grade 6	1	5	4.12	64	67	69.07	34	28	26.80
All Grades	3	6	9.62	62	64	62.86	35	30	27.52

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	6	11	26.26	41	52	47.47	52	37	26.26
Grade 4	4	11	23.73	40	55	47.46	56	34	28.81
Grade 5	14	6	15.79	50	58	52.63	37	36	31.58
Grade 6	9	15	12.37	58	61	53.61	33	24	34.02
All Grades	8	11	19.46	47	56	50.34	44	32	30.20

Conclusions based on this data:

1. Close reading and the writing process is having an impact on improving scores from previous year.
2. 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	142	126	100	140	124	99	140	122	99	98.6	98.4	99
Grade 4	118	143	120	115	140	119	115	140	119	97.5	97.9	99.2
Grade 5	137	101	135	133	97	133	132	97	133	97.1	95.1	98.5
Grade 6	138	131	98	136	131	97	135	129	97	98.6	98.5	99
All Grades	535	501	453	524	492	448	522	488	448	97.9	97.6	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2385.0	2401.8	2417.0	3	12	10.10	15	21	34.34	43	29	25.25	39	38	30.30
Grade 4	2398.8	2434.4	2438.0	0	4	10.08	11	16	23.53	33	46	26.05	56	35	40.34
Grade 5	2438.2	2423.5	2444.8	2	0	3.01	13	3	3.76	25	27	38.35	59	70	54.89
Grade 6	2464.1	2442.4	2460.6	1	2	5.15	13	15	10.31	38	24	34.02	48	59	50.52
All Grades	N/A	N/A	N/A	2	5	6.92	13	14	17.19	35	32	31.25	50	49	44.64

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	9	25	31.31	44	25	31.31	47	50	37.37
Grade 4	2	9	19.33	30	36	28.57	69	56	52.10
Grade 5	8	1	4.51	20	18	21.05	72	81	74.44
Grade 6	4	5	6.19	35	27	28.87	61	67	64.95
All Grades	6	10	14.73	32	27	27.01	62	63	58.26

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	4	19	14.14	49	45	50.51	47	36	35.35
Grade 4	1	4	15.97	37	55	41.18	62	41	42.86
Grade 5	2	1	4.51	36	28	38.35	63	71	57.14
Grade 6	3	7	5.15	47	35	41.24	50	58	53.61
All Grades	2	8	9.82	43	42	42.41	55	50	47.77

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	5	15	18.18	59	54	59.60	36	31	22.22
Grade 4	3	7	17.65	33	52	40.34	64	41	42.02
Grade 5	2	2	2.26	44	29	47.37	54	69	50.38
Grade 6	4	3	6.19	54	57	42.27	41	40	51.55
All Grades	4	7	10.71	48	49	47.10	48	44	42.19

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. Students need to know math facts.
3. Students need to understand the mathematical 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K			13	55	17	50	18	58	25	18	25	13	9		
1	4	15	7	41	35	41	48	35	41	7	8	7		8	3
2	5	21	6	26	47	44	58	26	38	11	5	13			
3				19	7	11	68	57	67	10	21	22	3	14	
4	4	11		27	37	15	50	41	54	15	7	15	4	4	15
5	4	7		46	40	82	21	40	9	13	7	9	17	7	
6				14	29	13	64	38	75	14	14	13	7	19	
Total	3	9	4	32	32	38	49	40	43	12	11	12	5	7	3

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. Designated ELD time needs to be protected

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	0			21	18		27	46		17	23		35	13	
1	3	19		38	33		48	33		10	7		0	7	
2	4	17		25	42		63	29		8	13		0		
3	0			23	6		63	59		11	24		3	12	
4	4	10		26	42		52	39		15	6		4	3	
5	4	6		46	38		19	38		12	13		19	6	
6	0			20	30		60	39		13	13		7	17	
Total	2	7		28	30		45	40		13	14		13	8	

Conclusions based on this data:

1. ? EL students had positive movement on the overall 2016 CELDT Assessment
2. ? EL Students had no movement on the overall 2016 CELDT Assessment
3. ? EL Students had negative movement on the overall 2016 CELDT Assessment

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 student performance 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: Every student meets or exceeds grade level core standards and is prepared for college, career, & community.			
SCHOOL GOAL:			
Goal Objective: By June 2018, 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:			
2016	2017		
3rd	34%	33%	
4th	28%	39%	
5th	25%	33%	
6th	28%	34%	
Student performance by Claims			
SBAC Claims data: percentage of students are at or near standard level in Reading by grade level:			
2015	2016	2017	
3rd - 31%	54%	56%	
4th -27%	47%	71%	
5th - 33%	35 %	61%	
6th - 37%	47%	57%	
SBAC Claims data: percentage of students are at or near standard level in Writing by grade level:			
3rd - 40%	62%	58%	
4th - 29%	56%	61%	
5th - 60%	51%	75%	
6th - 44%	57%	59%	
SBAC Claims data: percentage of students are at or near standard level in Listening by grade level:			
3rd - 66%	74%	82%	
4th - 60%	56%	65%	

5th - 55%	59%	73%
6th - 63%	67%	67%

SBAC Claims data: percentage of students at or near at standard level in Research/Inquiry:

3rd - 50%	64%	77%
4th - 37%	65%	73%
5th - 61%	59%	68%
6th - 68%	77%	63%

K-2 students reading at grade level. 2016 2017

Kindergarten:	75%	53%
1st grade:	62%	52%
2nd grade:	79%	74%

All students in Reading Intervention made anywhere from 3-10 levels of growth.

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 2017 show that students need support with reading and writing strategies and how to transfer their knowledge using a 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 2017)
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 multiple times throughout the year.
5. SBAC performance data

Group data needed to measure gains:7

1. Percentage of growth of Tier 2 and Tier 3 intervention students
2. Growth of EL sub group and SES sub group
3. Percentage of student mastery based on common assessments
4. Fountas and Pinnell assessments given at multiple times throughout the year.
5. Beginning of year DIBELS and progress monitoring
6. STAR test from AR for progressing monitoring

7. Grade level SBAC assessment data

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
<p>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.</p> <p>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.</p> <p>Informational, literature and leveled reading material and equipment 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.</p> <p>ISC and Reading specialist to facilitate training for instructional support staff and TF in small group and classroom engagement strategies.</p> <p>Classified support to assist primary students (guided reading, small group instruction in ELA, differentiation, and teacher support to work to close the achievement gap.</p>	August 2017-June 2018	Principal, GIA, ISC, Teachers, support staff	Cost related to expenses for staff to attend trainings. Subs and teacher time to observe other teachers	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	2000
			Instructional resources for teachers to support first best practice for all students	4000-4999: Books And Supplies	Title I Part A: Allocation	3000
			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.	4000-4999: Books And Supplies	Title I Part A: Allocation	9355.97
			ELA materials to for small group and ELD instruction	4000-4999: Books And Supplies	Title I Part A: Allocation	5,000
			Instructional Aides for 5 kindergarten classes	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	24,000

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Tier 2-3 Provide instructional reading support to teachers and paraprofessional staff from the Reading Specialist for students who are reading below grade level to close the achievement gap	August 2017-June 2018	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	Title I Part A: Allocation	1,000
			IA to provide push in support for classrooms to allow teacher time to differentiate instructions for at risk students	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	9700
			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	Title I Part A: Allocation	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 2017-June 2018	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	73,964.17

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
<p>Tiger Team bi-monthly meetings to pay for subs to analyze data consult, plan and meet with resource specialist and staff to develop strategies to meet the academic intervention needs of Tier 2 and Tier 3 students.</p> <p>Teachers to monitor students progress in reading, writing and language skills</p>			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	Title I Part A: Allocation	2000
			Brainpop subscriptions	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	1507
			Lexi Subscription shared cost with LP Literacy Grant	5800: Professional/Consulting Services And Operating Expenditures	21st Family Literacy Grant	7000
			Lexi Subscription shared cost with LP Literacy Grant	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	8000
			Subs to cover one upper and one lower grade teacher to attend the meeting along with one roving sub to cover class so teachers may present their concerns of students who are not responding RTI to the Tiger Teams.	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	4,000
			Release time for TK-2 teachers to F and P assess 3 times a year.	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	5,250

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Tier 2-3 Support Teaching Fellows to push into the classroom to give teachers the opportunity to work in small groups with students performing below grade level during the school day.	August 2016-May 2017	Admin, Reading Specialist, Teaching Fellows, Teachers,	4 TF tutors to work in the morning hours to push into class to allow teacher time to differentiate instructions for at risk students 4 days a week 3 hours a day.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	29,000
Tier 2: Extended learning opportunities for students before, during, and after school who are below grade level in reading and writing in grades 1-6.	September 2017-2018	Admin, Teachers, Reading Specialist	Teachers to provide tutoring for students in ELA 26 weeks	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	5,000
			Support staff to assist in tutoring for students in ELA 26 weeks	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	2,000
Tier 2 PD for staff to support student learning in the area of goal setting and motivation. Staff will be provided with ongoing training in reading, writing instruction and assessment to ensure progress of student reading and writing	September 2017-2018	Admin, Reading Specialist, teachers, and staff	Costs related to Professional development for teachers and staff	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	4000
			Release time to pay for subs for teachers to attend PD.	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	2000
Costs related for teachers to attend professional development or classroom observations. to assist in closing the student achievement gap.	August 2017-2018	Admin, teachers	Substitutes for classroom teachers	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	4000
			Registration costs	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	2000
			Travel expenses	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	2000

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
To continue our culture of literacy, students will continue to set AR WIGs (Wildly Important Goals) . Awards and student recognition will be earned through students efforts.	August 2017-June 2018	Teachers, Admin, Library Tech Aide	Awards for Accelerated Reader WIGS achievement	4000-4999: Books And Supplies	LCFF	1250
Teacher planning days will be provided for each team to plan their year based on grade level CCSS. ISC will work with each grade level to produce a curriculum map/planning document	Dec 2017 and May 3018	Admin, ISC, Teachers	Time for teachers to plan lessons and sequence of lesson that provide effective feedback link to our Visible Learning work of Learning Outcomes and Success Criteria	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	8500

