School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	McKinley Elementary School
Address	4444 W. McKinley Ave. Fresno, CA 93722
County-District-School (CDS) Code	10-73965-6006944
Principal	Colette Bolger
District Name	Central Unified School District
SPSA Revision Date	10/9/18
Schoolsite Council (SSC) Approval Date	10/10/18
Local Board Approval Date	December 11, 2108

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

MISSION:
To Learn, To Lead, and Leave a Legacy.
VISION:
In partnership with parents and community, the vision of our school is to prepare leaders. At McKinley we recognize, honor and celebrate the leaders within us.

School Profile

McKinley Elementary School is unique in that it has a large Title 1/EL student population in Central Unified. McKinley Elementary focuses 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 the 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 holding 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 794 students: 65% are Hispanic/Latino; 7% are White; 8% are African-American; 14% are Asian/American; 1% are Filipino/American; 5% (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 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 2018 Parent Survey and the LCAP survey of parents, staff, and students show 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, STAR, and ST Math progress, all of which are aligned to grade level CCSS. Scores are in the district's data collection program that is updated regularly, and teachers and staff have access to for monitoring and making the correct instructional decisions for grouping and interventions for students not making adequate progress.

The McKinley staff is committed to empowering all students with the knowledge, regardless of primary language, natural abilities, or ethnicity. 87.7 % percent of our students come from families that are economically disadvantaged and have few educational resources at home to support learning. McKinley has 8.5% Special Needs students: 87.7% At-Risk/Title I students; 18% ELLs; 3% GATE students; and 2 Migrant students. The school's ELA academic focus is on reading comprehension and reading fluency through the dimensions of the CCSS Framework. The school focuses on teaching math through the 8 Standard Math Practices to promote critical thinking, conceptual understanding, and problem-solving in all content areas (STEAM).

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Meaningful engagement of parents, students, and other stakeholders including those representing all students is critical to process of writing a Single Plan for Student Achievement (SPSA). Central USD and McKinley continues to focus on increasing parent involvement in the input process. McKinley reaches out to stakeholders by flyers, marquee, text messages, community liaison, website.   Meeting evaluation forms and parent input forms are made available and completed by parent advisory committee members during SSC/ELAC meetings: after all parent workshops.

Stakeholders were informed of the input process for SPSA by phone calls, emails, text messages, flyers, and person to person. Stakeholder input sessions were held at the site on the following date. Feb. 8, 2018, August 28, 2018, and September 18, 2018

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Student**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
American Indian	0.3%	0.4%	0.24%	2	3	2
African American	10.1%	10.2%	9.76%	82	85	81
Asian	12.7%	12.7%	13.49%	103	106	112
Filipino	1.4%	1.0%	0.96%	11	8	8
Hispanic/Latino	66.1%	64.3%	65.06%	535	538	540
Pacific Islander	0.6%	0.7%	0%	5	6	0
White	6.3%	7.1%	6.75%	51	59	56
Multiple/No Response	2.6%	0.1%	0%	21	1	0
			Total Enrollment	810	837	830

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	2015-16	**2016-17**	**2017-18**
Kindergarten		136	137
Grade 1		129	105
Grade 2		104	122
Grade3		105	101
Grade 4		119	99
Grade 5		139	122
Grade 6		105	144
Grade 7			0
Grade 8			0
Grade 9			0
Grade 10			0
Grade 11			0
Grade 12			0
Total Enrollment		837	830

Conclusions based on this data:

1. Enrollment has remained consistent for the last two years.

2. | There is a drop of the number of 4 grade students.

3. | McKinley has a diverse student group enrollment

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
English Learners	197	131		24.3%	15.7%	
Fluent English Proficient	84	131		10.4%	15.7%	
Reclassified Fluent English Proficient		47		0.0%	23.9%	

Conclusions based on this data:

1. McKinley has had a decline of EL students in the last 3 years.

2. During the 2017-2018 had 112 students tested and 35% performed at level 4 and 35% at level 3, 21% at level 2 and 10% at level 1 on the ELPAC summative assessment.

3. The number of LTELS has increased from 10 to 25 with due to the new RFEP criteria.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	126	100	99	124	99	97	123	99	97	98.4	99	98
Grade 4	143	120	91	141	118	90	140	118	90	98.6	98.3	98.9
Grade 5	101	135	113	97	133	112	97	133	112	96	98.5	99.1
Grade 6	131	98	138	131	97	134	130	97	134	100	99	97.1
All Grades	501	453	441	493	447	433	490	447	433	98.4	98.7	98.2

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2391.	2399.	2418.	13	16.16	17.53	21	16.16	25.77	26	31.31	28.87	40	36.36	27.84
Grade 4	2415.	2445.	2453.	8	23.73	18.89	21	15.25	25.56	21	24.58	23.33	51	36.44	32.22
Grade 5	2435.	2471.	2479.	4	10.53	12.50	21	22.56	33.93	20	35.34	19.64	56	31.58	33.93
Grade 6	2477.	2479.	2507.	5	1.03	6.72	23	34.02	40.30	30	30.93	29.85	42	34.02	23.13
All Grades	N/A	N/A	N/A	8	13.20	13.16	21	21.70	32.33	24	30.65	25.64	47	34.45	28.87

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	11	16.16	17.53	43	38.38	50.52	46	45.45	31.96
Grade 4	9	16.95	22.22	38	52.54	50.00	53	30.51	27.78
Grade 5	3	8.27	16.07	35	51.88	44.64	62	39.85	39.29
Grade 6	5	7.22	8.21	47	51.55	51.49	48	41.24	40.30
All Grades	7	12.08	15.24	41	48.99	49.19	52	38.93	35.57

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	16	15.15	19.59	46	41.41	45.36	37	43.43	35.05
Grade 4	10	22.88	17.78	46	40.68	52.22	44	36.44	30.00
Grade 5	12	21.05	23.21	39	54.14	43.75	48	24.81	33.04
Grade 6	12	7.22	14.93	44	53.61	52.24	44	39.18	32.84
All Grades	13	17.23	18.71	44	47.65	48.50	43	35.12	32.79

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	9	16.16	19.59	65	63.64	62.89	26	20.20	17.53
Grade 4	6	13.56	18.89	64	52.54	60.00	30	33.90	21.11
Grade 5	4	5.26	15.18	59	66.92	58.93	37	27.82	25.89
Grade 6	5	4.12	6.72	67	69.07	76.87	28	26.80	16.42
All Grades	6	9.62	14.32	64	62.86	65.59	30	27.52	20.09

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	11	26.26	32.99	52	47.47	41.24	37	26.26	25.77
Grade 4	11	23.73	21.11	55	47.46	50.00	34	28.81	28.89
Grade 5	6	15.79	20.54	58	52.63	48.21	36	31.58	31.25
Grade 6	15	12.37	29.10	61	53.61	51.49	24	34.02	19.40
All Grades	11	19.46	26.10	56	50.34	48.04	32	30.20	25.87

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
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	126	100	99	124	99	97	122	99	97	98.4	99	98
Grade 4	143	120	91	140	119	90	140	119	90	97.9	99.2	98.9
Grade 5	101	135	113	97	133	112	97	133	112	96	98.5	99.1
Grade 6	131	98	138	131	97	135	129	97	135	100	99	97.8
All Grades	501	453	441	492	448	434	488	448	434	98.2	98.9	98.4

Overall Achievement for All Students											
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2401.	2417.	2417.	12	10.10	19.59	21	34.34	22.68	29	25.25	28.87	38	30.30	28.87
Grade 4	2434.	2438.	2453.	4	10.08	11.11	16	23.53	23.33	46	26.05	41.11	35	40.34	24.44
Grade 5	2423.	2444.	2455.	0	3.01	6.25	3	3.76	16.96	27	38.35	22.32	70	54.89	54.46
Grade 6	2442.	2460.	2493.	2	5.15	5.19	15	10.31	21.48	24	34.02	37.78	59	50.52	35.56
All Grades	N/A	N/A	N/A	5	6.92	9.91	14	17.19	20.97	32	31.25	32.49	49	44.64	36.64

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	25	31.31	31.96	25	31.31	31.96	50	37.37	36.08
Grade 4	9	19.33	18.89	36	28.57	37.78	56	52.10	43.33
Grade 5	1	4.51	10.71	18	21.05	25.00	81	74.44	64.29
Grade 6	5	6.19	10.37	27	28.87	35.56	67	64.95	54.07
All Grades	10	14.73	17.05	27	27.01	32.49	63	58.26	50.46

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	19	14.14	18.56	45	50.51	45.36	36	35.35	36.08
Grade 4	4	15.97	15.56	55	41.18	47.78	41	42.86	36.67
Grade 5	1	4.51	11.61	28	38.35	36.61	71	57.14	51.79
Grade 6	7	5.15	6.67	35	41.24	62.96	58	53.61	30.37
All Grades	8	9.82	12.44	42	42.41	49.08	50	47.77	38.48

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	15	18.18	22.68	54	59.60	45.36	31	22.22	31.96
Grade 4	7	17.65	18.89	52	40.34	41.11	41	42.02	40.00
Grade 5	2	2.26	7.14	29	47.37	43.75	69	50.38	49.11
Grade 6	3	6.19	11.11	57	42.27	54.07	40	51.55	34.81
All Grades	7	10.71	14.29	49	47.10	46.77	44	42.19	38.94

Communicating Reasoning
Demonstrating ability to support mathematical conclusions

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 mathmatical vocabulary to be able to communicate and demonstrate their understanding in writing.

School and Student Performance Data

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	**All Students Performance**	**Total Student Groups**	**Student Groups in Red/Orange**
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)	(orange)	7	3
English Learner Progress (1-12)	(green)	1	0
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)	(yellow)	6	1
Mathematics (3-8)	(yellow)	6	1

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. In ELA McKinley had a significant increase of student performance of 25.4 points and a significant increase of performance in mathematics by 17.7 points

2. Performance of EL students increased by 6.2%

3. The suspension rate of students in the Fall of 2017 increased for 3 of the 7 student groups by 1.5% and for African American students there was a significant decrease of -1.5% and students with disabilities decreased significantly by -2.1%

School and Student Performance Data

Status and Change Report
Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	**Student Performance**	**Number of Students**	**Status**	**Change**
Suspension Rate		934	High 4.8%	Increased +0.7%

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	**Student Performance**	**Number of Students**	**Status**	**Change**
All Students		934	High 4.8%	Increased +0.7%
English Learners		149	Medium 2%	Increased +0.4%
Foster Youth		13	Very High 15.4%	Increased Significantly +8.2%
Socioeconomically Disadvantaged		771	High 5.7%	Increased +1.3%
Students with Disabilities		102	Very High 6.9%	Declined Significantly -2.1%
African American		105	Very High 6.7%	Declined Significantly -1.5%
American Indian		3	*	*
Asian		112	Low 0.9%	Maintained 0%
Filipino		8	*	*
Hispanic		601	High 6%	Increased +1.5%
Pacific Islander		6	*	*
Two or More Races		31	High 3.2%	Increased Significantly +3.2%
White		68	Very Low 0%	Declined Significantly -3.5%

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. According to our records for the number of Foster Youth registered at our school for 2017-2018 was 5 not 13.

2. The suspension rate of students in the Fall of 2017 for all students by 0.7% and there was an increased for 4 of the 7 student groups. (socioeconomic, Hispanic, EL learners, and two or more races)

3. The suspension rate of students in the Fall of 2017 showed a decline for 3 of the 7 student groups (African American, students with disabilities, and white)

School and Student Performance Data

Status and Change Report
English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	**Student Performance**	**Number of Students**	**Status**	**Change**
English Learner	⬤	140	High 77.1%	Increased +6.2%

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	**Students Performance**	**Status**	**Change**
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)	⬤	Medium 2%	Increased +0.4%
English Learner Progress (1-12)	⬤	High 77.1%	Increased +6.2%
College/Career (9-12)	N/A		N/A
English Language Arts (3-8)	⬤	Low 30.9 points below level 3	Increased Significantly +25.4 points
Mathematics (3-8)	⬤	Low 54.6 points below level 3	Increased Significantly +17.7 points

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: ⬤ Red (Lowest Performance) ⬤ Orange ⬤ Yellow ⬤ Green ⬤ Blue (Highest Performance)

Conclusions based on this data:

1. The performance of McKinley English Learners Increased 6.2% on the SBAC

2. The number of students making growth on the ELA SBAC increased significantly for all students by 25.4 points

3. The number of EL students suspended increased .4%.

School and Student Performance Data

Status and Change Report
English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Status and Change Report				
State Indicators	**Student Performance**	**Number of Students**	**Status**	**Change**
English Language Arts (3-8)		424	Low 32.9 points below level 3	Increased Significantly +19.9 points

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Report				
Student Group	**Student Performance**	**Number of Students**	**Status**	**Change**
All Students		424	Low 32.9 points below level 3	Increased Significantly +19.9 points
English Learners		122	Low 30.9 points below level 3	Increased Significantly +25.4 points
Foster Youth		1	*	*
Socioeconomically Disadvantaged		353	Low 38.6 points below level 3	Increased Significantly +20.2 points
Students with Disabilities		36	Very Low 94.7 points below level 3	Increased Significantly +26.8 points
African American		41	Low 50.6 points below level 3	Increased Significantly +22.8 points
Asian		53	Medium 1.1 points below level 3	Increased Significantly +33.3 points
Filipino		3	*	*
Hispanic		280	Low 44.5 points below level 3	Increased +14.4 points
Pacific Islander		2	*	*

Fall 2017 English Language Arts Report				
Student Group	**Student Performance**	**Number of Students**	**Status**	**Change**
Two or More Races		13	High 10 points above level 3	Increased +6.2 points
White		32	High 10.9 points above level 3	Increased Significantly +36.5 points

Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 EL Additional Assessment Data			
State Indicators	**Number of Students**	**Status**	**Change**
EL - Reclassified Only	95	Low 5.7 points below level 3	Increased Significantly +18.3 points
EL - English Learner Only	27	Very Low 119.4 points below level 3	Declined Significantly -29.9 points
English Only	279	Low 36.7 points below level 3	Increased Significantly +18.5 points

ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	**Number of Students**	**Level 1**	**Level 2**	**Level 3**
English Language Arts (3-8)	15	6.7%	60%	33.3%

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance)   Orange   Yellow   Green   Blue (Highest Performance)

Conclusions based on this data:

1. All student groups at McKinley increased significantly their performance in ELA . McKinley has made a 8-10% growth each year in ELA for the last two years.

2. McKinley students are 32.9 points below the level 3 on the California State Assessment.

3. There is a need to identify the 27 EL students to address their specific need specific ELD/ELA instruction need.

School and Student Performance Data

Status and Change Report
Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Status and Change Report				
State Indicators	**Student Performance**	**Number of Students**	**Status**	**Change**
Mathematics (3-8)		424	Low 59.7 points below level 3	Increased +12.6 points

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Report				
Student Group	**Student Performance**	**Number of Students**	**Status**	**Change**
All Students		424	Low 59.7 points below level 3	Increased +12.6 points
English Learners		122	Low 54.6 points below level 3	Increased Significantly +17.7 points
Foster Youth		1	*	*
Socioeconomically Disadvantaged		353	Low 63.7 points below level 3	Increased +13.1 points
Students with Disabilities		36	Very Low 107.6 points below level 3	Increased Significantly +31.6 points
African American		41	Low 74.8 points below level 3	Increased Significantly +19.9 points
Asian		53	Low 38.5 points below level 3	Increased +12 points
Filipino		3	*	*
Hispanic		280	Low 66.4 points below level 3	Increased +9.9 points
Pacific Islander		2	*	*
Two or More Races		13	Low 59.9 points below level 3	Increased +3.7 points
White		32	Medium 24.8 points below level 3	Increased Significantly +20.7 points

Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	**Number of Students**	**Status**	**Change**
EL - Reclassified Only	95	Low 37 points below level 3	Declined -4.1 points
EL - English Learner Only	27	Very Low 116.6 points below level 3	Declined -3.2 points
English Only	279	Low 63.3 points below level 3	Increased +12.5 points

Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	**Number of Students**	**Level 1**	**Level 2**	**Level 3**
Mathematics (3-8)	15	20%	73.3%	6.7%

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. All student groups increased or had a significant increase in math performance

2. McKinley students need to gain 59.7 points to reach level 3.

3. Students have been increasing math performance for the last 2 years on a rate of 6-9% each year.

School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	**Chronic Absenteeism**	**Suspension Rate**	**English Learner Progress**	**Graduation Rate**	**English Language Arts**	**Mathematics**	**College/ Career**
All Students		🟠	🟢		🟡	🟡	
English Learners		🟠			🟡	🟡	
Foster Youth							
Homeless							
Socioeconomically Disadvantaged		🟠			🟡	🟡	
Students with Disabilities		🟡			🟠	🟠	
African American		🟡			🟡	🟡	
American Indian							
Asian		🟢			🟢	🟡	
Filipino							
Hispanic		🟠			🟡	🟡	
Pacific Islander							
Two or More Races							
White		🔵					

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: 🔴 Red (Lowest Performance) 🟠 Orange 🟡 Yellow 🟢 Green 🔵 Blue (Highest Performance)

Conclusions based on this data:

1. English Learner group had significant improvement.

2. Asian student group were made green progress in ELA and Math. Asian student group also had the most growth in ELA.

Goals, Strategies, & Proposed Expenditures

Goal 1

Every student meets or exceeds grade level core standards and is prepared for college, career, and community

Basis for this Goal

- Central USD's overall scores for our students in grades 3-8 and 11 indicate that 39% of students are meeting or exceeding standard in ELA and 26% are meeting or exceeding standards in Mathematics. McKinley' had 10% growth in ELA with 45% of the students meeting or exceeding standards. McKinley had a 8% increase from the previous year in Mathematics with 31% of students meeting or exceeding standards.
- Early literacy results for first grade students based on Fountas and Pinnell Benchmark Assessment System indicate that from March 2016 to March 2107 there is no measurable improvement (63% meeting or exceeding F & P standards.) McKinley's overall early literacy results are 63.1% for TK-2 grades. (K- 65.8%, 1- 56.9%, 2- 62.1%)

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
SBAC English Language Arts (ELA) Distance From Met (DFM) Spring 2018 SBAC Math DFM Spring 2018 Fountas and Pinnell (F & P) "On Track" Spring 2018	ELA, DFM -32.9 Math, DFM -59.7 F & P "On Track"% K- 65.8 % 1- 56.9% 2-62.1%	By June of 2019: The number of students scoring, meets and exceeds standards will increase by 7 points as measured by SBAC ELA assessments (DFM -25.9) The number of students scoring, meets and exceeds standards will increase by 10 points as measured by SBAC ELA assessments (DFM -49.7) The percent of student in grades K-2 who Meet or Exceed in reading expectation from Fountas & Pinnell will increase to 70% K- +4.2% 1- +13.1% 2- +7.9%

Planned Strategies/Activities

Strategy/Activity 1

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 1-2 times throughout the year. Admin to participate in co-planning and co-teaching in grades K-6 writing, inquiry, guided reading, small group instruction, and lesson study in Mathematics

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, EL, differentiation, and teacher support to work to close the achievement gap.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2018-June 2019

Person(s) Responsible

Principal, GIA, ISC, Teachers, support staff

Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Cost related to expenses for staff to attend trainings. Subs and teacher time to observe other teachers, planning, goal setting.

Amount	4500
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Instructional resources for teachers to support first best practice for all students 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.

Amount	908.45
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	ELA materials to for small group and ELD instruction,

Strategy/Activity 2

McKinley will improve student achievement in mathematics by 5% as measured by the Smarter Balanced Assessment.
Tier 1
Teachers to instruct using diagnostic pre-built assessments and constructive lessons designed around the 8 Math Practices that are designed to teach critical thinking, problem-solving and 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 every day 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 lessons 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 lesson study and co-plan/ co-teach during the school year.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018-June 2019

Person(s) Responsible

Principal, ISC,   teachers,

Proposed Expenditures for this Strategy/Activity

Amount	5,000
Source	Title I Part A: Allocation
Budget Reference	5700-5799: Transfers Of Direct Costs
Description	Duplication supplemental materials (not from District core adopted curriculum) for F & P assessments, common assessments to diagnose needs for all students.

Amount	750
Source	Title I Part A: Allocation
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Mystery Science membership

Amount	15,229.63
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Tier 2 and 3 extended learning opportunities, before, during and after school in math and ELA to provide support/tutoring for students who are at-risk in math and ELA.

Amount	500
Source	Title I Part A: Allocation
Budget Reference	5000-5999: Services And Other Operating Expenditures

Description	Registration for teachers to attend math training at CSUF

Strategy/Activity 3

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

Students to be Served by this Strategy/Activity

All students who are performing 1-2 years below grade level in reading and writing.

Timeline

August 2018-June 2019

Person(s) Responsible

Annie Plumlee, Reading Specialist/ELD teacher with Masters in Reading and Melissa Penner, iSchool Reading Intervention teacher and Credentialed Reading Specialist, Principal, GIA

Proposed Expenditures for this Strategy/Activity

Amount	66,249.72
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	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 STAR.

Amount	3000
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Supplies for classrooms and students to facilitate student learning to close the students experiential gap.

Amount	2396
Source	Title I Part A: Allocation
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Brainpop subscriptions

Amount	3,000

Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	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 once a month
Amount	5,460
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Release time for TK-2 teachers to F and P assess 3 times a year.

Strategy/Activity 4

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.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018-May 2019

Person(s) Responsible

Admin, Reading Specialist, Teaching Fellows, Teachers,

Proposed Expenditures for this Strategy/Activity

Amount	47,000
Source	Title I Part A: Allocation
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	5 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.

Strategy/Activity 5

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.

Students to be Served by this Strategy/Activity

All Students

Timeline

September 2018-2019

Person(s) Responsible

Admin, Teachers, Reading Specialist

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	Title I Part A: Allocation
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Support staff to assist in tutoring for students in ELA 26 weeks

Strategy/Activity 6

Tier 2 professional development for staff both from within and outside the District to support student learning in the area of ELA, Math, ELD, and goal setting . Staff will be provided with ongoing training in reading, writing instruction and assessment to ensure progress of student reading and writing.

Students to be Served by this Strategy/Activity

All Students

Timeline

September 2018-2019

Person(s) Responsible

Admin, Reading Specialist, teachers, and staff

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Costs related to Professional development for teachers and staff
Amount	2027.37
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Subs for teachers to attend PD.

Strategy/Activity 7

Costs related for teachers to attend professional development or classroom observations to assist in closing the student achievement gap.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018-2019

Person(s) Responsible

Admin, teachers

Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitutes for classroom teachers

Amount	500
Source	Title I Part A: Allocation
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Registration costs

Amount	1000
Source	Title I Part A: Allocation
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Travel expenses

Strategy/Activity 8

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.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018-June 2019

Person(s) Responsible

Teachers, Admin, Library Tech Aide

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 9

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

Students to be Served by this Strategy/Activity

All Students

Timeline

Dec 2018 and May 2019

Person(s) Responsible

Admin, ISC, Teachers

Proposed Expenditures for this Strategy/Activity

Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	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

Strategy/Activity 10

Instructional aides for TK and Kindergarten classrooms

Students to be Served by this Strategy/Activity

TK-Kindergarten students

Timeline

August 2018-January 2019

Person(s) Responsible

Administration Teachers

Proposed Expenditures for this Strategy/Activity

Amount	40,728
Source	Title I Part A: Allocation
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Support staff for push in services in TK and Kindergarten for 3 hours each day to support in both ELA and Math

Strategy/Activity 11

Tier 1 and Tier 2 To purchase and renew subscriptions for software in ELA and Math to extend learning opportunities for grades K-6

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018-2019

Person(s) Responsible

Administration, Tech Aide, ISC

Proposed Expenditures for this Strategy/Activity

Amount	9000
Source	Title I Part A: Allocation
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Subscriptions for software ST Math, AR, ESGI

Strategy/Activity 12

Equipment for classrooms and students to learn 21 century skills for communication and innovation, collaboration and critical thinking. 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 includes technological instructional devices.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018-June 2019

Person(s) Responsible

Admin, teachers, ISC

Proposed Expenditures for this Strategy/Activity

Amount	4000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Provide technology for instruction in the way of computers, printers, smart-panels, cameras, recording devices, elmos, and headphones for the purpose of improving instruction, research, and project-based learning to close the experiential gap.

Goals, Strategies, & Proposed Expenditures

Goal 2

Connect every student to school by providing equity of access to educational opportunities and creating an environment conducive to learning for all students.

Basis for this Goal

Central USD needs to continue to increase student engagement/attendance and reduce suspension/expulsion and dropout rates. 2015-16 district attendance rate is 95.3%, with no significant increase or decrease from the previous year's rate. Chronic absenteeism rate was 13.43% in 2016-17. The suspension rate is 5.6% (2015-16) and expulsion rate is .3% (also 2015-16). McKinley had an average of 94% for attendance and the goal for 2018-2019 is 96% for the end of the first semester and 98% for the end of the second semester. McKinley is currently in the third of implementing The Leader in Me and is focused on empowering instruction and creating a culture of positivity. The daily rate of referrals from 2016-2017 to 2017-2018 school year decreased 3.6.Fall 2017 suspension rate was 4.8%. California Dashboard and Dataquest indicate a suspension rate of 4.8%, expulsion rate of 0.32%, and chronic absenteeism of 11.8%. 2017-18 attendance rate was 95.44%

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension Rate Expulsion Rate Attendance Rate Chronic Absenteeism	2017-18 Data from DataQuest and CA Dashboard Suspension Rate- 4.8% Expulsion Rate- 0.32% Attendance Rate- 95.44% Chronic Absenteeism- 11.8%	By June of 2019: Suspension Rate will decrease by 0.5% (to 4.3%) Expulsion Rate will decrease by 0.1% (.0.22%) Attendance Rate will increase to 97% or higher (increase by 1.56%) Chronic Absenteeism will decrease by 1% (to 10.8%)

Planned Strategies/Activities

Strategy/Activity 1

Student leadership groups to plan 7 Habits assemblies, lessons, and provide peer mediation, perform leadership roles, and community service projects.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018-June 2019

Person(s) Responsible

Principal, GIA, ISC, Instructional Aides, PRIDE Academy Teacher

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teachers to provide peer mediating training for students

Amount	1000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Purchase materials, manipulative, technology, licenses,subscriptions, and/or software and supplies to support student learning and close the achievement and experiential gap.