Planned Improvements in Student Performance

Goal: Mathematics

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 student performance 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: Every student meets or exceeds grade level core standards and is prepared for college, career, & community.		
SCHOOL GOAL:		
Goal Statement: By June 2018, 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: 2016 - 49% of students made progress towards goals 2017 -		
Math SBAC Percentage of proficient		
2016	2017	
3rd grade	33%	45%
4th grade	19%	35%
5th grade	3%	7%
6th grade	17%	14%
SBAC 3-6 grade students who met or exceeded achievement in standards.		
2015	2016	2017
14.8%	19%	23%
Performance Tasks		
SBAC Claims data: percentage of students at or near Communicating and Reasoning by grade level:		
2015	2016	2017
3rd - 56%	3rd - 52%	3rd - 77%
4th - 31%	4th - 48%	4th - 59%
5th - 44%	5th - 18%	5th - 46%

6th - 54%	6th - 56%	6th - 47%
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SBAC Claims data: percentage of students at or near Problem Solving and Modeling Data by grade level

3rd - 49%	3rd - 64%	3rd - 65%
4th - 35%	4th - 58%	4th - 57%
5th - 35%	5th - 27%	5th - 31%
6th - 47%	6th - 49%	6th - 47%

SBAC Claims data: percentage of students at or near Concepts & Procedures Data by grade level:

3rd - 44%	3rd - 70%	3rd - 63%
4th - 27%	4th - 60%	4th - 49%
5th - 21%	5th - 29%	5th - 26%
6th - 35%	6th - 37%	6th - 34%

Findings from the Analysis of this Data:

Analysis of the claims performance data and standard achievement data from the SBAC of spring 2017 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. Intentional focus on Tier 2 and Tier 3 students during PLC
2. Baseline Performance Tasks (SBAC Spring 2017)
3. Trimester Performance Tasks (December 2017 and March 2018)
4. ST Math Progress Goal Reports (monthly)
5. Analysis of CCSS Common Math assessments
6. Monthly analysis of Symphony Math

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
6. Symphony Math student progress reports

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
<p>Tier 1 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.</p> <p>Tier 2: In class intervention - Co-plan and co-teach cycle at least one time during the year with a focus on small group intervention. Admin to participate in co-planning and co-teaching in grades K-6.</p> <p>Designated 30 minutes of math intervention everyday by utilizing RTI Diagnoses and Intervention in Pearson TE for students who are near and below standards based on SBAC and common assessments. Use Intervention Kit and differentiation activities</p> <p>Quick Check after every lesson to differentiate independent practice and determine the use of the Pearson Intervention Kit to differentiation center activities and homework.</p> <p>Teachers will continue to build their capacity of teaching conceptual understanding of mathematics. Through the co-plan and co-teach cycle at least 2 times in the school year.</p>	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	1000
			Purchase journals for students to record notes, write and solve math problems	4000-4999: Books And Supplies	LCFF	500
			Subs for teachers to attend mathematical training for CGI, 8 Math Practices, as well as the 4 mathematical claims of problem solving, concepts and procedures, communicate reasoning, modeling and data analysis.	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	7000
			Subs for teachers to participate in the co-plan co-teach cycle in the area of mathematics	1000-1999: Certificated Personnel Salaries	LCFF	4500
			Instructional Aides for 5 kindergarten classes	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	24,000

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Tier 1 To purchase and renew subscription web-based Math program extended learning opportunities for grades K-6 2017-2018.	August 2016 -June 2017	Principal, Tech Aide, Kristine Leffel, Carol McEwen	ST Math Tier 1	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	4,583
			Symphony Math for Tier 2 interventions -FCSS reimbursement for 1/2 of cost with After School Learning Partners	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	3995
			Symphony Math for Tier 2 interventions -FCSS reimbursement for 1/2 of cost with After School Learning Partners	5800: Professional/Consulting Services And Operating Expenditures	21st Family Literacy Grant	3995
Tier 2 and 3 Provide push in support classrooms of students who are at risk in math and need Tier 2 and Tier 3 intervention for students in grades 5-6.	August 2016- June 2017	Teachers, Instructional Aide, Principal	Materials, books, folders, resources and supplies to support math intervention. Duplication	4000-4999: Books And Supplies	Title I Part A: Allocation	2000
			Push in support for teachers EWA to pay classified	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	6000
Equipment for classrooms and students to learn 21st skills for communication, innovation, collaboration, and critical thinking skills. 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, teachers, ISC	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.	4000-4999: Books And Supplies	LCFF	12,000
				4000-4999: Books And Supplies	LCFF	2000

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Tier 2 and 3 extended learning opportunities for math to provide support for students who are at-risk in math.	September 2017-June 2018	Admin, teachers,	Teachers to provide tutoring for at risk students	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	5000
			Support staff to assist in tutoring for students school	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	1500

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 student performance 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: Every student meets or exceeds grade level core standards and is prepared for college, career, & community. LCAP Goal 4: Assure 1 year of growth in language acquisition for every EL student.
SCHOOL GOAL
Goal Statement:By June 2018, 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 State adopted English Language Development Assessment, ECALP and PCALP
Data Used to Form this Goal:
CELDT see school data from previous pages AMAO data McKinley did not meet AMAO 1 by .3%. McKinley students did meet AMAO 2. SBAC data
Findings from the Analysis of this Data:
Students continue to make gains and 38 EL students were reclassified in 2016-2017. The number of LTEL students dropped from 20 to 4 by June 2017, 2 of the 4 are SPED students 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 writing. Currently
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 2016 - Spring ELPAC 2018) 2. Trimester ELA Performance Tasks Assessments aligned to State Assessments (December 2017 and March 2018) 3. Grade level CCSS common assessments per anchor standard . 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. 2017 AMAO Results

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
<p>Using Common ELD Assessment data from McGraw Hill, students will be provided specific small group instruction to target need in reading and writing</p> <p>Goal setting based on ELA/ELD common assessments and 2017 SBAC ELA scores</p> <p>Assist students in the development of communication skills and serves as an appropriate language model for ELD students. Assists teachers and English learners by tutoring individuals or small groups of students intensively, using their native language and English translations.</p> <p>RTI staff to progress monitor at risk students using DIBELS and EL instructional support staff.</p> <p>Paraprofessional to support EL population and parent communication through interpretations, translations, phone calls, making parent contact and processing of state and federal requirements</p>	Aug. 2016- June 2018	Classroom Teacher ISC EL Aides	Olga Gonzalez/Reading and ELD instructional aide and primary language tutor	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	15874.83
			Margret De La Cruz/ Reading, ELD instructional aide, primary language tutor	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	12543.
			Janice Bernal paraprofessional to support EL population and communication with community and parent communication.	2000-2999: Classified Personnel Salaries	LCFF	14574

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
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, academic and content vocabulary. Research has shown GATE students are under-identified who speak English as a second language.	August 2016-June 2016	Principal, GIA ISC Carol McEwen	Provide on going PD and monitoring of D and C prompts and academic vocabulary to ensure all student needs are being met. subs to pay for teachers to attend training.	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	3500
ELPD training for new teachers and CELDT assessment release time for teachers	September 2017-June 2018	Classroom teachers, Principal, GIA, ISC,	Subs to pay for teachers to attend PD and 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	Title I Part A: Allocation	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	August 2016-June 2017	ELD Teacher	ELD teacher Annie Plumlee	1000-1999: Certificated Personnel Salaries	LCFF	47,289

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
instructional support.						
Bi-lingual support and contacts 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.	August 2017- June 2018		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	1600
Resources needed to support EL students both within and out of the classroom. Renew subscriptions and purchase books for library	Oct. 2017 - June 2018	Library Media Tech, Admin	Books and materials for library	4000-4999: Books And Supplies	LCFF-SLIP	1621.23
			Academic Language materials and resources	4000-4999: Books And Supplies	LCFF	1311
Awards for students who become proficient in ELA and for EL Reclassification	August 2017-June 2018	Admin, Teachers	Recognition, certificates, awards, for achievement with CELDT for meeting AR and ST goals and success on local assessments.	4000-4999: Books And Supplies	LCFF	2000

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 student performance 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 1: Every student meets or exceeds grade level core standards and is prepared for college, career, & community. LCAP Goal 2: Connect every student to school by providing equity of access to education opportunities and creating an environment conducive to learning for all students. LCAP Goal 3: Engage families in system-wide programs assuring student/families access to support for academic, social/emotional and physical well-being.
SCHOOL GOAL
By June 2018, McKinley student participation will increase by 20 % in leadership skills and roles while developing students civic responsibility and service learning, as measured by the number of students involved in leadership roles and 30% decline of behavior referrals.
Data Used to Form this Goal:
Attendance data AERIES Discipline data Leadership applications Leadership roles fulfilled Survey of staff, students, and parents
Findings from the Analysis of this Data:
Referrals for 2016-17 referral rate had significantly increased from the previous school year. Suspension day numbered over 50 days.
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 and 2017 LCAP Survey of parents, staff, and students 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 the importance of safety and the needed supplies and materials to promote wellness and safety of the school. Purchase of Health Office supplies	August 2017- June 2018	School Nurse, Heath Aide, GIA, Principal	Provide safety material, caution tape, cones, signs, batteries, flashlights, and radios.	4000-4999: Books And Supplies	LCFF	1000
			Health office supplies such as band aides, gloves, etc...	4000-4999: Books And Supplies	LCFF	1236.95
Monthly meetings for PBIS Lighthouse teams to review and analyze behavior data; plan and consult to develop strategies to meet the needs of student who have experienced trauma and those in need of social skills to promote a safe and bully free culture.	October 2017 June 2018	Lighthouse team Principal, GIA, Leadership Team,	Subs to cover for teachers to meet review Tier 2 and Tier 3 interventions and school culture. Expenses related to school culture PD and staff training	1000-1999: Certificated Personnel Salaries	LCFF	4000
			Coaching for staff and subscription of online for Leader In Me	5800: Professional/Consulting Services And Operating Expenditures	LCFF	6150
PD for teachers to attend in Positive Discipline training Leadership skill building through service learning and community service	September 2017- June 2018	Admin, Teachers	Materials for teachers to teach social skills	4000-4999: Books And Supplies	Title I Part A: Allocation	814.03
			Subs for teachers to attend PD at FCSS	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1250
			Cost related to attend Professional Development training and workshops	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	4000