Strategy/Activity 2

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.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018-June 2019

Person(s) Responsible

Admin, teachers, ISC

Proposed Expenditures for this Strategy/Activity

Amount	11260.70
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	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.

Strategy/Activity 3

Monthly meetings for PBIS Lighthouse teams reviewed and analyzed behavior data; we planned 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.

Students to be Served by this Strategy/Activity

All Students

Timeline

September 2018- June 2019

Person(s) Responsible

Admin, teachers, Lighthouse team, Leadership Team

Proposed Expenditures for this Strategy/Activity

Amount	6,783.75
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Subs to cover 1/2 day for teachers to meet and review tier 2 and tier 3 intervention strategies and school culture. Expenses related to school culutue and staff training.
Amount	6150
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Coaching for staff and subscription of online for Leader in Me

Strategy/Activity 4

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.

Students to be Served by this Strategy/Activity

All Students

Timeline

September 2018- June 2019

Person(s) Responsible

Admin, PBIS Coach, School Psych, and Lighthouse Team

Proposed Expenditures for this Strategy/Activity

Amount	8000
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	EWA PBIS student support during unstructured time for Tier 2 and Tier 3 students on
Amount	3987.19

Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Equipment for students to use for structured support activities
Amount	12,100
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	PRIDE Intervention Teacher
Amount	12632
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	PRIDE Intervention Teacher

Goals, Strategies, & Proposed Expenditures

Goal 3

Engage families in system-wide programs assuring students/families access to support for academic, social/emotional and physical well-being.

Basis for this Goal

Central USD and McKinley will continue to engage families in educational programs to support student well-being and academic success. Central USD has a full time Parent Involvement Coordinator, Community Liaisons-Bilingual, and Family Outreach Liaisons to assist with this goal.The district and McKinley will continue providing quality parent education based on parent interest and need. McKinley will encourage parent participation in providing input and being a part of the decision making process. At McKinley parent involvement consists of Centro de la Familia with approximately 15 parents attending. The Latino Literacy Project has about 8-10 parents attending each week. In addition, we are providing a book study for parents on Saturdays during Saturday Schools.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Number of Parent meetings/trainings/workshops Number of Parents participating in Parent meetings/trainings/workshops % of LCAP Parent Survey Responses that 'agree' or 'usually agree' that: 1) "There are ways to be involved at my child's school" 2) "The school is a safe place where bullying and disrespect are not tolerated	2017-18 Number of Parent meetings/trainings/workshops Number of Parents participating in Parent meetings/trainings/workshops % of LCAP Parent Survey Responses that 'agree' or 'usually agree' that: 1) "There are ways to be involved at my child's school" 97.7% 2) "The school is a safe place where bullying and disrespect are not tolerated" 76.1%	By June of 2019 : Number of Parent meetings/trainings/workshops will increase Number of Parents participating in Parent meetings/trainings/workshops will increase % of LCAP Parent Survey Responses that 'agree' or 'usually agree' that: 1) "There are ways to be involved at my child's school" will increase to 95% 2) "The school is a safe place where bullying and disrespect are not tolerated" will increase to 81.1%

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

All Students

Timeline

Aug. 2018- June 2019

Person(s) Responsible

School Nurse
Health Aide
Admin

Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Provide safety material, caution tape, signs, cones, radios, batteries

Amount	600
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Health office supplies

Strategy/Activity 2

Various Workshops through-out the year to increase parent involvement, such as Project Lean, Centro La Familia and parent workshops with outside vendors

Students to be Served by this Strategy/Activity

All Students

Timeline

September 2018-June 2019

Person(s) Responsible

Learning Partners director, and community liaison, Principal, GIA, ISC,

Proposed Expenditures for this Strategy/Activity

Amount	2123
Source	21st Family Literacy Grant
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	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.

Amount	500
Source	Title I Parent Involvement
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified staff to provide day care for family workshops

Amount	1404
Source	Title I Parent Involvement
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Cost related to provide parent workshops

Strategy/Activity 3

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

Students to be Served by this Strategy/Activity

All

Timeline

August 2018-June 2019

Person(s) Responsible

Teachers, Admin, PTA

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Materials to provide multiple opportunities for families to come together to share in their child's school life and network with other families.

Amount	1000
Source	21st Family Literacy Grant
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified staff to help facilitate parent workshops with leadership students

Amount	2000
Source	21st Family Literacy Grant
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	EWA to pay teachers for parent engagement nights

Amount	9391

Source	21st Family Literacy Grant
Budget Reference	4000-4999: Books And Supplies
Description	Projector to use in the cafeteria to use for parent engagement activities

Strategy/Activity 4

7 Habits of Highly Effective Families Book Study

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018- June 2019

Person(s) Responsible

Admin, community liaison Learning Partners

Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	21st Family Literacy Grant
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Costs related to book study

Amount	1,000
Source	21st Family Literacy Grant
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teachers to lead workshops

Amount	1,000
Source	21st Family Literacy Grant
Budget Reference	5700-5799: Transfers Of Direct Costs
Description	Refreshments for parent workshop

Strategy/Activity 5

Latino Literacy Project

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018-June 2019

Person(s) Responsible

Admin, Community Liaison, classified staff

Proposed Expenditures for this Strategy/Activity

Amount	923
Source	Title I Parent Involvement
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Refreshments for workshop attendees

Amount	500
Source	21st Family Literacy Grant
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Childcare cost

Amount	50
Source	Title I Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Binder and supplies for parent projects

Strategy/Activity 6

Conduct quarterly grade level parent literacy information meeting to discuss and teach parents about how the can teach, thinking, listening, speaking, reading and writing

Students to be Served by this Strategy/Activity

All Students

Timeline

Nov 2018-June 2019

Person(s) Responsible

Admin, teachers, reading specialist

Proposed Expenditures for this Strategy/Activity

Amount	700
Source	21st Family Literacy Grant
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies needed for parent training.

Amount	300
Source	21st Family Literacy Grant
Budget Reference	2000-2999: Classified Personnel Salaries

Description

Translation and interpretation services for parent involvement activities

Goals, Strategies, & Proposed Expenditures

Goal 4

Assure 1 year of growth in language acquisition for every EL student.

Basis for this Goal

Not all Central USD English Learners (ELs) are currently making yearly progress in acquiring English proficiency. Data from the CA Dashboard indicates that the district performance indicator for EL Progress is high (green) overall.Of the 22 schools in our district 4 of the schools are either rated in the low (orange) or very low (red) level for EL Progress. One school is rated medium (yellow) and 11 schools are rated high or very high (green or blue.) Schools not represented on the dashboard do not have enough English Learners (ELs) to comprise a cohort for reporting.

There is a need to develop teacher knowledge of the ELA/ELD Framework and how to use new materials to meet the needs of English Learners so that we can reduce the creation of long-term English learners. Central USD has 7.4% LTELs (6+ years) and 5.1% At Risk for LTEL (4-5 years). Both rates are below the state and county average, but there is still a need for improvement. At McKinley, English learners had a significant increase of 17.7 points in math and a significant increase of 25.4 points in ELA. 8% of ELs met or exceeded standards in ELA on SBAC in 2018 compared to 49% of non-EL students. This data indicates an achievement gap of 42%

At McKinley the current English Learner Progress Indicator is at 75.71% with a 6.02%, putting our school site in the high (green) rating overall.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CA Dashboard English Learner Progress Indicator (ELPI)	2017-18 ELPI 75.71%	By June of 2019: ELPI will be no less than 70.9%
CA Dashboard EL SBAC ELA DFM	2017-18 DFM -30.9	By June of 2019: The number of EL students scoring 'meets or exceeds' standard will increase by 7 points as measured by SBAC ELA (DFM --23.9)

Planned Strategies/Activities

Strategy/Activity 1

Using common assessment data from McGraw-Hill, students will be provided with specific small group instruction to target need in reading and writing.
Goal setting based on ELA/ELD common assessments and 2018 SBAC scores.
Assist students in the development of communication skills and serves an appropriate language model for ELD students. Assists teachers and English learners by tutoring individuals for small groups of students intensively, by using their native languages and translations.
RTI staff to progress monitor at risks students using ELD assessments and instructional support staff.
Paraprofessional to support EL population and parent communication through interpretations, translations, parent phone calls and processing of state and federal requirements.

Students to be Served by this Strategy/Activity

EL Students and at risk students

Timeline

August 2018- June 2019

Person(s) Responsible

Classroom teachers, ISC, Admin, EL Aides

Proposed Expenditures for this Strategy/Activity

Amount	15874.83
Source	Title I Part A: Allocation
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Olga Gonzalez, reading and ELD instructional aide and primary language tutor

Amount	14870.36
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Janice Bernal para professional to support EL population and communication with communication and parents

Amount	12543.
Source	Title I Part A: Allocation
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Margaret Delacruz, reading and ELD instructional aide and primary language tutor

Strategy/Activity 2

Provide equitable access to English Learners in core instruction to accurately identify and serve EL GATE students with the use of academic and content vocabulary.

Students to be Served by this Strategy/Activity

EL Students

Timeline

September 2018- June 2019

Person(s) Responsible

Admin, ISC

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

EL PD training for new teachers and ELPAC assessment release time for teachers

Students to be Served by this Strategy/Activity

EL Students

Timeline

Sept. 2018-June 2019

Person(s) Responsible

Admin, Classroom teachers, ISC

Proposed Expenditures for this Strategy/Activity

Amount	4,000
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	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

Strategy/Activity 4

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.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018- June 2019

Person(s) Responsible

ELD teacher

Proposed Expenditures for this Strategy/Activity

Amount	42,356.37
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	ELD teacher Annie Plumlee

Strategy/Activity 5

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.

Students to be Served by this Strategy/Activity

EL students

Timeline

August 2018 -June 2019

Person(s) Responsible

Admin, Community Liaison

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	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.

Strategy/Activity 6

Resources needed to support EL students both within and out of the classroom. Renew subscriptions and purchase books for library, technology, chromebooks, projectors, to close the achievement gap.

Students to be Served by this Strategy/Activity

All Students

Timeline

Oct. 2018-June 2019

Person(s) Responsible

Library Media Tech, Admin

Proposed Expenditures for this Strategy/Activity

Amount	1621.20
Source	LCFF-SLIP
Budget Reference	4000-4999: Books And Supplies
Description	Books and supplies for library

Strategy/Activity 7

Awards for students who become proficient in ELA and for EL reclassification

Students to be Served by this Strategy/Activity

EL Students

Timeline

Sept. 2018- June 2019

Person(s) Responsible

Classroom teachers, Admin, ISC

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Recognition, certificates, awards, for achievement with ELPAC for meeting AR and ST goals and success on local assessments.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SBAC F and P BM Assessments Intervention Data	All students will demonstrate at least one year of growth in reading and writing proficiency as measured by state and local measures.	F & P Data Students on Track: 2017-2018 Grade March June District Average TK 54% 87% 60% Kinder 51% 66% 63% 1st 36% 57% 59% 2nd 53% 61% 68% ELA Benchmark Data: 2017-2018 Grade B.O.Y. March June % of Growth 1st 41% 88% 97% 56% 2nd 10%` 40% 55% 45% SBAC DATA: % of Students Meeting or Exceeding 2016 2017 2018 Overall 29% 35% 45% 3rd Grade 34% 33% 44% 4th Grade 28% 39% 45% 5th Grade 25% 33% 47% 6th Grade 28% 35% 47% Reading Intervention: 93 students 1st - 4th grade students received intervention services 1st grade- 31 students (In 1st grade, a years growth = moving 6 levels) 18 students grew 4 or more levels (58%) 9 students grew 1-3 levels (29%)

Metric/Indicator	Expected Outcomes	Actual Outcomes
		3 students qualified for Special Ed Services and grew at least 1 level (10%) 1 student moved 2nd grade - 22 students 15 students grew 4 or more levels (in grades 2-8, a years growth = moving 3 levels) 5 students grew 1-3 levels 1 students qualified for SPED 1 student moved 3rd grade - 16 students 1 student grew 4 or more levels 12 students grew 1-3 levels 2 students moved 1 student qualified for SPED 4th grade - 19 students 7 students grew 4+ levels 11 students grew 1-3 levels 1 student moved

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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	Co-planned and Co-taught close reading strategies using the Notice and Note signposts and anchor charts aligned to CCSS and Wonders. Built teachers capacity for upper grade teachers by co-plan and co-teach guided reading and small group instruction. Co-planned - Co-taught Close Reading strategies for 3rd and 4th grades Based on needs of the staff instructional resources were ordered. Replacement computers, projectors, bulbs, elmos, headphones, were ordered to provide equity in all classrooms. toner,	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	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 1800
		Instructional resources for teachers to support first best practice for all students 4000-4999: Books And Supplies Title I Part A: Allocation 3000	Instructional resources for teachers to support first best practice for all students: Hienman, Scholastic 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 puchase of computers, projectors, elmos. 4000-4999: Books And Supplies Title I Part A: Allocation 9,123.56