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
<p>Tier 2 and 3</p> <p>Structure student support - A teacher who is trained in Conflict Resolution, Social Skills and Positive Discipline to work with students in an alternative environment from their classroom when needed. Small group or one on one instructional support will be provided to students. The PRIDE center will work with students exhibiting social difficulties with other students thereby relieving classroom of disruptions. PRIDE center will focus on preventative, re-teaching and restorative measures rather than reactive.</p> <p>The PRIDE teacher will provide consistent supervision under the direction of the PBIS coach, GIA, who along with the principal will frequently be assigned co-coverage and will be a visible presence in the PRIDE Center. The program will also be supported by the school psychologist and data will be analyzed monthly by the PBIS Lighthouse team to determine the effectiveness of and needed changes to the programs within PRIDE Center.</p>	Sept. 2017-June 2018	Admin, PBIS coach, school psych. Lighthouse Team	PBIS student support during unstructured times for Tier 2 and 3 students	2000-2999: Classified Personnel Salaries	LCFF	3000
			Equipment for students to use for structure support activities	4000-4999: Books And Supplies	LCFF	2500
			PRIDE Intervention Teacher	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	12,100
			PRIDE Intervention Teacher	1000-1999: Certificated Personnel Salaries	LCFF	11000

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 student performance 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 3: Engage families in system-wide programs assuring students/families access to support for academic, social/emotional and physical well-being.
SCHOOL GOAL
All Families will be invited to participate in parent workshops and family events/classroom activities with a focus on literacy support and math concepts and to increase parent participation by 20% by June 2018.
Data Used to Form this Goal:
Parent surveys and 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. The LCAP survey from 2017 shows a significant increase regarding receiving regular communication from the school and the effective management of student behavior on campus. There was a significant decrease in feeling welcomed at the school from 2016 to 2017.
Means of evaluating progress & group data needed to measure gains:
Record of parent attendance, parent evaluation/survey of workshops and parent survey and parent perceptions of school climate

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Various Workshops through-out the year to increase parent involvement, such as Project Lean, Centro La Familia 15 week workshop and FCSS.	October 2017-June 2018	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,	5000-5999: Services And Other Operating Expenditures	21st Family Literacy Grant	2000
			Classified Staff to provide day care for family workshops	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	300
			Costs related FCOE to provide parent workshops	5800: Professional/Consulting Services And Operating Expenditures	Title I Parent Involvement	2000
Hold a community events through-out the year 1. Family Movie Nights 2. School Carnival 3. Literacy Family Nights 4. Leadership Night 5. STEAM Family Fun Night 6. Cookies with Santa 7. Trunk or Treat	August 2017-June 2018	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	LCFF	500
			Classified staff to help facilitate parent workshops with leadership students	2000-2999: Classified Personnel Salaries	21st Family Literacy Grant	500
7 Habits of Highly Effective Families Parent Book Study	November 2017-June 2018	Admin, Community Liaison, Learning Partners	Costs related to book study	2000-2999: Classified Personnel Salaries	21st Family Literacy Grant	734
			Teachers to lead workshop	1000-1999: Certificated Personnel Salaries	21st Family Literacy Grant	1000
8 week Parenting Partners	February 2017-May 2018	Admin and teachers, classified	Materials for Supplies	4000-4999: Books And Supplies	LCFF	800

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
		support	Childcare costs	2000-2999: Classified Personnel Salaries	LCFF	400
			Teachers to provide training	1000-1999: Certificated Personnel Salaries	21st Family Literacy Grant	1000
Latino Literacy Project	Feb 2017 -June 2017	Community liaison, Admin, classified tutors	Cost of Lending Library	4000-4999: Books And Supplies	21st Family Literacy Grant	1000
			Child care costs	2000-2999: Classified Personnel Salaries	Title I Parent Involvement	200
			Books to be provided to community for check out	4000-4999: Books And Supplies	Title I Parent Involvement	821.00
Conduct quarterly grade level parent literacy information meetings to discuss and teach parents about teaching, thinking, listening, speaking of writing and reading.	November 2017 - June 2018	Admin, Teachers, Reading Specialist	Materials and supplies needed for parent trainings	4000-4999: Books And Supplies	Title I Part A: Allocation	800
			Staff to provide childcare for parent trainings	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	200
			Translation and interpretation services for parent involvement activities.	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	300

Summary of Expenditures in this Plan

Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF	118,610.95	0.00
21st Family Literacy Grant	17,229.00	0.00
LCFF-SLIP	1,621.23	0.00
Title I Part A: Allocation	318037.00	0.00
Title I Parent Involvement	3021.00	0.00

Total Expenditures by Funding Source

Funding Source	Total Expenditures
21st Family Literacy Grant	17,229.00
LCFF	118,610.95
LCFF-SLIP	1,621.23
Title I Part A: Allocation	318,037.00
Title I Parent Involvement	3,021.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	205,353.17
2000-2999: Classified Personnel Salaries	117,425.83
4000-4999: Books And Supplies	52,510.18
5000-5999: Services And Other Operating Expenditures	35,000.00
5700-5799: Transfers Of Direct Costs	3,000.00
5800: Professional/Consulting Services And Operating	45,230.00

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	2,000.00
2000-2999: Classified Personnel Salaries	21st Family Literacy Grant	1,234.00
4000-4999: Books And Supplies	21st Family Literacy Grant	1,000.00
5000-5999: Services And Other Operating	21st Family Literacy Grant	2,000.00
5800: Professional/Consulting Services And	21st Family Literacy Grant	10,995.00
1000-1999: Certificated Personnel Salaries	LCFF	66,789.00
2000-2999: Classified Personnel Salaries	LCFF	19,574.00
4000-4999: Books And Supplies	LCFF	26,097.95
5800: Professional/Consulting Services And	LCFF	6,150.00
4000-4999: Books And Supplies	LCFF-SLIP	1,621.23
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	136,564.17
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	96,417.83
4000-4999: Books And Supplies	Title I Part A: Allocation	22,970.00
5000-5999: Services And Other Operating	Title I Part A: Allocation	33,000.00
5700-5799: Transfers Of Direct Costs	Title I Part A: Allocation	3,000.00
5800: Professional/Consulting Services And	Title I Part A: Allocation	26,085.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement	200.00
4000-4999: Books And Supplies	Title I Parent Involvement	821.00
5800: Professional/Consulting Services And	Title I Parent Involvement	2,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Section	Total Expenditures
Goal: English Language Arts	218,527.14
Goal: Mathematics	78,073.00
Goal: English Language Development	102,313.06
Goal: School Culture	47,050.98
Goal: Parent Engagement	12,555.00

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		
Stephanie Edgbert			X		
Bertha Lopez				X	
Karina Lias				X	
Simi Bassi				X	
Kerry Rivas				X	
Blanca Gonzalez				X	
Bernice Bailey		X			
Wendy Gagliardi		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) 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 9/12/2017.

Attested:

Colette Bolger

Typed Name of School Principal

Signature of School Principal

Date

Stephanie Edgbert

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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State Compensatory Education Advisory Committee

X English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

Other committees established by the school or district (list):

Signature

Signature

Signature

Signature

Signature

Signature

Signature

Signature

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Attested:

Colette Bolger

Typed Name of School Principal


Signature of School Principal

9-12-17

Date

Stephanie Edgbert

Typed Name of SSC Chairperson


Signature of SSC Chairperson

9-12-17

Date

McKinley Elementary School **SCHOOL-HOME COMPACT 2017-18**

Three-Way School Pledge

It is important that families and schools work together to help students achieve high academic standards through high quality curriculum and instruction. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life.

McKinley Staff Pledge-“Every Student, Every Classroom, Every Day”

I agree to follow the district’s goals to the best of my ability for

Goal 1: Learning for Academic Excellence by providing:

- Differentiation and support to ensure grade level mastery of skills and content
- A coherent instructional program to ensure career/college/community readiness
- Opportunities to develop leadership, problem solving and innovative thinking skills
- Opportunities to develop aesthetic valuing through visual and performing arts
- Opportunities to provide active learning environment using 21st Century instructional strategies and tools.

Goal 2: Staff Recruitment and Development for Academic Excellence by providing:

- Attending professional development to increase my effectiveness and satisfaction
- Committing to continuous improvement of knowledge and skill to support student learning
- Using feedback regarding my daily practices to increase my effectiveness
- I will conduct myself within the guidelines of Board Policy 1350 regarding Civility at all times.

McKinley Student Pledge

I agree to be the best student I can be by carrying out the following responsibilities to the best of my ability:

- Be Proactive
- Begin with the End in Mind
- Put First Things First
- Think Win-Win
- Seek First to Understand then to be Understood
- Synergize
- Sharpen the Saw

McKinley Family/Parent Pledge

I agree to support my child’s education by carrying out the following responsibilities to the best of my ability:

- Respect the school, classmates, staff and families.
- Provide a quiet time and place for my child to complete homework daily.
- Limit and monitor TV viewing/video games.
- Read to my child or encourage my child to read every day (20 min. for grades K-3 and 30 min. for grades 4-6).
- Ensure that my child attends school every day for the full day of instruction, gets adequate sleep, and proper nutrition.
- Regularly monitor my child’s progress in school and encourage my child to actively participate in their learning.
- I will conduct myself within the guidelines of Board Policy 1350 regarding Civility at all times.
- **Participate at school in various activities such as volunteering, attending parent-teacher conferences SSC and ELAC meetings, Family Night, Back-to-School Night, Open House, Parent Teacher Association, Carnival Committee, etc.**
- Communicate the importance of education and learning to my child.

5/23/17 cb

Teacher Signature _____

Student Signature _____

Parent/Guardian Signature _____

McKinley Elementary (SSC) 1st Quarter Agenda Part 1 and 2

Date of Posting: Wednesday, August 23, 2017 Meeting Date: Tuesday, Sept. 5 & 12 , 2017

Location: Library

Starting Time: 3:30 p.m.

Ending Time: 4:30 p.m.

Outcomes: Participants will be able to:

- **Recognize the importance of CUSD Guiding Principles**
- **Explain the purpose of SSC, roles and responsibilities of the SSC members**
- **Elect officers and District Advisory Committee (DAC) representative**
- **Receive information on by-laws, academic progress, SPSA, LCAP engagement, purpose, priorities & goals, parent involvement & plan for parent professional learning**
- **Discuss and begin to analyze school's academic instructional program**
- **Determine future meeting dates, times and training schedules**

Representatives & Staff: SSC members Guests: Terri Baird, Bertha Lopez, Lorena Manriquez, Karina Lias (DELAC) Blanca Gonzalez, Simmi Bassi, Kerry Rivas, Leslie Ramos, Kelly Beason, Annie Plumlee, Bernice Bailey, Colette Bolger & Frances Mayora

All staff, parents, and members of the public are invited to attend the meeting.

Agenda Item	Action Requested	Responsible Person(s)	Time Limit
Call the Meeting to Order	None	Principal	2 minutes
Roll Call—establish quorum	None	Principal	1 minute
Changes/Additions to the Agenda	Approval/Modification of the agenda	Principal	1 minute
Secretary's Report	Approval/Amendments	Principal	5 minutes
Report of Officers, Standing & Special Committees	Determined by site SSC	Determined by site SSC	5 minutes
Public Comment (This is an opportunity for members of the public to provide information to the school site council) 2 minutes per person	Under the open meeting law, no action related to public comment may be acted upon at the meeting. Issues raised at this meeting may be scheduled for another school site council meeting.	Principal	10 minutes
Unfinished Business	Business not completed from previous SSC meeting	Principal	2 minutes

New Business <ul style="list-style-type: none"> a. SSC Training <ul style="list-style-type: none"> • Video b. Review the purpose of the SSC c. Review the duties of SSC members. d. Learning Partners e. Review the roles and responsibilities of SSC officers. Nominate and elect SSC officers: <ul style="list-style-type: none"> o Chairperson o Vice-chairperson o Secretary o DAC representative o DAC alternate f. Review and approve SPSA g. Discuss district/site parent education opportunities h. Safety Plan i. Discuss future meeting dates, training, and agenda items. 	Information Information & discussion. Information & discussion. Nomination and elect officers Information Information Information Information	Principal until chairperson is elected	15 minutes
Evaluation (ways to improve the meeting) and Adjournment	Meeting input and approval to adjourn	Principal	1 minute

List of handouts: e.g. Guiding Principles, by-laws, SPSA goals, Current year Site Parent Involvement Policy & compact & other items as appropriate. [Add site items as necessary.](#)

*****Thank you for coming*****

Every student will engage in rigorous, relevant, standards-based instruction in every classroom everyday to ensure student learning.

McKinley Elementary

Title I School Parental Involvement Policy

2017-18

McKinley Elementary has developed a written Title I parental involvement policy with input from Title I parents. Title 1 parents were invited to the 1stth quarter School Site Council Meeting to share input in the policy. It has distributed the policy to parents of Title I students in August 2017 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**
 - ☞ **Text Messages**
 - ☞ **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:
 - **Parent conferences two times a year**
 - **SSC/ELAC meetings**
 - **Phone calls, email and text messages**

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**
- ☞ **Monthly Principal Meetings**

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**
- ☞ Community Liaison**

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 and text 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, TOM, LOM and TLIM**
- ☞ Family Nights**
- ☞ Open House**
- ☞ Saturday School Literacy Workshops**
- ☞ Conferences**
- ☞ Zumba Classes**
- ☞ Cultural Day**
- ☞ Tigers Den**
- ☞ 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 2011. 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 2011.

Whenever available, resources are posted in English, Spanish, Russian, Chinese, Arabic, and Hmong.

<http://www.calpirc.org/>

Created 4/10/08
Reviewed 4/23/08
Approved 4/23/08
Updated 1/30/09 and 4/30/09
Approved 4/30/09
Reviewed/Updated 1/19/10 and 5/18/10
Approved 5/18/10
Reviewed/Updated 4/27/12 and 5/24/12
Approved 5/24/12
Reviewed/Approved 2/26/13 (without changes)
Reviewed/Updated 5/5/15
Reviewed/Updated 5/26/16
Reviewed/Updated 3/28/17 Approved 5/23/17



McKinley Elementary
English Learner Advisory Committee (ELAC) Meeting
1st Quarter

Date of Posting: Thursday, August 31, 2017 **Meeting Date:** Tuesday, September 5, 2017

Location: Library

Starting Time: 4:30 p.m.

Ending Time: 5:30 p.m.

Outcomes: Participants will be able to:

- Recognize the importance of CUSD Guiding Principles
- Explain the purpose of ELAC
- Explain the roles and responsibilities of the ELAC members
- Elect officers and DELAC representative
- Determine meeting dates and times
- Receive information on by-laws, accountability measures, school goals for English learners, LEAP/LCAP, 15% rule, Site Parent Involvement Policy, & Parent Education Opportunities

Representatives & Staff: ELAC members (Colette Bolger, Candice Warmuth, Wendy Gagliardi, Harjit Kalsi, Karina Hidalgo, Blanca Gonzalez, Estela Gaxiola, Denise Morales, Simmi Bassi & Josefina Dimas). All staff, parents, and members of the public are invited to attend the meeting.

Agenda Item	Action Requested	Responsible Person(s)	Time Limit
Call the Meeting to Order	None	Principal	2 minutes
Roll Call—establish quorum	None	Principal	1 minute
Changes/Additions to the Agenda	Approval/Modification of the agenda	Principal	1 minute
Secretary's Report	Approval/Amendments	Principal	0 minutes
Report of Officers, Standing & Special Committees	TBD	Principal	0 minutes
Public Comment (This is an opportunity for members of the public to provide information to the school site council) 2 minutes per person	Under the open meeting law, no action related to public comment may be acted upon at the meeting. Issues raised at this meeting may be scheduled for another school site council meeting.	Principal	10 minutes
Unfinished Business	TBD	Principal	0 minutes

New Business <ol style="list-style-type: none"> a. CUSD Guiding Principles b. Review the purpose of the ELAC. c. Review the duties of ELAC members. d. Review the roles and responsibilities of ELAC officers. Nominate and elect ELAC officers: <ul style="list-style-type: none"> o Chairperson o Vice-chairperson o Secretary o DELAC representative o DELAC alternate e. By-laws-initial review f. Progress reports-SBAC, AMAOs g. EL program entrance & exit criteria h. Site program for ELD & access to core i. Advise on site plan EL goals j. LEAP/LCAP k. CELDT review & student goal setting l. Parent Involvement Policy/Compact current year m. District Parent Education Opportunities n. 15% rule (if applicable) o. Site items p. Discuss future meeting dates, training, and agenda items. 	<p>Information and discussion.</p> <p>Discussion, nomination and election of officers.</p> <p>Information and discussion</p>	Principal	Insert number of minutes need to complete items
Evaluation (ways to improve the meeting) and Adjournment	Meeting input and approval to adjourn	Principal	1 minute

List of handouts: e.g. Guiding Principles, by-laws, progress reports, Site plan EL goals, .

*****Thank you for coming*****



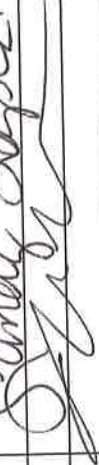



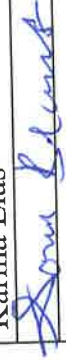

Every student will engage in rigorous, relevant, standards-based instruction in every classroom everyday to ensure student learning.

English Language Advisory Committee (ELAC) 17-18 SIGN-IN SHEET

1st Quarter Meeting

Tuesday, September 5, 2017 @ 4:30 p.m.

McKinley Library

MEMBER NAME	POSITION	SIGNATURE	E-MAIL
Colette Bolger	Principal		cbolger@centralusd.k12.ca.us
Candice Warmuth	Teacher Name		cwarmuth@centralusd.k12.ca.us
Wendy Gagliardi	Teacher Name		wgagliardi@centralusd.k12.ca.us
Sandy Tapia	Teacher		stapia@centralusd.k12.ca.us
Teresa Mendoza	GA		tmendoza@centralusd.k12.ca.us
Harjit Kalsi	Parent Name		
Karina Hidalgo	Parent Name		hkarina031280@hotmail.com
Isabel Santos (Alternate)	Parent Name		
Blanca Gonzalez	Parent Name	Blanca Gonzalez	
Estela Gaxiola	Parent Name		demo06@hotmail.com
Denise Morales	Parent Name		
Simmi Bassi	Parent Name		
Josefina Dimas	Parent Name		
Guests:			
Karina Lias	Parent Name		kleizabeth1106@yahoo.com
	Kingval liaison		

School Site Council (SSC) 16-17




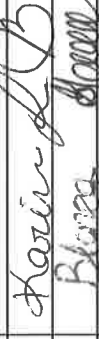





SIGN-IN SHEET

Part 1

1st Quarter Meeting

Tuesday, August 29, 2017 @ 3:30 p.m.

McKinley Library

MEMBER NAME	POSITION	SIGNATURE	E-MAIL
Colette Bolger	Principal		cbolger@centralusd.k12.ca.us
Candice Warmuth	Teacher		cwarmuth@centralusd.k12.ca.us
Bernice Bailey	Teacher		bbailey@centralusd.k12.ca.us
Kelly Beason	Teacher		kbeason@centralusd.k12.ca.us
Annie Plumlee	Teacher		aplumlee@centralusd.k12.ca.us
Stephanie Edgbert	Noon Duty Aide		
Terri Baird	Noon Duty Aide		jirebaird@yahoo.com
Bertha Lopez	Parent		
Lorena Manriquez	Parent		1517sofer@att.net
Karina Lias	Parent		kleizabeth1106@gmail.com
Blanca Gonzalez	Parent		blanca1015gonzalez@gmail.com
Simmi Bassi	Parent		
Kerry Rivas	Parent		electricvgs@yahoo.com
Leslie Ramos	Parent		
Wendy Gagliardi	teacher		wgagliardi@centralusd.k12.ca.us
Guests:			
Frances Mayorga	Learning Partners Director		fmayorga@centrausd.k12.ca.us

McKinley ELEMENTARY SCHOOL SITE COUNCIL (SSC) MINUTES

Date: 9/5/2017

1. Call the Meeting to Order:

- The meeting was called to order at 3:30 by Mrs. Bolger. Everyone was welcomed. Members and guests introduced themselves. Present were:

	Parent/Guardian	Present		Staff		Present
1	Simi Bassi	x	1	Bernice Bailey	Teacher	x
2	Karina Lias	x	2	Wendy Gagliardi	Teacher	x
3	Sonja Blanco	x	3	Stephanie Edgbert	Other	x
4	Kerry Rivas	x	4	Frances Mayorga	Other	x
5	Blanca Vejar	x	5	Colette Bolger	Principal	X

	Guest		Non member staff	Position
1	Enter name	1	Enter name	
2		2		
3		3		
4		4		

2. Roll Call:

- (Sign in Sheet).
- Chairperson announced
 - o 6 members are needed to establish a quorum
 - o 10 members are present Insert 3 are absent
 - o A quorum has been established

3. Changes/Additions to the Meeting Agenda:

- Learning Partners was added to the agenda

4. Secretary's Report:

- Bernice motioned to approve the minutes from the last meeting. Francis Mayorga seconded motion.