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
and experiential gap for students for reading instruction. Tier 2 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.	Tier 2 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. Early Literacy materials for TK and K	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	ELA materials to for small group and ELD instruction purchase of ELD guides and Notice Note books for staff 4000-4999: Books And Supplies LCFF 2500
		Instructional Aides for 5 kindergarten classes 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 24,000	Instructional Aides for 5 kindergarten classes 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 28,108.58
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	Teaching Fellows 4 days a week (M-Th), three hours a day. Support is designated outside of core time and while teacher pulls back for small group instruction Push-in support grades 5 and 6 classrooms utilizing IA while teacher pull back students for small group instruction (didn't start until late April).	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	PD training and planning to strategize best practices with a focus on reading and writing instruction in content areas and subs for teach 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	Approval was give for certificated sub to provide push in in lieu of classified support for classroom to allow teachers time to differentiate instruction for at risk students. 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 5000
		Duplication supplemental materials (not from District core	Duplication supplemental materials (not from District core

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		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	adopted curriculum) for DIBELS, F & P assessments, common assessments to diagnose needs for all students. 5700-5799: Transfers Of Direct Costs LCFF 3500
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	Annie Plumlee provides reading intervention support for students in K-4 who are 1.5 years below grade level. Reading Intervention Specialist serviced Tier 2+/3 1st - 4th grade students 5 days a week 8:30- 3:30 along with two instructional aides/primary language tutors 5 days a week 9:00 - 12:00. The tiger team was able to meet bi monthly starting in the month of October. The team was able to restructure the referral process for students who were not responding to in class accommodations. The team helped to develop times lines and procedure with a flow chart of how to refer a student to the team. A roving sub was ordered so teachers could bring their concern about the student to team . The team would work collaboratively to develop goals, progress monitoring, and next steps. As a result there was a reduction of the number of students being referred for assessment for SPED.	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 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 11995 Lexi Subscription shared cost with LP Literacy Grant * 5800: Professional/Consulting	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 73,903.64 Supplies for classrooms and for guided reading groups. 4000-4999: Books And Supplies Title I Part A: Allocation 1471. Brainpop subscriptions 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Allocation 1507.99 Lexi Subscription shared cost with LP Literacy Grant * 5800: Professional/Consulting Services And Operating Expenditures 21st Family Literacy Grant 11995 Lexia Subscription Shared cost with LP Literacy Grant 5800: Professional/Consulting

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	Restructure of SST process Twice a month Tiger Team Meetings The renewal of the Lexia subscription was a resource for teachers to use for students who were lacking in skills in reading. Teachers utilized the program daily. Teachers to monitor students progress in reading, writing and language skills	Services And Operating Expenditures Title I Part A: Allocation 3405	Services And Operating Expenditures Title I Part A: Allocation 4100
		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	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 4000
		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	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 4870
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.	Teaching Fellows were provided for all classes in grades 1-4. The 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.	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	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 20055.38
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.	Deployment of 1st and 2nd grade students for additional ELA support based on student need. 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. Lexia extended support for students K-6 while teachers pull for small	Teachers to provide tutoring for students in ELA 26 weeks 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 5,000	Teachers to provide tutoring for students 1000-1999: Certificated Personnel Salaries Title I Parent Involvement 8565
		Support staff to assist in tutoring for students in ELA 26 weeks 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 2,000	Support staff to assist in tutoring students 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 2500

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	group Tier 2 instructional support After school tutoring for 1st grade in reading: F and P reading support for students below level D 3 times a week		
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	Teachers went to observe peers at site and at other sites to build their capacity of teaching ELA. 6 new teachers some year one some year two need to observe other teachers for induction and to develop as a teacher.	Costs related to Professional development for teachers and staff 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 4000	1000-1999: Certificated Personnel Salaries 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	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.	Co-plan and Co-teach close reading strategies using the Notice and Note signposts and anchor charts aligned to CCSS and Wonders. Several teachers attended various workshops at FCOE based on their need for their classroom. Travel expenses to attend workshops and expenses for trainer to come to the site to teach staff how to create, maintain, and progress monitor the site goals and student WIGS.	Substitutes for classroom teachers 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 4000	Substitutes for classroom teachers 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 3000
		Registration costs 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Allocation 2000	Registration for FCOE PD 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	travel expenses to attend workshops and expenses for trainer to come to the site 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Allocation 2000
To continue our culture of literacy, students will continue to set AR WIGs (Wildly Important Goals) . Awards and student	To continue our culture of literacy, students will continue to set AR WIGs (Wildly Important Goals) . Awards and student	Awards for Accelerated Reader WIGS achievement 4000-4999: Books And Supplies LCFF 1250	binders, dividers, AR awards 4000-4999: Books And Supplies LCFF 1250

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
recognition will be earned through students efforts.	recognition will be earned through students efforts. Students did goal setting and use for student led conferences. Students were provided with a binder or folder with dividers to create Leadership Notebooks to record their data.		
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	Planning days for staff develop lessons and plan using Learning Outcomes and Success Criteria connected to Visible Learning. Teachers used PLC time and extended principal days to plan. Release time for curriculum mapping was discouraged. Subs were not needed 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	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	Teachers used PLC time and extended principal days to plan. Release time for curriculum mapping was discouraged. Subs were not needed 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 0

Analysis

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

Tier 1 -
Release time was provided for teachers to meet as a team to work collaboratively to align the newly adopted Wonders curriculum to close reading strategies of Notice and Note signposts and create anchor charts aligned to Common Core Standards and Wonders. In addition, upper-grade teachers were provided time to observe, plan and co-teach small group instruction with the Instructional Support Coach and principal. Educational Services staff provided teachers with support in how to design integrated ELD lessons. In addition to the release time, dedicated principal meeting time was designed to focus on learning outcomes and success criteria for CCSS that aligned with Wonders. Teachers worked collaboratively to analyze data and create a plan to meet students needs. Every student set their own goals in ELA and Math and tracked their progress in their Leadership Notebooks. Students were motivated to own their learning by student-led parent teacher conferences.

Tier 2 -
Push-in support was created for all classrooms in grades 1-4 with by utilizing Teaching Fellows 4 days a week (M-Th), three hours a day. The push-in support was designated outside of core time, while teacher pulls back for small group instruction to differentiate for student need.

Push-in support in grades 5 and 6 classrooms did not occur until April due to delayed approval for an Instructional Aide to push-in. The approval for a long-term sub was provided instead. The roving substitute would monitor the class providing the teacher an opportunity to differentiate instruction and to pull back students for small group instruction. Small group instruction was occurring prior to April without the assistance of the substitute teacher. Teachers would meet daily with students, structuring lessons to meet to the needs of students. Lexia extended support for students K-6 while teachers pull for small group Tier 2 instructional support. Deployment of 1st and 2nd-grade students for additional ELA support based on student need

Tier 2+ Tier 3 -
Our Reading Intervention Specialist, conducted small group pull out groups for students 1st - 4th-grade students 5 days a week 8:30- 3:10 along with two instructional aides/primary language tutors 5 days a week 9:00 - 12:00. The three of them met with 93 at risks students and rotated the students through their groups based on the level.

As a school site, we restructure of Student Success Team (SST) process with the development of the Tiger Team. We were noticing a high rate of Special Education (SPED) referrals so we developed a process to hold effective SST meetings. As a team, we developed a process to help teachers help students. The team was made up of an SAI teacher, admin, Reading Specialist, one upper grade and one primary grade teacher. The team met bi-monthly to discuss Tier 2 students who were not making growth. A goal was developed for each student and a plan of action was created to help teachers. Once the plan was in place a follow-up meeting would be scheduled to determine the next steps for the students. The process helped to reduce the number of students referred for SPED assessments.

In addition, after-school tutoring for was provided for 1st grade in reading: F and P reading support for students below level D 3 times a week for those that were not seen during the day Reading Intervention. Kindergarten students were offered after-school tutoring for the last 6 weeks of school from a certificated teacher.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

For the last two years, McKinley has increased ELA proficiency levels by 18%. We will continue the work started by the Tiger Team to develop an effective SST process.
We also will continue to create the time and support for teachers to pull small groups in all grades K- 6th grades specifically to address student needs by addressing specific skill deficits. Professional development for the Leadership Team and Tiger Team build the teachers capacity to learn more about with RTI/MTSS systems to bring back to their Professional Learning Communities (PLC) to develop an explicit and systematic (diagnostic and prescriptive instruction for student support) process for Tier 2 students and how to provide teacher feedback.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Substitutes - this expense was under due to the District providing subs for lesson study along with PD during winter and summer breaks. Much of the planning occurred more naturally during PLCs and extended principal days.
PBIS intervention teacher was under due to the delay in the start of the position.
Classified push in support was approved as a certificated position and started later in the year.
The Teaching Fellow expense was under due to our site not having a consistent 4th Teaching Fellow tutor.
Professional Development was under due to a lack of interests to pursue opportunities outside the duty day.
Reading materials for ELA and ELD was under due to the need to become familiar with the new Wonders Curriculum to see what areas are lacking.
SES tutoring started later in the year than anticipated and however, we did add Kindergarten tutoring for the last six weeks of school.

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

Moving into 2018-19, this goal will stay as Goal 1 but will be combined with Mathematics as an overall academic goal to align with Central Unified School District's Local Control Accountability Plan (LCAP). We will continue the tactics in reading and will modify the focus to provide teachers with Tier 2 strategies to meet students skill deficits, which also included Reading Intervention. We will increase Teaching Fellow contract by adding two more tutors to give push-in support to 5th and 6th-grade classes as well as Kindergarten. Teachers will be trained on how to create groups using the STAR Assess and create Tier 2 groups in grades 2-6 in August. Reading intervention will also be focused on students specific need and skills. After school tutoring will start earlier in the year for struggling readers. Tier 1 best practices of writing will continue to develop in order support students need to communicate their reason in writing with providing students effective feedback. It the goal to support for teachers and build their capacity through training to be diagnostic

and prescriptive with classroom interventions. SSC input in May 2018 was in agreement to provide additional support to 5th and 6th grade classes. Continued feedback will be sought during SSC meeting and throughout the school year.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SBAC BM Common Assessment ST Math Tutoring Data	All students will demonstrate on year of growth in math fluency, conceptual understanding, and critical thinking and be able to communicate their reasoning.	SBAC; Math 2016 2017 2018 3rd grade 33% 45% 43% 4th grade 19% 34% 34% 5th grade 3% 7% 23% 6th grade 17% 15% 27%

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Tier 1 Teachers to instruct using diagnostic pre-built assessments and constructive lessons that are designed to teach critical thinking, problem solving and 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.	Tier 1 Teachers utilized the online math assessments to know what areas the students needed support. Tier 2: In class intervention - Teachers and Admin Co-planned and co- taught cycle one time during the year with a focus on small group intervention for upper grade and close reading strategies Designated 30 minutes of math intervention everyday by reviewing common assessments for	Purchase materials, manipulative, technology, licenses, and/or software and supplies to support student learning and close the achievement and experiential gap. 4000-4999: Books And Supplies LCFF 1000	Purchase materials, manipulative, technology, licences and or software and supplies to support student learning and close the achievement and experiential gap. 4000-4999: Books And Supplies LCFF 891.00
		Purchase journals for students to record notes, write and solve math problems 4000-4999: Books And Supplies LCFF 500	Purchase journals for students to record notes, write and solve math problems 4000-4999: Books And Supplies Title I Part A: Allocation 426.29
		Subs for teachers to attend Fresno State mathematical training for CGI, 8 Math Practices, as well as the 4 mathematical claims of	Subs for teachers to attend Fresno State mathematical training for CGI, 8 Math Practices, as well as the 4 mathematical claims of

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	students who were near and below standards based on previous SBAC and common assessments. Some use Intervention Kit and differentiation activities Quick Check after every lesson and differentiated instruction and independent practice and was used to determine how to use Pearson Intervention Kit to differentiation center activities and homework. Teachers continued to build their capacity of teaching conceptual understanding of mathematics.Through the co-plan and co-teach lesson study District paid for subs for the lesson study	problem solving, concepts and procedures, communicate reasoning, modeling and data analysis. 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 5000 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	problem solving, concepts and procedures, communicate reasoning, modeling and data analysis. 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 5000 Subs to for teachers paid for by the District 1000-1999: Certificated Personnel Salaries 0 Instructional Aides for 5 kindergarten classes 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 28,108.58
Tier 1 and 2 * To purchase and renew subscription web-based Math program extended learning opportunities for grades K-6 2017-2018.	Tier 1 and 2 * For the purchase and renewal of subscription web-based Math program extended learning opportunities for grades K-6 2017-2018.	ST Math Tier 1 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Allocation 4,583 Symphony Math for Tier 2 interventions -* 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Allocation 12990	ST Math Tier 1 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Allocation 4583.33 Symphony Math for Tier 2 interventions 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Allocation 12990
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.	Tier 2 and 3 * Provided 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.	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:	Materials not needed 4000-4999: Books And Supplies Title I Part A: Allocation 0 Push in support for teachers EWA to pay for Certificated 1000-1999:

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Classified Personnel Salaries Title I Part A: Allocation 4,000	Certificated Personnel Salaries Title I Part A: Allocation 4000
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.	Equipment for classrooms and students to learn 21st skills for communication, innovation, collaboration, and critical thinking skills. Provided material for all students needing intervention and supplemental activities. Provided for replacement and new purchases of instructional supplies used during intervention which may included technological instructional devices.	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	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 8129.15
Tier 2 and 3 extended learning opportunities for math to provide support for students who are at-risk in math.	Tier 2 and 3 extended learning opportunities in math to provide support for students who were at-risk in math.	Teachers to provide tutoring for at risk students 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 5000	Teachers to provide tutoring for at risk students 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 8526.67
		Support staff to assist in tutoring for students school 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 1500	Support staff to assist in tutoring for students school 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 1638.64

Analysis

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

For this goal, there was consistent admin providing weekly monitoring of progress for all students and classes in ST Math. Extended Day after-school tutoring was provided 2 days a week one hour a day by certificated teachers in grades 2-6. Students took a grade level Pearson placement assessment to determine which students needed extra support. Students who scored below 60% were recommended for tutoring. Those students then took the Symphony Math diagnostic assessment designed to assess the specific areas of need for students. The teachers then used the information to instruct students. We also purchased the program Symphony Math to use as a tool for after school tutoring.