5. Committee Reports:

6. Public Comment:

7. Unfinished Business:

8. New Business

- SSC Training: Video is available
- Review purpose of SSC:
- Review the duties of SSC: To get information by talking to people about the needs for McKinley. Attend 5 meetings a year.
- Review the roles and responsibilities of SSC officers.
- Nominate and elect SSC officers: Chairperson: Stephanie Edgbert
Vice-chairperson: Bernice Bailey
Secretary: Wendy Gagliardi
DAC Representative: Karina Lias
DAC alternate: Blanca Vejar
- Mrs. Bolger offered to get acronym books if anyone wanted one. Mrs. Edgbert, Mrs. Vejar, Mrs. Lias, and Sonja Blanco wanted them.
- Review and approve SPSA (Single Plan for Student Achievement) We receive funding from the Federal government- Title 1 money. This money needs to be spent with a direct connection to

students. We also receive money from the LCFF (Local Control Funding Formula) which is state money. We receive \$318, 037 for SPSA. Out of this money approximately \$80,000 is used for TK/Kinder aides. A portion of Mrs. Plumlee's salary also comes out of this (60% comes out of SPSA and 40% is LCFF). Title 1 money also pays for teaching fellows (approximately \$29,000 for the year). In addition it pays for Structured Student Support (approximately \$10,000) Lexia and Symphony Math which will be used during the day and after school will have the cost shared with Learning Partners. It is an unlimited 2 year subscription. McKinley will pay approximately \$16,000 and Learning Partners will pay \$12,000.

- Leader in me grant: \$49,000. Do we want to fund student booklets/teacher guides? Six dollars per book. We have a \$6,150 commitment for 3-5 years until we reach lighthouse status. Bernice Bailey suggested we ask teachers if they use the booklets. Kerry Rivas suggested no student books but buy teachers' guides.

- ★ ▪ Parent/Staff input was asked about the needs in ELA, math, ELD, School Culture, and Parent Involvement. LCAP showed that there is a concern for behaviors at school.
 - ✓ Needs: headphones
 - ✓ Post playground rules so all are using the same rules
 - ✓ More supervision on yard (Colette said that 2 are waiting for board approval)
 - ★ ✓ Karina Lias stated that Common Core tutoring in math is needed. Colette stated possibly before or after school.
 - ★ ✓ Kerry Rivas stated that homework should be returned so parents can see if their children are having trouble.
 - ★ ✓ Francis Mayorga stated that several students do not have homework in Learning Partners since the teachers are not giving any.
 - ★ ✓ Stephanie Edgbert would like to see the walking club

9. Evaluation & Adjournment:

- The next meeting is September 12, 2017 at 3:30 pm.
- McKinley SSC meeting was adjourned by Mrs. Bolger at 4:44 pm.

Respectfully submitted,

**Wendy Gagliardi
SSC Secretary
September 5, 2017**

McKinley ELEMENTARY SCHOOL SITE COUNCIL (SSC) MINUTES

Date: 9/12/2017

1. Call the Meeting to Order:

- The meeting was called to order at 3:30 by Mrs. Bolger. Everyone was welcomed. Members and guests introduced themselves. Present were:

	Parent/Guardian	Present		Staff		Present
1	Karina Lias	x	1	Bernice Bailey	Teacher	x
2	Kerry Rivas	x	2	Wendy Gagliardi	Teacher	x
3	Bertha Lopez	x	3	Stephanie Edgbert	Other	x
4	Mrs. Stevens	x	4	Teresa Mendoza	Other	x
5			5	Colette Bolger	Principal	X

	Guest		Non member staff	Position
1		1	Enter name	
2		2		
3		3		
4		4		

2. Roll Call:

- (Sign in Sheet).
- Chairperson announced
 - 6 members are needed to establish a quorum
 - 9 members are present Insert 4 are absent
 - A quorum has been established

3. Changes/Additions to the Meeting Agenda:

4. Secretary's Report:

- The report was not voted on since this meeting is a continuation of the last meeting.

5. Committee Reports:

6. Public Comment:

7. Unfinished Business:

- SPSA was handed out and allocations and expenditures were reviewed. Title 1 Parent Involvement Allocation has the most restrictions. LCFF has fewer restrictions than Title 1 on how the money is spent.
- Expenditures by goals were discussed and handouts given.
- The School culture was discussed and the school needs more help with behavioral issues. There is a need to teach students how to respond to stressful situations. Have a PRIDE intervention teacher paid for by LCFF and Title 1. PBIS has monthly half day meetings.
- Title 1 Salaries go towards: tutoring, subs, PRIDE teacher, classroom supplies, Brainpop subscription, technology (\$10,000), materials for ELD, kindergarten aides, teaching fellows, Lexia subscription, subs for FnP, Childcare for Parent Involvement.
- LCFF and Title 1 funds need to have cutbacks of approximately \$7,262.05.
- Mrs. Bolger sent an e-mail to teachers whether they wanted a PRIDE teacher more or technology. At the time of the meeting 62% of the votes were for a teacher and 48% were for technology. Not everyone had voted yet.

- ★ • Possible cut were discussed. Bernice suggested using polyvinyl binders for Leader in Me rather than 1" binders . These would cost \$.50 per 3 prong polyvinyl binder. Bernice Bailey motioned and Kerry Rivas seconded. All were in favor.
- ★ • Cutbacks in childcare was suggested. A motion was made by Kerry Rivas to reduce the amount of childcare. Karina Lias seconded. All were in favor.
- ★ • Cutting costs for subs was discussed. Kerry thought we should keep subs for mathematical training. There were places where subs costs could be cut in LCFF and Title 1. It was motioned by Stephanie Edgbert to cut sub funds \$500 for subs for childcare. It was seconded by Karina Lias. All were in favor.
- ★ • A motion was made by Stephanie Edgbert to hire a full time discipline 7.5 hour certified teacher to teach PRIDE. Kerry Rivas seconded it. All were in favor.
- A motion was made by Stephanie Edgbert to approve the Single Plan with the adjustments Colette Bolger will make on it. It was seconded by Mrs. Stevens. All were in favor.
- Safety Plan: Mrs. Mendoza presented the safety plan. There is a binder available in the office with the safety plan. Staff needs to take a Safety Pesticide Training. There is a fibulator on campus with 5 staff members trained for using it. There is a fire drill each month and a lockdown 2 per year. Every year teachers attend a training for what to do if there is an active shooter on campus.
- Mrs. Mendoza will be going to San Diego to receive a Healthy Alliance Award.

8. New Business

9. Evaluation & Adjournment:

- McKinley SSC meeting was adjourned at 4:50 pm. Stephanie Edgbert motioned to adjourn and Kerry Rivas seconded.

Respectfully submitted,

**Wendy Gagliardi
SSC Secretary
September 12, 2017**

McKinley ELEMENTARY SCHOOL SITE COUNCIL (SSC) MINUTES

5/23/2017

1. Call the Meeting to Order:

- The meeting was called to order at --- by --- Everyone was welcomed. Members and guests introduced themselves. Present were:

	Parent/Guardian	Present		Staff		Present
1	Simi Bassi	X	1	Kelly Beason	Teacher	X
2	Karina Lias	X	2	Annie Plumlee	Teacher	X
3	Lorena Manriquez	X	3	Bernice Bailey	Teacher	X
4	Sonya Blanco	X	4	Frances Mayorga	Other	X
5	Leslie Ramos	X	5	Colette Bolger	Principal	X

	Guest		Non member staff	Position
1		1		
2		2		
3		3		
4		4		

2. Roll Call:

- (Sign in Sheet).
- Chairperson announced
 - 6 members are needed to establish a quorum
 - 10 members are present 0 members are absent
 - A quorum has been established
 - ELAC members also present

3. Changes/Additions to the Meeting Agenda:

- No changes or additions were made to the agenda.* M/S/C to approve the agenda (Mrs. Plumlee motioned to accept changes, Mrs. Beason seconded motion)

4. Secretary's Report:

- Leslie Ramos motioned to approve minutes from the last meeting. Beason seconded motion

5. Committee Reports:

- Mayorga- 283 students enrolled in LP
- Met ADA for this year
- Letters of acceptance to go out earlier this year than previous years. Orientation will happen earlier.
- Foster children/ homeless will have priority in the after school program enrollment.
- Lottery for students who turned in all paperwork on time.
- If parent misses mandatory orientation, student at the top of the waiting list will get place.
- 5th and 6th usually have openings
- May drop 6th grade and add a primary class because the need is there.
- End of year Activities Coming up the last 4 days

DLAC Rep. - Meeting talked about school's need and explained 7 habits

6. Public Comment:

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.

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

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.

- Site District-led PESA classes will be offered to parents**
- Site Family Night based on core curricular activities are held twice a year**
- Site Parent links are on school and district website**
- Site 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.

- Site 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**
- Site Connect-Ed messages from the principal are recorded and text in Spanish**
- Site Spanish translators are available for parent/teacher conferences and other meetings as necessary**
- Site Marquee with scrolling messages**
- Site Utilize e-mail/Blackboard Connect to share information with parents**

6. Provides support for parental involvement activities requested by Title I parents.

- Site Student of the Month based on Character Virtues, TOM, LOM and TLIM**
- Site Family Nights**
- Site Open House**
- Site Saturday School Literacy Workshops**
- Site Conferences**
- Site Zumba Classes**
- Site Cultural Day**
- Site Tigers Den**
- Site PESA training classes**
- Site Field Trips**
- Site Parent/Teacher Association**

Created 4/10/08
Reviewed 4/23/08
Approved 4/23/08
Updated 1/30/09 and 4/30/09
Approved 4/30/09
Reviewed/Updated 1/19/10 and 5/18/10
Approved 5/18/10
Reviewed/Updated 4/27/12 and 5/24/12
Approved 5/24/12
Reviewed/Approved 2/26/13 (without changes)
Reviewed/Updated 5/5/15
Reviewed/Updated 5/26/16
Reviewed/Updated 3/28/17 Approved 5/23/17

McKinley ENGLISH LEARNER ADVISORY COMMITTEE
ELAC Minutes for March 28, 2017

Total Number of ELAC Members:

___6_ ELAC parents/guardians of English learners
 ___ ELAC parents/guardians of other students
 ___5_ School staff

ELAC ATTENDANCE FOR THIS MEETING INCLUDED:

___6_ ELAC parents/guardians of English learners
 ___ ELAC parents/guardians of other students
 ___4_ School staff

A quorum of members must be present in order to conduct business. The number of committee members in attendance is 9:

X Has been met
 Has not been met

DATE(S)	Legal Requirement/Training Topics (By the end of the year, all topics must be addressed)
10/4/2016 3/28/17	Advising the school site council (SSC) on the development of the Single School Plan for Student Achievement. (EC 64001[a]) Advising the School site council on the school's program, goals, and objectives for EL programs/services.
10/4/16 11/29/16	Advising the principal and staff on the school's program for English learners. (EC 62002.5, 52176[c])
3/38/17	Assisting in the development of the school's needs assessment. Conducting of a district-wide needs assessment on a school-by-school basis. (5 CCR 11308[c][1])
11/29/16	Advising the school on the administration of annual language census. (5 CCR 11308[c][5])
11/29/16	Advising the school on practices to make parents/guardians aware of the importance of regular school attendance.
3/28/17	Elect at least one member to the DELAC or has participated in a proportionate regional representation scheme when there are 31 or more English learner parent advisory committees in the district. (5 CCR 11308[b])
10/4/16	ELAC training and training materials, planned in full consultation with committee members, appropriate to assist members in carrying out their legal advisory responsibilities. (EC 11308[d])
11/29/16	Training on district's Uniform Complaint Procedures, including William's requirements.

1. Call the Meeting to Order:

The meeting was called to order at 3:37 pm by Mrs. Bolger.

A quorum of the members was present. Mrs. Bolger welcomed all ELAC representatives. Members present were Colette Bolger, Simi Bassi, Estela Gaxiola, Sonia Blanco, Blanca Gonzalez, Karina Hidalgo, Karina Lias, and Wendy Gagliardi.

2. Changes/Additions to the Meeting Agenda:

No changes were made. The

3. Secretary's Report:

Minutes were reviewed by Mrs. Bolger and motioned to accept them by Candice Warmuth and 2nd by Karina Lias.

4. Committee Reports:

5. Public Comments:

The following public comments were presented to the ELAC: If there are no comments indicate that by stating the following: No members of the public addressed the committee.

DELAC: Karen Hildago representative on DELAC reported that at the DELAC meeting Title I changes were discussed. Changes wanted at McKinley were discussed in small groups.

6. Unfinished Business:

No unfinished business.

7. New Business:

- Mrs. Bolger stated that the only new expense out of the Single Plan was payment for the FnP subs. Bernice Bailey commented that having the subs were very helpful so that students can be tested in a quiet area. Mrs. Bolger also said that there is a need for ELMO's and printers for next year.
- Mrs. Bolger also stated that kindergarten orientation is tomorrow at 3:15-4:15.
- LCAP: Annette Grisby has developed a plan.
- The School Parental Policy and Home School Compact were handed out. On the Home School Compact the student portion was changed to the 7 Habits. Also the print was made bold on the ways to get parents involved. Candice Warmuth made a motion to accept the changes and Simmi Bassi 2nd it.
- Mrs. Bolger said that the CELDT is changing.
- Language Census: Mrs. Bolger announced that there are 21.95 students speaking Spanish as a primary language. Also 44 students out of 120 have been reclassified. There are a total of 846 students at McKinley.
- Mrs. Bolger said that there are 90 students receiving special ed services. Out of those 90 students, 40 are in speech.
- Mrs. Bolger indicated that we need to focus on improving attendance, tardies, and early dismissals. Parents indicated that dropping students off is an issue for tardies. The police has been asked to help parents who drop students off illegally. Parents asked if

the buses could drop students off and pick students up in another area allowing the main gate to remain open. Mrs. Bolger indicated that it would not be safe. Estela Gaxiolal also would like a crosswalk by the school. Mrs. Bolger said that would be a city/county decision and that there are rules about a crosswalk that would need to be followed.

- Title I changes were discussed. Parents don't always understand voice messages but like the text messages so that they can use the app to translate.
- Next year McKinley will continue with the 7 Habits, have more training, and tie the 7 Habits to academics.
- Mrs. Bolger stated that kindergarten for next year will go to noon for the first 8 days in order for teachers to test. Students will be given lunch.

8. Evaluation:

The chairperson or principal asks what the members liked and what the members would like to change about the meeting. Record member statements here.

There was an evaluation given to everyone asking to evaluate this year's meetings and what suggestions the participants have to make the meetings better. Karina Lias motioned to pass the changes. Lorriana 2nd it. All were in favor.

9. Adjournment

The meeting was adjourned at 4:25 and then people filled out the evaluations. They then had a potluck.

Respectfully submitted,

Wendy Gagliardi
ELAC Secretary
March 28, 2017

(NOTE: Copies of all distributed materials should be attached to the secretary's official minutes. These minutes should be maintained for three years.)

Budget By Expenditures

McKinley Elementary School

Funding Source: 21st Family Literacy Grant

\$17,229.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Lexi Subscription shared cost with LP Literacy Grant	5800: Professional/Consulting Services And Operating Expenditures	\$7,000.00	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 Tiger Team bi-monthly meetings to pay for subs to analyze data consult, plan and meet with resource specialist and staff to develop strategies to meet the academic intervention needs of Tier 2 and Tier 3 students. Teachers to monitor students progress in reading, writing and language skills
Symphony Math for Tier 2 interventions - FCSS reimbursement for 1/2 of cost with After School Learning Partners	5800: Professional/Consulting Services And Operating Expenditures	\$3,995.00	Mathematics	Tier 1 To purchase and renew subscription web-based Math program extended learning opportunities for grades K-6 2017-2018.
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, Classified staff to help facilitate parent workshops with leadership students	5000-5999: Services And Other Operating Expenditures	\$2,000.00		Various Workshops through-out the year to increase parent involvement, such as Project Lean, Centro La Familia 15 week workshop and FCSS.
	2000-2999: Classified Personnel Salaries	\$500.00		Hold a community events through-out the year1. Family Movie Nights2. School Carnival3. Literacy Family Nights4. Leadership Night5. STEAM Family Fun Night6. Cookies with Santa7. Trunk or Treat
Costs related to book study	2000-2999: Classified Personnel Salaries	\$734.00		7 Habits of Highly Effective Families Parent Book Study
Teachers to lead workshop	1000-1999: Certificated Personnel Salaries	\$1,000.00		7 Habits of Highly Effective Families Parent Book Study
Teachers to provide training	1000-1999: Certificated Personnel Salaries	\$1,000.00		8 week Parenting Partners
Cost of Lending Library	4000-4999: Books And Supplies	\$1,000.00		Latino Literacy Project

McKinley Elementary School

21st Family Literacy Grant Total Expenditures: \$17,229.00

21st Family Literacy Grant Allocation Balance: \$0.00

Funding Source: LCFF

\$118,610.95 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Materials for Supplies	4000-4999: Books And Supplies	\$800.00		8 week Parenting Partners
Childcare costs	2000-2999: Classified Personnel Salaries	\$400.00		8 week Parenting Partners
PRIDE Intervention Teacher	1000-1999: Certificated Personnel Salaries	\$11,000.00	School Culture	Tier 2 and 3 Structure student support - A teacher who is trained in Conflict Resolution, Social Skills and Positive Discipline to work with students in an alternative environment from their classroom when needed. Small group or one on one instructional support will be provided to students. The PRIDE center will work with students exhibiting social difficulties with other students thereby relieving classroom of disruptions. PRIDE center will focus on preventative, re-teaching and restorative measures rather than reactive. The PRIDE teacher will provide consistent supervision under the direction of the PBIS coach, GIA, who along with the principal will frequently be assigned co-coverage and will be a visible presence in the PRIDE Center. The program will also be supported by the school psychologist and data will be analyzed monthly by the PBIS Lighthouse team to determine the effectiveness of and needed changes to the programs within PRIDE Center.
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	\$500.00		Hold a community events through-out the year1. Family Movie Nights2. School Carnival3. Literacy Family Nights4. Leadership Night5. STEAM Family Fun Night6. Cookies with Santa7. Trunk or Treat
ELD teacher Annie Plumlee	1000-1999: Certificated Personnel Salaries	\$47,289.00	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	\$1,600.00	English Language Development	Bi-lingual support and contactsParent 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.
PBIS student support during unstructured times for Tier 2 and 3 students	2000-2999: Classified Personnel Salaries	\$3,000.00	School Culture	Tier 2 and 3 Structure student support - A teacher who is trained in Conflict Resolution, Social Skills and Positive Discipline to work with students in an alternative environment from their classroom when needed. Small group or one on one instructional support will be provided to students. The PRIDE center will work with students exhibiting social difficulties with other students thereby relieving classroom of disruptions. PRIDE center will focus on preventative, re-teaching and restorative measures rather than reactive.The PRIDE teacher will provide consistent supervision under the direction of the PBIS coach, GIA, who along with the principal will frequently be assigned co-coverage and will be a visible presence in the PRIDE Center. The program will also be supported by the school psychologist and data will be analyzed monthly by the PBIS Lighthouse team to determine the effectiveness of and needed changes to the programs within PRIDE Center.
Equipment for students to use for structure support activities	4000-4999: Books And Supplies	\$2,500.00	School Culture	Tier 2 and 3 Structure student support - A teacher who is trained in Conflict Resolution, Social Skills and Positive Discipline to work with students in an alternative environment from their classroom when needed. Small group or one on one instructional support will be provided to students. The PRIDE center will work with students exhibiting social difficulties with other students thereby relieving classroom of disruptions. PRIDE center will focus on preventative, re-teaching and restorative measures rather than reactive.The PRIDE teacher will provide consistent supervision under the direction of the PBIS coach, GIA, who along with the principal will frequently be assigned co-coverage and will be a visible presence in the PRIDE Center. The program will also be supported by the school psychologist and data will be analyzed monthly by the PBIS Lighthouse team to determine the effectiveness of and needed changes to the programs within PRIDE Center.
Academic Language materials and resources	4000-4999: Books And Supplies	\$1,311.00	English Language Development	Resources needed to support EL students both within and out of the classroom. Renew subscriptions and purchase books for library