All of the 3-6 grade teachers participated in a math lesson study. The teachers planned, taught and revised the lesson with grade level teachers from other schools. During the lesson study process, the teachers were focused on student learning.
Teachers were consistent in teaching the curriculum Problem-Based Learning in every lesson in the Pearson math curriculum. Professional development was provided to review 8 Math Practices and admin provided a directive that the math practices were to be explicitly noted and used in concert with the Learning Outcomes and Success Criteria set forth by the Leadership Team.

To help build math fluency the ST Math Fluency was to be utlilized10 min. a day in all grade levels. Teachers started to use the Pearson grade level assessment every 6 weeks in all grades and discuss the student outcomes during PLCs and address student instructional needs. Some teachers started to use the Quick Check after most but not all lessons with each Topic in Pearson Math. All students developed a "Wildly Important Goal" (WIG) for mathematics that they tracked and shared during student-led parent teacher conferences. Each of the student's WIGs was aligned to their grade level and the school-wide WIG.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

McKinley increased student's proficiency by 11% as measured by Smarter Balanced Assessments and Common Assessments created by PLC.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The Sub costs were under due to the district providing subs for the lesson study, therefore, the co-plan and co-teach as outlined by the SPSA wasn't needed.

The Costs for teachers salary was over due to the student need and teachers to provide the service.

Costs for materials and supplies for technology was under due to delay of laptop quote prior to requisition deadline.

Tier 2 and 3 materials costs were under due to overestimating the need for materials.

Instructional Aide costs were over due to the timeline of when they started.

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

For the last two years, McKinley's Math SBAC scores have increased by 13%. This goal will be moved to goal 1 for the 2018-2019 school year. The plan for the next school year is to allow more time for teachers to go in-depth with Pearson Curriculum and CAASPP digital library aligned to claims and math talks and the 8 Math Practices.

We will continue to utilize and progress monitor ST Math for Tier 1 math supplementary support. We will also continue to use Symphony Math for after-school tutoring, and increase hours for after-school tutoring. Students accountability of their math goal was tracked by them using Leadership Notebooks which had a positive impact on student learning and motivation. We will continue with this activity. The math goal will be modified because a tool is needed to measure student making a year of growth in mathematics with current assessments.

Our teachers are asking if Pearson aligns completely with CCSS? If not, time will need to be allotted for teachers to align the topics with essential standards. We plan to utilize the Pearson Intervention Kit for students near or below grade level standards on SBAC and teach in small groups or deploy depending on the grade level.
We will add push in classroom support earlier in the year to provide classroom support for small group instruction. The 3-6 grade teachers will go more in-depth with their analysis and use of the IAB for common assessments and modify instruction accordingly.

We will provide math manipulatives for classrooms as needed. Grade levels will utilize the Performance Task in Pearson at the start of the year to be monitored by admin and support staff and provide effective feedback to teachers as needed and provide time and opportunities for teachers to learn about the ancillary materials of Pearson Program

Modifications will be presented to stakeholder and SSC in Fall 2018. Input /consensus will be gained during 1st Quarter SSC meeting in Fall 2018.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

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, ELCAP and PCALP

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELPAC SBAC ELD common assessments	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, EPAC and PCALP	2016-2017 Enrollment: 837 English Learners 131 (15.7 %) Fluent English Proficient Students: 131 (15.7 %) Students Re-designated FEP: 47 (23.9 %) Students LTEL 6+ years EL: 10 2017-2018 Enrollment: 830 English Learners: 106 (12.8%) Fluent English Proficient Students: 143 (17.2%) Students Re-designated FEP: 43 (32.8%) Students LTEL 6+ years: Data not available 2018-2019 Enrollment 796 English Learners: 143 (17.96%)

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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	Using Common ELD Assessment data from McGraw Hill, students were provided specific small group instruction to target their needs in reading and writing every day during designated ELD time. Goal setting based on ELA/ELD common assessments and 2017 SBAC ELA scores were used for students to set both ELA and ELD goals	Olga Gonzalez/Reading and ELD instructional aide and primary language tutor 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 15874.83	Reading and ELD instructional aide and primary language tutor 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 15874
		Margret De La Cruz/ Reading, ELD instructional aide, primary language tutor 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 12543.	Reading, ELD instructional aide, primary language tutor 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 12543

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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	in their Leadership Notebooks. Assisted students in the development of communication skills and serves as an appropriate language model for ELD students. Teaching Fellows were provided to assists teachers and English learners by tutoring individuals or small groups of students intensively, using their native language and English translations. Response to Intervention (RTI) staff progressed monitor at risk students using common assessment, F and P, and EL instructional support staff. Paraprofessional supported EL population and parent communication was done through interpretations, translations, phone calls, making parent contact and processing of state and federal requirements thus benefiting our Hispanic population who may not speak English.	Janice Bernal paraprofessional to support EL population and communication with community and parent communication. 2000-2999: Classified Personnel Salaries LCFF 14574	Paraprofessional to support EL population and communication with community and parent communication. 2000-2999: Classified Personnel Salaries LCFF 14774
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.	Provided equitable access to English Learners in core instruction to accurately identify and meet the needs of EL students with the use of Depth and Complexity prompts, academic and content vocabulary. Time was spent on developing integrated and designated EL lessons.	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 3100	Subs to pay for planning of ELD lessons 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 3100

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
ELPD training for new teachers and CELDT assessment release time for teachers	ELPD training for new teachers and CELDT and ELPAC assessment release time for teachers to each give the assessment to their students.	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	Subs to pay for teachers to attend PD and Roving sub for various staff development days throughout the year. Staff development topics include Writing, English Learner Strategies, ST Math, Depth and Complexity, Big Idea, Essential Questions, Technology Development, Inquiry Model, Concept Attainment, Cooperative Learning, Rowland Reading, Visible Learning 1000-1999: Certificated Personnel Salaries LCFF 2000
Reading Intervention /ELD teacher to support EL students by providing strategic intervention for English Language Development in Domain specific areas. RTI staff to progress monitor at risk students using DIBELS and EL instructional support.	Reading Intervention /ELD teacher provided support to EL students by providing strategic intervention for English Language Development in Domain specific areas. RTI staff progress monitored at risk students using DIBELS and EL instructional support.	ELD teacher Annie Plumlee 1000-1999: Certificated Personnel Salaries LCFF 47,289	ELD teacher Annie Plumlee 1000-1999: Certificated Personnel Salaries LCFF 47249.76
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.	Bi-lingual support and contacts for all parent groups to inform about Parent Educational Meetings was done to build community relations and education regarding EL students learning expectations, performance levels and how to assist their child to increase their learning.	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	Extra Work Agreements to pay for and to initiate and received a variety of telephone calls, and provides information and 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	Resources needed to support EL students both within and out of the classroom. Renewed subscriptions and	Books and materials for library 4000-4999: Books And Supplies LCFF-SLIP 1621.23	Books and materials for library 4000-4999: Books And Supplies LCFF-SLIP 3428.42

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	purchase books for library. A need was noticed for more library books and SLIP money was used to support this need.	Academic Language materials and resources 4000-4999: Books And Supplies LCFF 1311	Academic Language materials and resources 4000-4999: Books And Supplies LCFF 1000
Awards for students who become proficient in ELA and for EL Reclassification	Awards for students who became proficient in ELA and for EL Reclassification	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	Recognition, certificates, awards, for achievement with CELDT for meeting AR and ST goals and success on local assessments. 4000-4999: Books And Supplies LCFF 1800

Analysis

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

Below are the activities McKinley implemented to achieve the Goal 3:

Nov. 8, 2017
Staff was taught and presented to an article, "Nature and Intent ELD Standards" Jigsaw presented and discussed at a staff meeting. Staff revisited "Designated/Integrated ELD Standards" in the ELA/ELD Frameworks and developed a more complete description of what it would look like in the classroom.

Dec. 1, 2017
The supervisor of English Learner and Migrant Students visited each grade level PLC and presented standards (Parts 2, Standard 1: Organization and Part 2, Standard 2: Cohesion) in connection with specific grade level selection in Wonders to build teachers capacity of connecting the Wonders curriculum to the ELA/ELD Framework.

Jan. 17, 2018
Admin provided PD to activate teachers' prior knowledge and discuss key points from Nov. 8 meeting regarding shifts activity of, Nature and Intent.
Designated/Integrated strategies were revisited during a staff meeting and teachers shared best practices with one another.

During a staff meeting, the teachers did a Jigsaw activity to learn more about: Goals of ELA/Literacy and ELD Instruction and portion of the demo lesson modeled for the teachers.
Admin help teachers make the connection between Content/Language Objective to Learning Outcome and Success Criteria.
A review of Collaborative Conversations (4 L's: Look, Listen, Lean In, Low Voice) was introduced to staff and a means to get more EL students talking.

The staff meeting also was focused on connecting theory to practice by asking the teachers to think about ELPAC practice test and the 4 Domains of ELD and how they can use the Wonders curriculum to develop a focus on Structure and Cohesion of text. They answered the following questions in a Google Doc:
How are you attending to the structure of text? (Structure); How are you attending the cohesion of the text? (How it all goes together?); How are your students making meaning of the text?; What type of support are you providing your EL Students. Admin then followed up during PLCs.

Teachers utilized the ELD TE in Wonders for instruction - mini PD during PLC to call attention to the CA ELD app. to help teachers see the connection of ELA and ELD. The school and admin protected designated time for daily ELD instruction.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Some lessons developed using the ELD Framework and ELD Continuum but more adult capacity needs to be developed to encourage academic discourse for all students. Leadership Notebooks were used for data collection/student progress monitoring and celebrations that were shared and showcased during our Leadership Night event.

Teachers started to utilize more anchor charts during their lessons and utilized the Wonders vocabulary cards. The Leadership Team assisted in the rollout of Learning Outcomes and Success Criteria. Surveys were conducted to see if students used and could articulate the Learning Outcomes and Success Criteria. It was discovered that some not all students who were randomly asked could articulate the Learning Outcome and Success Criteria.

It was discovered that there is some understanding of the ELD standards and some application to instruction in the classrooms. Teachers are in need of PD to build their knowledge of the structure of language so they can more comprehensively teach EL students the structure of English Language and how it works so they are able to know when it isn't correct.

Leadership Notebooks were used at a surface level school-wide and will need to be utilized more frequently next year. There was evidence of designated ELD in every classroom almost every day. 2018 Reclassification (RFEP) criteria have significantly changed and have had a negative effect on the number of students RFEP from an average of 40 in previous years to 1 in Fall 2018.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Most expenditures were on target for Goal 3. Costs were over for materials for ELD academic vocabulary resources provided to the library from SLIP.

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

The goal will remain the same and will align with the LCAP Goal 4 for 2018-2019.   Below is a list of tactics that will be changed for the 2018-2019 school year:
Two additional Teaching Fellow tutors will be added classroom support for fifth and six grades.
Planning time provided for teachers to align Wonders curriculum and the Common Core essential standards and ELD standards.
Multi-tiered Student Support (MTSS) staff to assist with progress monitoring EL students and Long-term English Learners
A connect needs to be made from the Depth and Complexity prompts to academic language discourse with professional earning opportunities and resources
Funding professional learning for teachers to know how to best instruct students on how language works (structure) vs. basic interpersonal communication (BICs) and content academic language proficiency (CALPs).
Modifications of the Single Plan for Student Achievement will be presented to stakeholders and the School Site Council (SSC) and English Language Acquisition Committee (ELAC) in Fall 2018
Input /consensus will be gained during 1st Quarter SSC and ELAC meeting all 2018
The Instructional Support Coach and admin will provide opportunities for teachers to observe and participate in demo lessons of best practices of ELD strategies

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 4

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance Data Discipline Data # of Leadership applications	Student participation will increase 20% in leadership skills and roles while developing student civic responsibility and service learning, as measured by the number of students involved in leadership roles and 30% decline in behavioral referrals.	The number of discipline referrals did decrease from 16-17 to 17-18, but not by 30%. The number of student significantly increased to 219 leadership applications.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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	Weekly communication went out to parents about the importance of safety. Radios, and replacement batteries were purchased for every teacher to ensure effective communication. Health supplies were ordered for the health office such as thermometer. band aides, gloves and various supplies.	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	Radios and safety material and supplies 4000-4999: Books And Supplies LCFF 3042 Supplies for health office and supplies for safety 4000-4999: Books And Supplies LCFF 1350
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.	Monthly meetings for PBIS Lighthouse teams reviewed and analyzed behavior data; we planned 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.	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	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 4,000 Coaching for staff and subscription of online for