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Recognition, certificates, awards, for achievement with CELDT for meeting AR and ST goals and success on local assessments.	4000-4999: Books And Supplies	\$2,000.00	English Language Development	Awards for students who become proficient in ELA and for EL Reclassification
Provide safety material, caution tape, cones, signs, batteries, flashlights, and radios.	4000-4999: Books And Supplies	\$1,000.00	School Culture	Coordinate and communicate with staff, students, and parents the importance of safety and the needed supplies and materials to promote wellness and safety of the school. Purchase of Health Office supplies
Health office supplies such as band aides, gloves, etc...	4000-4999: Books And Supplies	\$1,236.95	School Culture	Coordinate and communicate with staff, students, and parents the importance of safety and the needed supplies and materials to promote wellness and safety of the school. Purchase of Health Office supplies
Subs to cover for teachers to meet review Tier 2 and Tier 3 interventions and school culture. Expenses related to school culture PD and staff training	1000-1999: Certificated Personnel Salaries	\$4,000.00	School Culture	Monthly meetings for PBIS Lighthouse teams to review and analyze behavior data; plan and consult to develop strategies to meet the needs of student who have experienced trauma and those in need of social skills to promote a safe and bully free culture.
Coaching for staff and subscription of online for Leader In Me	5800: Professional/Consulting Services And Operating Expenditures	\$6,150.00	School Culture	Monthly meetings for PBIS Lighthouse teams to review and analyze behavior data; plan and consult to develop strategies to meet the needs of student who have experienced trauma and those in need of social skills to promote a safe and bully free culture.
Janice Bernal paraprofessional to support EL population and communication with community and parent communication.	2000-2999: Classified Personnel Salaries	\$14,574.00	English Language Development	Using Common ELD Assessment data from McGraw Hill, students will be provided specific small group instruction to target need in reading and writingGoal setting based on ELA/ELD common assessments and 2017 SBAC ELA scoresAssist students in the development of communication skills and serves as an appropriate language model for ELD students. Assists teachers and English learners by tutoring individuals or small groups of students intensively, using their native language and English translations. RTI staff to progress monitor at risk students using DIBELS and EL instructional support staff. Paraprofessional to support EL population and parent communication through interpretations, translations, phone calls, making parent contact and processing of state and federal requirements

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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.	4000-4999: Books And Supplies	\$12,000.00	Mathematics	Equipment for classrooms and students to learn 21st skills for communication, innovation, collaboration, and critical thinking skills. 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.
	4000-4999: Books And Supplies	\$2,000.00	Mathematics	Equipment for classrooms and students to learn 21st skills for communication, innovation, collaboration, and critical thinking skills. 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.
Awards for Accelerated Reader WIGSachievement	4000-4999: Books And Supplies	\$1,250.00	English Language Arts	To continue our culture of literacy, students will continue to set AR WIGs (Wildly Important Goals) . Awards and student recognition will be earned through students efforts.
Purchase materials, manipulative, and supplies to support student learning and close the achievement and experiential gap.	4000-4999: Books And Supplies	\$1,000.00	Mathematics	Tier 1Teachers 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. Tier 2:In class intervention - Co-plan and co-teach cycle at least one time durning the year with a focus on small group intervention. Admin to participate in co-planning and co-teaching in grades K-6. Designated 30 minutes of math intervention everyday by utilizing RTI Diagnoses and Intervention in Pearson TE for students who are near and below standards based on SBAC and common assessments. Use Intervention Kit and differentiation activitiesQuick Check after every lesson to differentiate independent practice and determine the use of the Pearson Intervention Kit to differentiation center activities and homework. Teachers will continue to build their capacity of teaching conceptual understanding of mathematics.Through the co-plan and co-teach cycle at least 2 times in the school year.

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Purchase journals for students to record notes, write and solve math problems	4000-4999: Books And Supplies	\$500.00	Mathematics	Tier 1 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. Tier 2: In class intervention - Co-plan and co-teach cycle at least one time during the year with a focus on small group intervention. Admin to participate in co-planning and co-teaching in grades K-6. Designated 30 minutes of math intervention everyday by utilizing RTI Diagnoses and Intervention in Pearson TE for students who are near and below standards based on SBAC and common assessments. Use Intervention Kit and differentiation activities Quick Check after every lesson to differentiate independent practice and determine the use of the Pearson Intervention Kit to differentiation center activities and homework. Teachers will continue to build their capacity of teaching conceptual understanding of mathematics. Through the co-plan and co-teach cycle at least 2 times in the school year.
Subs for teachers to participate in the co-plan co-teach cycle in the area of mathematics	1000-1999: Certificated Personnel Salaries	\$4,500.00	Mathematics	Tier 1 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. Tier 2: In class intervention - Co-plan and co-teach cycle at least one time during the year with a focus on small group intervention. Admin to participate in co-planning and co-teaching in grades K-6. Designated 30 minutes of math intervention everyday by utilizing RTI Diagnoses and Intervention in Pearson TE for students who are near and below standards based on SBAC and common assessments. Use Intervention Kit and differentiation activities Quick Check after every lesson to differentiate independent practice and determine the use of the Pearson Intervention Kit to differentiation center activities and homework. Teachers will continue to build their capacity of teaching conceptual understanding of mathematics. Through the co-plan and co-teach cycle at least 2 times in the school year.
LCFF Total Expenditures:		\$118,610.95		
LCFF Allocation Balance:		\$0.00		

McKinley Elementary School

Funding Source: LCFF-SLIP

\$1,621.23 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Books and materials for library	4000-4999: Books And Supplies	\$1,621.23	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: \$1,621.23

LCFF-SLIP Allocation Balance: \$0.00

Funding Source: Title I Part A: Allocation

\$318,037.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
PRIDE Intervention Teacher	1000-1999: Certificated Personnel Salaries	\$12,100.00	School Culture	Tier 2 and 3 Structure student support - A teacher who is trained in Conflict Resolution, Social Skills and Positive Discipline to work with students in an alternative environment from their classroom when needed. Small group or one on one instructional support will be provided to students. The PRIDE center will work with students exhibiting social difficulties with other students thereby relieving classroom of disruptions. PRIDE center will focus on preventative, re-teaching and restorative measures rather than reactive. The PRIDE teacher will provide consistent supervision under the direction of the PBIS coach, GIA, who along with the principal will frequently be assigned co-coverage and will be a visible presence in the PRIDE Center. The program will also be supported by the school psychologist and data will be analyzed monthly by the PBIS Lighthouse team to determine the effectiveness of and needed changes to the programs within PRIDE Center. Various Workshops through-out the year to increase parent involvement, such as Project Lean, Centro La Familia 15 week workshop and FCSS. PD for teachers to attend in Positive Discipline trainingLeadership skill building through service learning and community service
Classified Staff to provide day care for family workshops	2000-2999: Classified Personnel Salaries	\$300.00		
Materials for teachers to teach social skills	4000-4999: Books And Supplies	\$814.03	School Culture	

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Subs for teachers to attend PD at FCSS	1000-1999: Certificated Personnel Salaries	\$1,250.00	School Culture	PD for teachers to attend in Positive Discipline trainingLeadership skill building through service learning and community service
Cost related to attend Professional Development training and workshops	5800: Professional/Consulting Services And Operating Expenditures	\$4,000.00	School Culture	PD for teachers to attend in Positive Discipline trainingLeadership skill building through service learning and community service
Materials and supplies needed for parent trainings	4000-4999: Books And Supplies	\$800.00		Conduct quarterly grade level parent literacy information meetings to discuss and teach parents about teaching, thinking, listening, speaking of writing and reading.
Staff to provide childcare for parent trainings	2000-2999: Classified Personnel Salaries	\$200.00		Conduct quarterly grade level parent literacy information meetings to discuss and teach parents about teaching, thinking, listening, speaking of writing and reading.
Translation and interpretation services for parent involvement activities.	2000-2999: Classified Personnel Salaries	\$300.00		Conduct quarterly grade level parent literacy information meetings to discuss and teach parents about teaching, thinking, listening, speaking of writing and reading.
Instructional Aides for 5 kindergarten classes	2000-2999: Classified Personnel Salaries	\$24,000.00	Mathematics	Tier 1Teachers 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. Tier 2:In class intervention - Co-plan and co-teach cycle at least one time durning the year with a focus on small group intervention. Admin to participate in co-planning and co-teaching in grades K-6. Designated 30 minutes of math intervention everyday by utilizing RTI Diagnoses and Intervention in Pearson TE for students who are near and below standards based on SBAC and common assessments. Use Intervention Kit and differentiation activitiesQuick Check after every lesson to differentiate independent practice and determine the use of the Pearson Intervention Kit to differentiation center activities and homework. Teachers will continue to build their capacity of teaching conceptual understanding of mathematics.Through the co-plan and co-teach cycle at least 2 times in the school year.
ST Math Tier 1	5800: Professional/Consulting Services And Operating Expenditures	\$4,583.00	Mathematics	Tier 1 To purchase and renew subscription web-based Math program extended learning opportunities for grades K-6 2017-2018.
Symphony Math for Tier 2 interventions - FCSS reimbursement for 1/2 of cost with After School Learning Partners	5800: Professional/Consulting Services And Operating Expenditures	\$3,995.00	Mathematics	Tier 1 To purchase and renew subscription web-based Math program extended learning opportunities for grades K-6 2017-2018.