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Leader In Me 5800: Professional/Consulting Services And Operating Expenditures LCFF 6150	Leader In Me 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Allocation 6150
PD for teachers to attend in Positive Discipline training Leadership skill building through service learning and community service	PD for 4 teachers to attend in Positive Discipline training Leadership skill building through service learning and community service	Materials for teachers to teach social skills 4000-4999: Books And Supplies Title I Part A: Allocation 814.03	Materials for teachers to teach social skills 4000-4999: Books And Supplies Title I Part A: Allocation 814
		Subs for teachers to attend PD at FCSS 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 1250	Subs for teachers 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	Cost related to attend Professional Development training and workshops 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Allocation 4000
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	Tier 2 and 3 Structure student support - A teacher who is trained in Conflict Resolution, Social Skills and Positive Discipline to worked with students in an alternative environment from their classroom when needed. Small group or one on one instructional support was provided to students. The PRIDE center worked with students exhibiting social difficulties with other students thereby relieving classroom of some disruptions. PRIDE center was focused on preventative, re-teaching and restorative measures rather than reactive. The PRIDE teacher provided consistent supervision under the direction of the PBIS	PBIS student support during unstructured times for Tier 2 and 3 students 2000-2999: Classified Personnel Salaries LCFF 3000	PBIS student support during unstructured times for Tier 2 and 3 students. Higher student need support for students 2000-2999: Classified Personnel Salaries LCFF 9559
		Equipment for students to use for structure support activities 4000-4999: Books And Supplies LCFF 2500	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- teacher didn't start until January $ was allocated to start in the Fall. 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 5460
		PRIDE Intervention Teacher 1000-1999: Certificated Personnel Salaries LCFF 11000	PRIDE Intervention Teacher- teacher was approved in Jan. 1000-1999: Certificated

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	coach, GIA, who along with the principal frequently assigned co-coverage and were visible presence in the PRIDE Center. The program was supported by the school psychologist and data was analyzed monthly by the PBIS Lighthouse team to determine the effectiveness of and needed changes to the programs within PRIDE Center.		Personnel Salaries LCFF 6448

Analysis

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

McKinley Elementary is in the second year of the implementation of the Leader in Me (TLIM) process which teaches the staff and students of 7 Habits of Highly Effective People based on the work from Stephen Covey. By applying the universal principles of the 7 Habits to faculty and students, the school culture has developed a positive climate and environment by using a common language with a focus of building interdependent relationships with students and families. It has provided a method to teach students how to own their learning by goal setting and Student-led parent-teacher conferences develop as a result of the student leadership notebooks.

In January the additional position for PBIS PRIDE Academy Teacher was approved. The teacher role is to support students by teaching social skills, conflict resolution, restorative justice and circle time to students who are having repetitive referrals and conflicts. A supplementary curriculum and charts were purchased for Tier 2 and Tier 3 students as a resource for the PRIDE Academy. The increase of the lunch period for each grade level extending to one hour as the need was seen that additional structured student support for student safety and supervision on the playground.

A PBIS/Lighthouse team was created to address school culture and climate. Three action teams were developed to coordinate and support school culture, academics, and leadership. Teachers saw a need to hold weekly class meetings in 1st and 6th grades to discuss and resolve issues and conflicts to build trust and cooperation. Students learned leadership skills by leading school events, i.e., Parent Leadership Night, LOM, Peach Blossom, First Responders Assembly... All classes TK-6c collaboratively created a mission statement that is posted in every classroom. Folders and dividers for every student were proved for students to have Leadership Notebooks for every TK-6 student. The notebook is divided into five parts: My Self, My WIGS(goals), My Learning, My Leadership, and My Celebrations.
The students fulfilled numerous leadership roles throughout campus- Kinder escort, Safety Patrol, Green Team, Greeters, Jr. Coaches...
Students took the initiative and to create clubs and activities, i.e., yo-yo club, art club. McKinley was also the recipient of Bonner Virtues and Character award. McKinley was recognized by Franklin Covey as a model school for TLIM by asking for other schools to view and tour the campus.

To stay current with school culture the PBIS Lighthouse Team met monthly to analyze discipline data and created action plans to provide support to problem areas. The PBIS team members provided TLIM boosters at staff meetings throughout the year. Students and staff created an inviting physical environment by painting murals and posting signs along each of the hallways of the school and students recognized staff by celebrating their accomplishments.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

As a result of the activities above McKinley saw a reduction of Tier 2 and Tier 3 referrals and de-escalation strategies taught to students and staff. It was reported to administration and teachers that the school had a positive feel and it fWe elt like a happy place. Students supports were put in place with the teaching of social skills and Check-in and Check-out criteria. Parent participation in workshops and various events increased based on sign-in forms. Students were provided with more leadership opportunities and more students had leadership roles. Students motivation increased by ownership of their learning

12 out of 19 Tier 2 and Tier 3 students were able to exit PRIDE Academy and return to Tier 1 behavior supports. We received positive community feedback regarding the friendly environment of the school. Teachers volunteered to participate in non-paid enrichment activities for the school. There was a reduction in parking lot conflicts and incidents. The PBIS team meetings were productive and had a positive impact on the campus. McKinley had the largest showing of community members on record at Leadership Night/Open House. The school's partnership with the after-school program helps to increase the number of community events held throughout the school year.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Goal 4
Health Office supplies were over due to the need and the number of visits.
Classified extra students support need was over than originally anticipated for unstructured support. Extra support was needed on the playground and cafeteria to provide extra supervision for students on both kinder and main playground due to the extended lunch time.
Safety materials were over for the purchase of radios and replacement batteries so every teacher would have a radio.
PBIS PRIDE Academy teacher was under due to delayed approval of the position.

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

LCAP stakeholder input and School Site Council and the English Language Advisory Committee in May of 2018 said they want more student supports and supervision during unstructured time. Additional funding will need to be allocated to provide additional EPR for personnel Also, additional allocations for Anti-Bullying resources/ education for students and families to reduce the number of minor playground conflicts.

The classroom teachers have requested additional classroom resources for TLIM materials to use throughout the year.

A system to collect data for PRIDE Academy and support students will need to implemented earlier in the year.

AAA Student Safety Program to begin Fall 2018 for student leadership roles and to provide student safety during drop-off and pickup times.

All Modifications will be presented to stakeholders and SSC in the Fall. Input /consensus will be gained during 1st Quarter SSC meeting

Tier 2 behavior incidents decreased after the Jan and students were able to be exited from Tiger Academy and CICO system so an earlier start is needed for our students. This goal will be aligned to the LCAP Goal 2 for the 2018-2019 school year.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 5

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Number of parent workshops and classes Number of parents participating in workshops	Increase of parent participation in workshops and connections to school.	Weekly ESL classes with daycare 8-12 per session 15 weeks of parent workshops 10-14 per session 6 out of 6 community events were held 2 additional community events were added

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Various Workshops through-out the year to increase parent involvement, such as Project Lean, Centro La Familia 15 week workshop and FCSS.	ESL classes every Monday and Tuesday all year Centro de la Familia every Thursday morning for 15 weeks Parent Leadership Night to teach parents about the 7 Habits of Highly Effective People. STEAM Night Family Night: teachers previously worked this event without compensation, however, due to the language of the CUTA contract teachers were compensated for the one of hour of time.	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	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 0
		Classified Staff to provide day care for family workshops 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 300	Classified Staff to provide day care for family workshops 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 250
		Costs related FCOE to provide parent	Did not hold FCOE work shops instead had

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		workshops 5800: Professional/Consulting Services And Operating Expenditures Title I Parent Involvement 2000	Central de la Familia weekly workshops and the costs related to it. 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Allocation 800
		STEAM Night Family Night: teachers previously worked this event without compensation, however, due to the language of the CUTA contract teachers were compensated for the one of hour of time. 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 0	Payment to teachers for STEAM Family Night 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 1522
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	2 Family Movie nights Leadership Night STEAM Family Fun Night Trunk or Treat Parent Leadership Night Daddy Daughter Dance Mother Son Dance Pastries with Parents Provided community events through-out the year. 4 events listed were held and 2 additional events were added, Trunk or Treat and Egg Hunt	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	Provided community events through-out the year. 4 events listed were held and 2 additional events were added, Trunk or Treat and Egg Hunt 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	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	Book Study did not occur	Costs related to book study 2000-2999: Classified Personnel Salaries 21st Family Literacy Grant 734	Did not occur 2000-2999: Classified Personnel Salaries 21st Family Literacy Grant 0
		Teachers to lead workshop 1000-1999: Certificated Personnel Salaries 21st Family Literacy Grant 1000	Teachers to lead workshop - 1000-1999: Certificated Personnel Salaries 21st Family Literacy Grant 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
8 week Parenting Partners *	Did not occur instead we had weekly ESL classes and the expenses to provided refreshments and childcare	Materials for Supplies 4000-4999: Books And Supplies LCFF 800	Did not occur Instead Class held and ESL class at our site. Costs related to providing refreshments . 5000-5999: Services And Other Operating Expenditures LCFF 600
		Childcare costs 2000-2999: Classified Personnel Salaries LCFF 400	Childcare costs for ESL classes 2000-2999: Classified Personnel Salaries LCFF 400
Latino Literacy Project	Materials were ordered and arrived and due to scheduling conflict that project did not occur.	Cost of Lending Library 4000-4999: Books And Supplies 21st Family Literacy Grant 1000	Latino Literacy Project Materials ordered but the workshop did not take place due to community liaison availability once materials arrived 4000-4999: Books And Supplies 21st Family Literacy Grant 822
		Child care costs 2000-2999: Classified Personnel Salaries Title I Parent Involvement 200	Child care costs 2000-2999: Classified Personnel Salaries Title I Parent Involvement 0
		Books to be provided to community for check out 4000-4999: Books And Supplies Title I Parent Involvement 821.00	Books to be provided to community for check out was included in lending library 5000-5999: Services And Other Operating Expenditures 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.	After school events were held 2 times a year to share information about how to help parent help child to read at home.	Materials and supplies needed for parent trainings 4000-4999: Books And Supplies Title I Part A: Allocation 800	Materials and supplies needed for parenting meetings 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 200
		Staff to provide childcare for parent trainings 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 200	Staff to provide childcare for various parent workshops 2000-2999: Classified Personnel Salaries 0
		Translation and interpretation services for parent involvement	Translation and interpretation for parent involvement activities

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		activities. 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 300	2000-2999: Classified Personnel Salaries Title I Part A: Allocation 300

Analysis

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

McKinley has used the information from parents and the community to determine the needs of the parents through survey's, LCAP meetings and School Site Council and English Language Advisory Committee meetings. The goal was to provide a variety of classes at various times of the day to meet the needs of all families. We were able to provide consistent twice a week ESL classes in partnership with CLASS (Adult Ed) which had a dedicated group of 8-12 members each week. A 15 week Central de la Familia provided workshops for our parents on varied topics. We held numerous fun family events in the evening.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Due to the fact that we offered more parent and community events than in previous years the participation of the events did increase parent involvement. Utilizing our community liaison for interpretations and translation for the events brought a larger number of our families were language has been a barrier. Based on feedback from the May 2018 SSC and ELAC meeting some parents said they thought one way to get more parents involved would be to offer more events with food. The SSC/ELAC also would like to see a multi-cultural event to share the customs of the various cultures of our school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Parenting Partners and the FCOE classes were replaced with Central de Familia
The 7 Habits of Happy Families book study and the Latino Literacy Project were over did not occur due to scheduling conflicts.
Childcare costs were under due not holding two of our planned workshops
Certificated Salaries were over due to an unexpected cost due to the language of the CUTA Contract

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

Fewer activities will be planned and 7 Habits of Happy Families will occur during Saturday Schools with daycare and lunch provided with the shared cost of the Literacy Grant from FCOE. Latino Literacy project has been calendared and to start in September. To increase one on one and small group conversations month Coffee with the Principal started in September as a way to get a closer pulse of the parent community.   Interpretation and childcare will be provided for the events. This goal will be moving to Goal 3 to align with the LCAP during the 2018-2019 school year.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	261,644
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	138,775.57

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF	118140.37	0.00
21st Family Literacy Grant	19,014	0.00
LCFF-SLIP	1621.20	0.00
Title I Part A: Allocation	258767.00	0.00
Title I Parent Involvement	2877.00	0.00

Expenditures by Funding Source

Funding Source	Amount
21st Family Literacy Grant	19,014.00
LCFF	118,140.37
LCFF-SLIP	1,621.20
Title I Part A: Allocation	258,767.00
Title I Parent Involvement	2,877.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	178,338.84
2000-2999: Classified Personnel Salaries	99,316.19
4000-4999: Books And Supplies	44,018.54
5000-5999: Services And Other Operating Expenditures	50,546.00
5700-5799: Transfers Of Direct Costs	6,000.00
5800: Professional/Consulting Services And Operating Expenditures	22,200.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	21st Family Literacy Grant	3,000.00
2000-2999: Classified Personnel Salaries	21st Family Literacy Grant	2,800.00
4000-4999: Books And Supplies	21st Family Literacy Grant	10,091.00
5000-5999: Services And Other Operating Expenditures	21st Family Literacy Grant	2,123.00
5700-5799: Transfers Of Direct Costs	21st Family Literacy Grant	1,000.00
1000-1999: Certificated Personnel Salaries	LCFF	62,272.12
2000-2999: Classified Personnel Salaries	LCFF	24,870.36
4000-4999: Books And Supplies	LCFF	23,847.89
5800: Professional/Consulting Services And Operating Expenditures	LCFF	7,150.00
4000-4999: Books And Supplies	LCFF-SLIP	1,621.20
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	113,066.72
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	71,145.83
4000-4999: Books And Supplies	Title I Part A: Allocation	8,408.45
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	47,500.00
5700-5799: Transfers Of Direct Costs	Title I Part A: Allocation	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	13,646.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement	500.00
4000-4999: Books And Supplies	Title I Parent Involvement	50.00
5000-5999: Services And Other Operating Expenditures	Title I Parent Involvement	923.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Parent Involvement	1,404.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Colette Bolger	Principal
Frances Mayorga	Other School Staff
Stephanie Edgbert	Parent or Community Member
Blanca Gonzales	Parent or Community Member
Karina Lias	Parent or Community Member
Ana Stephens	Parent or Community Member
Maria Munoz	Parent or Community Member
Maria Velasquez	Parent or Community Member
Bernice Bailey	Classroom Teacher
Wendy Gagliardi	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

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

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 9/12/2017.