McKinley Elementary School

Subs for teachers to attend mathematical training for CGI, 8 Math Practices, as well as the 4 mathematical claims of problem solving, concepts and procedures, communicate reasoning, modeling and data analysis.	1000-1999: Certificated Personnel Salaries	\$7,000.00	Mathematics	Tier 1 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. Tier 2: In class intervention - Co-plan and co-teach cycle at least one time during the year with a focus on small group intervention. Admin to participate in co-planning and co-teaching in grades K-6. Designated 30 minutes of math intervention everyday by utilizing RTI Diagnoses and Intervention in Pearson TE for students who are near and below standards based on SBAC and common assessments. Use Intervention Kit and differentiation activities Quick Check after every lesson to differentiate independent practice and determine the use of the Pearson Intervention Kit to differentiation center activities and homework. Teachers will continue to build their capacity of teaching conceptual understanding of mathematics. Through the co-plan and co-teach cycle at least 2 times in the school year.
Time for teachers to plan lessons and sequence of lesson that provide effective feedback link to our Visible Learning work of Learning Outcomes and Success Criteria	1000-1999: Certificated Personnel Salaries	\$8,500.00	English Language Arts	Teacher planning days will be provided for each team to plan their year based on grade level CCSS. ISC will work with each grade level to produce a curriculum map/planning document
Teachers to provide tutoring for at risk students	1000-1999: Certificated Personnel Salaries	\$5,000.00	Mathematics	Tier 2 and 3 extended learning opportunities for math to provide support for students who are at-risk in math.
Support staff to assist in tutoring for students school	2000-2999: Classified Personnel Salaries	\$1,500.00	Mathematics	Tier 2 and 3 extended learning opportunities for math to provide support for students who are at-risk in math.
Olga Gonzalez/Reading and ELD instructional aide and primary language tutor	2000-2999: Classified Personnel Salaries	\$15,874.83	English Language Development	Using Common ELD Assessment data from McGraw Hill, students will be provided specific small group instruction to target need in reading and writing Goal setting based on ELA/ELD common assessments and 2017 SBAC ELA scores Assist students in the development of communication skills and serves as an appropriate language model for ELD students. Assists teachers and English learners by tutoring individuals or small groups of students intensively, using their native language and English translations. RTI staff to progress monitor at risk students using DIBELS and EL instructional support staff. Paraprofessional to support EL population and parent communication through interpretations, translations, phone calls, making parent contact and processing of state and federal requirements

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Margret De La Cruz/ Reading, ELD instructional aide, primary language tutor	2000-2999: Classified Personnel Salaries	\$12,543.00	English Language Development	Using Common ELD Assessment data from McGraw Hill, students will be provided specific small group instruction to target need in reading and writingGoal setting based on ELA/ELD common assessments and 2017 SBAC ELA scoresAssist students in the development of communication skills and serves as an appropriate language model for ELD students. Assists teachers and English learners by tutoring individuals or small groups of students intensively, using their native language and English translations. RTI staff to progress monitor at risk students using DIBELS and EL instructional support staff. Paraprofessional to support EL population and parent communication through interpretations, translations, phone calls, making parent contact and processing of state and federal requirements
Provide on going PD and monitoring of D and C prompts and academic vocabulary to ensure all student needs are being met. subs to pay for teachers to attend training.	1000-1999: Certificated Personnel Salaries	\$3,500.00	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, academic and content vocabulary. Research has shown GATE students are under-identified who speak English as a second language.
Subs to pay for teachers to attend PD and 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	\$2,000.00	English Language Development	ELPD training for new teachers and CELDT assessment release time for teachers
Materials, books, folders, resources and supplies to support math intervention. Duplication	4000-4999: Books And Supplies	\$2,000.00	Mathematics	Tier 2 and 3Provide push in support classrooms of students who are at risk in math and need Tier 2 and Tier 3 intervention for students in grades 5-6.
Push in support for teachers EWA to pay classified	2000-2999: Classified Personnel Salaries	\$6,000.00	Mathematics	Tier 2 and 3Provide push in support classrooms of students who are at risk in math and need Tier 2 and Tier 3 intervention for students in grades 5-6.

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Lexi Subscription shared cost with LP Literacy Grant	5800: Professional/Consulting Services And Operating Expenditures	\$8,000.00	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 supportTiger Team bi-monthly meetings to pay for subs to analyze data consult, plan and meet with resource specialist and staff to develop strategies to meet the academic intervention needs of Tier 2 and Tier 3 students. Teachers to monitor students progress in reading, writing and language skills
Subs to cover one upper and one lower grade teacher to attend the meeting along with one roving sub to cover class so teachers may present their concerns of students who are not responding RTI to the Tiger Teams.	1000-1999: Certificated Personnel Salaries	\$4,000.00	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 supportTiger Team bi-monthly meetings to pay for subs to analyze data consult, plan and meet with resource specialist and staff to develop strategies to meet the academic intervention needs of Tier 2 and Tier 3 students. Teachers to monitor students progress in reading, writing and language skills
Release time for TK-2 teachers to F and P assess 3 times a year.	1000-1999: Certificated Personnel Salaries	\$5,250.00	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 supportTiger Team bi-monthly meetings to pay for subs to analyze data consult, plan and meet with resource specialist and staff to develop strategies to meet the academic intervention needs of Tier 2 and Tier 3 students. Teachers to monitor students progress in reading, writing and language skills
4 TF tutors to work in the morning hours to push into class to allow teacher time to differentiate instructions for at risk students 4 days a week 3 hours a day.	5000-5999: Services And Other Operating Expenditures	\$29,000.00	English Language Arts	Tier 2-3 SupportTeaching Fellows to push into the classroom to give teachers the opportunity to work in small groups with students performing below grade level during the school day.
Teachers to provide tutoring for students in ELA 26 weeks	1000-1999: Certificated Personnel Salaries	\$5,000.00	English Language Arts	Tier 2: Extended learning opportunities for students before, during, and after school who are below grade level in reading and writing in grades 1-6.
Support staff to assist in tutoring for students in ELA 26 weeks	2000-2999: Classified Personnel Salaries	\$2,000.00	English Language Arts	Tier 2: Extended learning opportunities for students before, during, and after school who are below grade level in reading and writing in grades 1-6.
Costs related to Professional development for teachers and staff	5000-5999: Services And Other Operating Expenditures	\$4,000.00	English Language Arts	Tier 2 PD for staff to support student learning in the area of goal setting and motivation. Staff will be provided with ongoing training in reading, writing instruction and assessment to ensure progress of student reading and writing

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Release time to pay for subs for teachers to attend PD.	1000-1999: Certificated Personnel Salaries	\$2,000.00	English Language Arts	Tier 2 PD for staff to support student learning in the area of goal setting and motivation. Staff will be provided with ongoing training in reading, writing instruction and assessment to ensure progress of student reading and writing
Substitutes for classroom teachers	1000-1999: Certificated Personnel Salaries	\$4,000.00	English Language Arts	Costs related for teachers to attend professional development or classroom observations. to assist in closing the student achievement gap.
Registration costs	5800: Professional/Consulting Services And Operating Expenditures	\$2,000.00	English Language Arts	Costs related for teachers to attend professional development or classroom observations. to assist in closing the student achievement gap.
Travel expenses	5800: Professional/Consulting Services And Operating Expenditures	\$2,000.00	English Language Arts	Costs related for teachers to attend professional development or classroom observations. to assist in closing the student achievement gap.
Cost related to expenses for staff to attend trainings. Subs and teacher time to observe other teachers	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. Informational, literature and leveled reading material and equipment 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 and TF in small group and classroom engagement strategies. Classified support to assist primary students (guided reading, small group instruction in ELA, differentiation, and teacher support to work to close the achievement gap.

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Instructional resources for teachers to support first best practice for all students	4000-4999: Books And Supplies	\$3,000.00	English Language Arts	Tier 1Professional 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.Informational, literature and leveled reading material and equipment 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 and TF in small group and classroom engagement strategies.Classified support to assist primary students (guided reading, small group instruction in ELA, differentiation, and teacher support to work to close the achievement gap.
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.	4000-4999: Books And Supplies	\$9,355.97	English Language Arts	Tier 1Professional 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.Informational, literature and leveled reading material and equipment 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 and TF in small group and classroom engagement strategies.Classified support to assist primary students (guided reading, small group instruction in ELA, differentiation, and teacher support to work to close the achievement gap.

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ELA materials to for small group and ELD instruction	4000-4999: Books And Supplies	\$5,000.00	English Language Arts	Tier 1Professional 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.Informational, literature and leveled reading material and equipment 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 and TF in small group and classroom engagement strategies.Classified support to assist primary students (guided reading, small group instruction in ELA, differentiation, and teacher support to work to close the achievement gap.
Instructional Aides for 5 kindergarten classes	2000-2999: Classified Personnel Salaries	\$24,000.00	English Language Arts	Tier 1Professional 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.Informational, literature and leveled reading material and equipment 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 and TF in small group and classroom engagement strategies.Classified support to assist primary students (guided reading, small group instruction in ELA, differentiation, and teacher support to work to close the achievement gap.
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 instructional reading support to teachers and paraprofessional staff from the Reading Specialist for students who are reading below grade level to close the achievement gap
IA to provide push in support for classrooms to allow teacher time to differentiate instructions for at risk students	2000-2999: Classified Personnel Salaries	\$9,700.00	English Language Arts	Tier 2-3 Provide instructional reading support to teachers and paraprofessional staff from the Reading Specialist for students who are reading below grade level to close the achievement gap

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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 instructional reading support to teachers and paraprofessional staff from the Reading Specialist for students who are reading below grade level to close the achievement gap
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	\$73,964.17	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 supportTiger Team bi-monthly meetings to pay for subs to analyze data consult, plan and meet with resource specialist and staff to develop strategies to meet the academic intervention needs of Tier 2 and Tier 3 students. Teachers to monitor students progress in reading, writing and language skills
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	\$2,000.00	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 supportTiger Team bi-monthly meetings to pay for subs to analyze data consult, plan and meet with resource specialist and staff to develop strategies to meet the academic intervention needs of Tier 2 and Tier 3 students. Teachers to monitor students progress in reading, writing and language skills
Brainpop subscriptions	5800: Professional/Consulting Services And Operating Expenditures	\$1,507.00	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 supportTiger Team bi-monthly meetings to pay for subs to analyze data consult, plan and meet with resource specialist and staff to develop strategies to meet the academic intervention needs of Tier 2 and Tier 3 students. Teachers to monitor students progress in reading, writing and language skills

Title I Part A: Allocation Total Expenditures: \$318,037.00

Title I Part A: Allocation Allocation Balance: \$0.00

Funding Source: Title I Parent Involvement

\$3,021.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Child care costs	2000-2999: Classified Personnel Salaries	\$200.00	Latino Literacy Project
Books to be provided to community for check out	4000-4999: Books And Supplies	\$821.00	Latino Literacy Project
Costs related FCOE to provide parent workshops	5800: Professional/Consulting Services And Operating Expenditures	\$2,000.00	Various Workshops through-out the year to increase parent involvement, such as Project Lean, Centro La Familia 15 week workshop and FCSS.
Title I Parent Involvement Total Expenditures:		\$3,021.00	
Title I Parent Involvement Allocation Balance:		\$0.00	
McKinley Elementary School Total Expenditures:		\$458,519.18	