Attested:

Principal, Colette Bolger on
SSC Chairperson, Stephanie Edgbert on

Addendum

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

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.
Goals, Strategies, & Proposed Expenditures

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

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year's approved SPSA. Minor typographical errors may be corrected.
Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.
Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.
- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:
   • Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
   • Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).

2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).

3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).

4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).

5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).

6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).

7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.

8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).

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

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
    a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
    b. use effective methods and instructional strategies based on scientifically based research that
        i.   strengthen the core academic program in the school;
        ii.   provide an enriched and accelerated curriculum;
        iii. increase the amount and quality of learning time;
        iv.   include strategies for meeting the educational needs of historically underserved populations;
        v.   help provide an enriched and accelerated curriculum; and
        vi.   are consistent with, and are designed to implement, state and local improvement plans, if any.
    c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
        i.   strategies to improve students' skills outside the academic subject areas;
        ii.   preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv.   professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v.   strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

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

3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
    a. strategies to attract highly qualified teachers;
    b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
    c. the devotion of sufficient resources to effectively carry out professional development activities; and
    d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

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

5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
    a. Ensure that those students' difficulties are identified on a timely basis; and
    b. Provide sufficient information on which to base effective assistance to those students.

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

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

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs
Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs
After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

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

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name	
	English Learner Advisory Committee	10/10/18

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

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

This SPSA was adopted by the SSC at a public meeting on 9/12/2017.

Attested:

Principal, Colette Bolger on	10/10/18
SSC Chairperson, Stephanie Edgbert on	10/10/18

English Language Advisory Committee (ELAC) 18-19
SIGN-IN SHEET
Emergency Meeting
Tuesday, October 16, 2018 @ 9:00 a.m.
McKinley Cafeteria

MEMBER NAME	POSITION	SIGNATURE	E-MAIL
Colette Bolger	Principal	CollBella	cbolger@centralusd.k12.ca.us
Sandy Tapia	Teacher Name	Sandy Tapia	stapia@centralusd.k12.ca.us
Teresa Mendoza	GIA	*(signature)*	tmendoza@centralusd.k12.ca.us
Maria Velazquez	Parent		
Denise Morales	Parent	MDiaz	demoObll@hotmail.com
Blanca Gonzalez	Parent		
		Sonia Blanco	Sblanco@centralusd.k12.ca.us
Guests:			

McKinley Elementary School

School Site Council (SSC) 1st Quarter Meeting Part 1

Date of Posting: Tuesday, August 28, 2018   Meeting Date: Thursday, August 30, 2018

Location: McKinley 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, Bertha Lopez, Karina Lias Bautista, Blanca Gonzalez, Simmi Bassi, Stephanie Edgebert, Wendy Gagliardi, Bernice Bailey, Colette Bolger, Teresa Mendoza & Frances Mayorga). 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 until election of secretary	5 minutes
Report of Officers, Standing & Special Committees	Determined by site SSC	Determined by site SSC	TBD 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 until election of chairperson	10 minutes
Unfinished Business	Business not completed from previous SSC meeting	Principal until election of chairperson	TBD minutes

6/23/16

New Business
  a. CUSD Guiding Principles – Annual Review & Update
  b. Review the purpose of the SSC (page 63 Administrator's Guide to SSC or use SSC training DVD).
  c. Review the duties of SSC members. (SSC training DVD)
  d. By-laws (Review by laws for compliance page 23 Administrator's Guide to SSC)
  e. Review the roles and responsibilities of SSC officers. Nominate and elect SSC officers: (see site bylaws)
    o Chairperson
    o Vice-chairperson
    o Secretary
    o DAC representative
    o DAC alternate
  f. Academic progress report & discussion
  g. LCAP engagement, purpose, priorities & progress measures
  h. SPSA goals and results
  i. Review responsibility to seek input from ELAC for SPSA programs for ELs
  j. Advise on SPSA goals, tasks & expenditures
  k. Plan for site parent professional learning
  l. Receive input on Title 1 1% parent involvement funding
  m. Review Parent Involvement Policy & Compact for current year
  n. Discuss district parent education opportunities
  o. Add other site items here
  p. Discuss future meeting dates, training, and agenda items.
	Information & discussion.
	
	Discuss (Determine if revision is necessary, appoint sub-committee to review and propose amendments)
	Discussion, nomination and election of officers.
	
	Information, discussion & approval.
	
	Information and discussion
		Principal until chairperson is elected	TBD minutes

Evaluation (ways to improve the meeting) and Adjournment	Meeting input and approval to adjourn	Principal until election of chairperson	1 minute

List of handouts: e.g. Guiding Principles, by-laws, SPSA goals, Current year Site Parent Involvement Policy & compact & other items as appropriate.

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

6/23/16

McKinley ELEMENTARY SCHOOL SITE COUNCIL (SSC) MINUTES
Date: 8/30/2018

1. Call the Meeting to Order:
- The meeting was called to order at 3:38 by Stephanie Edgebert. Everyone was welcomed. Members and guests introduced themselves. Present were:

	Parent/Guardian	Present		Staff		Present
1	Simi Bassi		1	Bernice Bailey	Teacher	x
2	Karina Lias		2	Kelly Beason	Teacher	x
3	Blanca Gonzalez	x	3	Wendy Gagliardi	Teacher	x
4			4	Stephanie Edgebert	Other	x
5			5	Frances Mayorga	Other	x
6			6	Colette Bolger	Principal	x
7			7	Teresa Mendoza	GIA	

	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
  - 7 members are present 3 members are absent
  - A quorum has been established

3. Changes/Additions to the Meeting Agenda:
- No changes or additions were made to the agenda.

4. Secretary's Report:
- No Report

5. Committee Reports:
- No Report

6. Public Comment:
- No Comments

7. Unfinished Business:
- No unfinished business

8. New Business
- a. CUSD Guiding Principles: Every student can learn. Mission: To Learn, Lead, and Leave a Legacy.
- Annual Review and Update: The School Site Council makes decisions of LCAP and Title I. It involves Academic Support, EL Students, Parent Involvement, and Special Ed Students. Academic Support: McKinley has Tiger Team for students academically at risk or for behaviors. Subs are paid for teachers to come to meetings. Also there is Special Academic Classes for K-3 and 4-6, SPED teachers and Annie Plumlee are being trained in seeing Stars Reading Program. McKinley has reading intervention, teaching fellows, AR, Lexia, and Rime Magic to assist students in ELA. Olga's and Margaret's salaries are also paid for so they can assist with reading intervention. Trainings also include the IEP process. Roving subs are paid for by McKinley and the district so teachers can attend. For Math support there is afterschool tutoring for 2nd-6th grade students 2 times a week. Colette said this could also be made possible for 1st grade. Teaching fellows could be used in the afterschool program. Math support also includes ST Math and Symphony Math. Title I monies also are spent on the Kindergarten aides.

Discussions included: Kelly Beason and Berenice Bailey are pleased with wonders. Bernice Bailey is glad we kept AR/ST Math programs. Kelly Beason likes what we have in place and would like more teachers for after school tutoring.

- Colette reported that McKinley is an i School. i Schools look for the growth of all students. Colette reported that she is planning on giving approximately 1 ½ times the library funds for last year (SLIP). Francis reported having a Literacy Grant.
- EL: has both integrated and designated times. Colette would like to continue R-FEP celebrations. She would also like to add food for parents to celebrate their support. Berenice Bailey questioned how students are R-FEPed. Kelly Beason suggested inviting all EL students to the celebration to see what others have accomplished. Colette Bolger suggested goal setting for all EL students. We also have translators for conferences Bernice Bailey reported that the district goes through a company that has approximately 51 languages. Sonja Blanco is McKinley's liaison. Colette Bolger suggested spending monies on people such as sitters and extra hours for people. She also said that mandated costs could not be paid out of Title I.
- Parent Involvement: Two parent classes were offered last year. La Familia discussed different topics and has a once a month support group. EL Cap will offer the same classes this year. McKinley also has a PTA. Parent volunteers were also discussed. A workroom for parents where teachers can send work for parents to do and cross campus volunteers were suggested.
- Leadership Students: Francis Mayorga reported that they are brainstorming events. They also help with decorations for events such as PTA dances and run activities. PTA does the selling since Learning Partners cannot,
- School Culture: McKinley has the Leader in Me with student leadership roles. Leader in Me booklets/guides were purchased. Marcus Ponce is the full time PBIS teacher (paid for with Title I and LCFF). Lighthouse Teams (culture, leadership, and academics) have subs to attend meetings. Colette Bolger suggested a motivational speaker. Bernice Bailey suggested the person who came to Central 's Kick Off last year. Recess was discussed. Colette reported she purchased games/crafts for students to sign out. She also said she added EWA's (1 for kindergarten play and 2 for extended hours). Berenice Bailey suggested more support on the playgrounds. Last year there was a STEM Soccer Project for 4th-6th grade. This program costed $7000 and was for 2 hours 2-3 times a week. Stephanie Edgebert said the problem was that girls didn't get included. They didn't want to play with the boys. Colette suggested that intramural games be created. Stephanie suggested that 3rd grade have an organized activity. She was also pleased that the balls that were ordered were green. It was easier to tell from classroom balls.

9. Evaluation & Adjournment:

- The next meeting is September 18th, 2018
- The McKinley SSC meeting was adjourned by Colette Bolger at 4:40 p.m.

Respectfully submitted,
Wendy Gagliardi

SSC Secretary
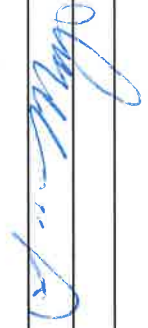**Date 8/28/18**

School Site Council (SSC) 18-19
SIGN-IN SHEET
1st Quarter Meeting Part 1
Thursday, August 30, 2018 @ 3:30 p.m.
McKinley Library

MEMBER NAME	POSITION	SIGNATURE	E-MAIL
Colette Bolger	Principal	_(signature)_	cbolger@centralusd.k12.ca.us
Candice Warmuth	Teacher Grade 4		cwarmuth@centralusd.k12.ca.us
Bernice Bailey	Teacher K	_(signature)_	bbailey@centralusd.k12.ca.us
Wendy Gagliardi	Teacher TK	_(signature)_	wgagliardi@centralusd.k12.ca.us
Teresa Mendoza	GIA	_(signature)_	tmendoza@centralusd.k12.ca.us
Kelly Beason	Teacher Grade 3	_(signature)_	kbeason@centralusd.k12.ca.us
Stephanie Edgebert	Staff Yard Duty	_(signature)_	
Bertha Lopez	Parent		
Karina Bautista Lias	Parent		klelizabeth1106@yahoo.com
Blanca Gonzalez	Parent	_(signature)_	blanca1015gonzalez@gmail.com
Simmi Bassi	Parent		
Guests:			
Frances Mayorga	Learning Partners Director	_(signature)_	fmayorga@centrausd.k12.ca.us

sscsign-in17-18

McKinley Elementary School

School Site Council (SSC) 1st Quarter Meeting Part 2

Date of Posting: Friday, September 21, 2018   Meeting Date: Tuesday, September 25, 2018

Location: McKinley 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, Karina Lias Bautista, Blanca Gonzalez, Stephanie Edgebert, Wendy Gagliardi, Bernice Bailey, Colette Bolger, Teresa Mendoza & Frances Mayorga). 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 until election of secretary	5 minutes
Report of Officers, Standing & Special Committees	Determined by site SSC	Determined by site SSC	TBD 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 until election of chairperson	10 minutes
Unfinished Business	Business not completed from previous SSC meeting	Principal until election of chairperson	TBD minutes

6/23/16

New Business
  a. CUSD Guiding Principles –
      Annual Review & Update
  b. Review the purpose of the SSC
      (page 63 Administrator's Guide to
      SSC or use SSC training DVD).
  c. Review the duties of SSC
      members. (SSC training DVD)
  d. By-laws (Review by laws for
      compliance page 23
      Administrator's Guide to SSC)
  e. Review the roles and
      responsibilities of SSC officers.
      Nominate and elect SSC officers:
      (see site bylaws)
        o Chairperson
        o Vice-chairperson
        o Secretary
        o DAC representative
        o DAC alternate
  f. Academic progress report &
      discussion
  g. LCAP engagement, purpose,
      priorities & progress measures
  h. SPSA goals and results
  i. Review responsibility to seek input
      from ELAC for SPSA programs for
      ELs
  j. Advise on SPSA goals, tasks &
      expenditures
  k. Plan for site parent professional
      learning
  l. Receive input on Title 1 1% parent
      involvement funding
  m. Review Parent Involvement Policy
      & Compact for current year
  n. Discuss district parent education
      opportunities
  o. Add other site items here
  p. Discuss future meeting dates,
      training, and agenda items.
	Information & discussion.
	
	Discuss (Determine if revision is necessary, appoint sub-committee to review and propose amendments)
	Discussion, nomination and election of officers.
	
	Information, discussion & approval.
	
	Information and discussion
		Principal until chairperson is elected	TBD minutes

Evaluation (ways to improve the meeting) and Adjournment	Meeting input and approval to adjourn	Principal until election of chairperson	1 minute

List of handouts: e.g. Guiding Principles, by-laws, SPSA goals, Current year Site Parent Involvement Policy & compact & other items as appropriate.

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

6/23/16

School Site Council (SSC) 18-19
SIGN-IN SHEET
1st Quarter Meeting Part 2
Tuesday, September 25, 2018 @ 3:30 p.m.
McKinley Library

MEMBER NAME	POSITION	SIGNATURE	E-MAIL
Colette Bolger	Principal		cbolger@centralusd.k12.ca.us
Bernice Bailey	Teacher K	Bernice Bailey	bbailey@centralusd.k12.ca.us
Wendy Gagliardi	Teacher TK	Wendy Gagliardi	wgagliardi@centralusd.k12.ca.us
Teresa Mendoza	GIA		tmendoza@centralusd.k12.ca.us
Kelly Beason	Teacher Grade 3		kbeason@centralusd.k12.ca.us
Stephanie Edgebert	Staff Yard Duty	Stephanie Edgebert	
Karina Bautista Lias	Parent		klelizabeth1106@yahoo.com
Blanca Gonzalez	Parent		blanca1015gonzalez@gmail.com
Maria Munoz	Parent		
Maria Velazquez	Parent	Maria Velazquez	
Ana Stephens	Parent	Ana Stephens	
Guests:			
Frances Mayorga	Learning Partners Director		fmayorga@centrausd.k12.ca.us
Sonia Blanco	Bilingual liaison		

1. Call the Meeting to Order:
- The meeting was called to order at 3:38 by Stephanie Edgebert. Everyone was welcomed. Members and guests introduced themselves. Present were:

	Parent/Guardian	Present		Staff		Present
1	Simi Bassi		1	Bernice Bailey	Teacher	x
2	Karina Lias		2	Kelly Beason	Teacher	
3	Blanca Gonzalez		3	Wendy Gagliardi	Teacher	x
4			4	Stephanie Edgebert	Other	x
5			5	Frances Mayorga	Other	x
6			6	Colette Bolger	Principal	x
7			7	Teresa Mendoza	GIA	x

	Guest		Non member staff	Position
1	Sonia Blanca	1		
2	Ana Stephens	2		
3	Maria Munoz	3		
4	Maria Velasquez	4		

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

3. Changes/Additions to the Meeting Agenda:
- No changes or additions were made to the agenda.*   Bernice Bailey motioned to accept the agenda. Teresa Mendoza 2nd, all approved.

4. Secretary's Report:
- Correction: Under School Culture change "the person who came to Kick-Off from last year to 2 years ago." Motion to approve minutes with change was made by Stephanie Edgebert and 2nd by Bernice Bailey.

5. Committee Reports:
-

6. Public Comment:
-

7. Unfinished Business:

8. New Business
- A CUSD Guiding Principles-Annual Review and Update: Mrs. Bolger reviewed Guiding Principles. Every child can learn with rigorous relevant instruction.
- Review the purpose of the SSC: There is a training video if anyone is interested in watching.
- Review the duties of SSC: To oversee programs and program improvement in our school. SSC give input into the Single Plan (What the school spends money on and compliance issues).
- By-laws: Roll of the council: SSC to have 10 members (5 parents, 5 staff) Elections are done in May or in the Fall. If member miss 2 consecutive meetings, they are dropped as members.
- Review the roles and responsibilities of SSC officers. Nominate and elect SSC officers. Bernice Bailey recommended officers remain the same. All agreed. Chairperson: Stephanie Edgebert Vice-chairperson: Colette Bolger, Secretary: Wendy Gagliardi   DAC representative:

Sonja Blanco will ask Karina Lias if she is still available. DAC alternate: Blanca Gonzalez if she is still available.

- Mrs. Bolger motioned for Anna Stephens, Maria Munoz, and Maria Velasquez to become members providing meeting ballot voting. All approved.
- Academic progress report and discussion: Smarter Balance was discussed. Students were tested on procedures, problem solving, and reasoning (communicated in writing their problem solving). The most growth in district for Language Arts and second in Math. McKinley has reading intervention, and after school tutoring in place.
- EL student support, Parent Involvement, School Culture, SPED Academic support was reviewed from last meeting.
- Title I: About $3,000 to spend. Some staff is paid out of this fund. LCFF is about $180,000. $38,000 is left in Title I's saving account for salary personnel. This money is from the money saved because the PBIS teacher didn't start until January so money was put aside. Software also comes out of Title I. LCFF has about $8,000 left. Mrs. Mendoza asked if the money rolls over. Maria Munoz asked whether the teachers get any of this money. Mrs. Bolger also shared that she just purchased $3,000 of PE equipement. ASB funds are used for agendas, ~Title I~ student store, PRIDE rewards. There is about $60,000 less in LCFF this year. Bernice Bailey asked the reason for this. Colette Bolger stated that enrollment is down 42 students.
- Receive input on Title 1 1% parent involvement funding: about $1800 is received but Colette spends more on than this amount. Colette is starting 7 Habits for Parents during Saturday School.
- Reading Intervention and Teaching Fellows were discussed. Bernice Bailey stated that Teaching Fellows were very helpful.
- Frances Mayorga stated that Learning Partners is doing Trunk or Treat on October 26th. Movie night was a success
- Maria Munoz questioned about pesticides. Colette Bolger stated that pesticide use was posted at the school so parents are aware of the use.

9. Evaluation & Adjournment:
- The McKinley SSC meeting was adjourned by Stephanie Edgebert at 4:33 p.m.

Respectfully submitted,

Wendy Gagliardi
SSC Secretary
Date October 5, 2018

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

Date of Posting: Friday, September 21, 2018 Meeting Date: Tuesday, September 25, 2018

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 (Blanca Gonzalez, Denise Morales, Maria Estela Gaxiola, Sandy Tapia, Colette Bolger & Teresa Mendoza). 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
   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:
        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.
	Information and discussion.
	
	Discussion, nomination and election of officers.
	
	Information and discussion
		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.

McKinley ENGLISH LEARNER ADVISORY COMMITTEE
ELAC Minutes for September 25, 2018

Total Number of ELAC Members:
____3 ELAC parents/guardians of English learners
_____ ELAC parents/guardians of other students
____3 School staff

ELAC ATTENDANCE FOR THIS MEETING INCLUDED:
____1 ELAC parents/guardians of English learners
_____ ELAC parents/guardians of other students
____ 3 School staff

Representatives & Staff: ELAC members (Blanca Gonzalez, Denise Morales, Maria Estela Gaxiola, Sandy Tapia, Colette Bolger, & Teresa Mendoza). All staff, parents, and members of the public are invited to attend the meeting.

A quorum of 6 members must be present in order to conduct business. The number of committee members in attendance is 4:

         Has been met
X   Has not been met

DATE(S)	Legal Requirement/Training Topics (By the end of the year, all topics must be addressed)
	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.
	Advising the principal and staff on the school's program for English learners. (*EC* 62002.5, 52176[c])
	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])
	Advising the school on the administration of annual language census. (*5 CCR* 11308[c][5])
	Advising the school on practices to make parents/guardians aware of the importance of regular school attendance.
	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])
	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])
	Training on district's Uniform Complaint Procedures, including William's requirements.

1. Call the Meeting to Order:
The meeting was called to order at 4:44 pm by Mrs. Bolger.

.

A quorum of the members were not *present. The principal welcomed all ELAC Representatives. Members present were Colette Bolger, Teresa Mendoza, Sandy Tapia, and Denise Morales.*

Meeting was cancelled due to the lack of required quorum. It was decided to reschedule the meeting. Meeting date TBA.

2. Changes/Additions to the Meeting Agenda:

3. Secretary's Report:

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.*

6. Unfinished Business:

7. New Business:

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.

9. Adjournment
The meeting was adjourned at 4:46pm, with a reminder that our next ELAC/SSC meeting TBA.

Respectfully submitted,

Sandy Tapia
ELAC Secretary
September 25, 2018

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

McKinley

School Site Council (SSC) 1ˢᵗ Quarter Meeting

Date of Posting: 10/10/2018   **Meeting Date: 10/10/2018**

Location: Computer lab

Starting Time: 9:00 a.m.   **Ending Time: 9:30 a..m.**

Outcomes: Participants will be able to:

- **Recognize the importance of CUSD Guiding Principles**
- **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 the school's academic instructional program**
- **Determine future meeting dates, times and training schedules**

<u>**Representatives & Staff**</u>: SSC members: Members of SSC for Meeting to approve SPSA expenditure goals
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 until election of secretary	5 minutes
Report of Officers, Standing & Special Committees	Determined by site SSC	Determined by site SSC	1 minute
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 until election of chairperson	10 minutes
New Business a. Review and approve SPSA	Information	Principal	30 minutes
Evaluation (ways to improve the meeting) and Adjournment	Meeting input and approval to adjourn		1 minute

1. Call the Meeting to Order:

- The meeting was called to order at 9:05 by Stephanie Edgebert. Everyone was welcomed. Members and guests introduced themselves. Present were:

	Parent/Guardian	Present		Staff		Present
1	Karina Baustista	x	1	Bernice Bailey	Teacher	x
D 2	Maria Munoz	x	2	Wendy Gagliardi	Teacher	x
3	Maria Velazquez	x	3	Stephanie Edgebert	Other	x
4	Ana Stephens	x	4	Francis Mayorga	Other	x
5			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 9 members are present 1 members are absent
  - o A quorum has been established

3. Changes/Additions to the Meeting Agenda:

- No changes or additions were made to the agenda.*   M/S/C to approve the agenda (Insert names of members making the motion & the second)
  - o *If changes were suggested note them and the approval

4. Secretary's Report:

-

5. Committee Reports:

-

6. Public Comment:

-

7. Unfinished Business:

- Approval of Single Plan for Student Acheivement

8. New Business

Goal 1: Expenditures were discussed.

Tiers were discussed. Teachers will teach by skills for reading. Teachers are being taught how to identify the skills. Instructional coaches and reading specialists help. This is where expenditures are being spent.

$2000 for staff training and observing other students. McKinley spends money for salaries, duplication costs, consultants, programs used we purchase through the district.

Annie Plumlee is paid through Title 1 and LCFF.

Teaching Fellows: Fresno State students are here for 4 hours a day, 4 days a week.
Kindergarten aides are paid by the district. They give schools money to pay for aides. Salaries cannot be changed once they are hired.
Lesson study was discussed.
Goal 2: Creating an environment conducive to learning for all students. PBIS teacher, Mr. Ponce, is paid.
Many of the resources are paid from LCFF funds.
PBIS Lighthouse team meets once a month to discuss behaviors. How can we support the students with behavior difficulties.
Goal 3: Parent Involvement
Sonja helps with this. Colette Bolger is working with Polk and Tilley.
Family literacy project and 7 Habits of Highly Effective Families are being offered for parents. There will be daycare.
Family events that have costs is paid through this.budget.
Parenting Partners will be lead by Sonja
Goal 4 EL Learners
Using common assessments to identify how to teach the EL Learners. The ELPAC has replace the CELDT. It is more rigorous than the CELDT. Three parts to teach EL: Basic Skills, CALP,. Teachers need to teach students the grammar of the language, how the language is structured.
We grew 10% overall in Language Arts and Math on Smarter Balance. Main goal to grow at least 5%, pushing for 7%.:
A parent stated that parents need to push students at home. Colette stated that our EL students try very hard to learn. We need to find motivation for our English only students. We are one of the few schools that do student led conferences.
Stephanie Motioned to approve the Single Plan. Francis Mayorga seconded the motion.

9. Evaluation & Adjournment:
- Participants complete the meeting evaluation form or offer oral comments
- The McKinley SSC meeting was adjourned by Stephanie Edgebert at 9:36 a.p.

Respectfully submitted,

Wendy Gagliardi

SSC Secretary
October 10, 2018

School Site Council (SSC) 18-19
SIGN-IN SHEET
Emergency Meeting
Wednesday, October 10, 2018 @ 9:00 a.m.
McKinley Elementary

MEMBER NAME	POSITION	SIGNATURE	E-MAIL
Colette Bolger	Principal	*[signature]*	cbolger@centralusd.k12.ca.us
Bernice Bailey	Teacher K	*[signature]*	bbailey@centralusd.k12.ca.us
Wendy Gagliardi	Teacher TK	*[signature]*	wgagliardi@centralusd.k12.ca.us
Teresa Mendoza	GIA	*[signature]*	tmendoza@centralusd.k12.ca.us
Frances Mayorga	LP Director	*[signature]*	
Stephanie Edgebert	Staff Yard Duty	*[signature]*	
Karina Bautista Lias	Parent	*[signature]*	klelizabeth1106@yahoo.com
Blanca Gonzalez	Parent	*[signature]*	blanca1015gonzalez@gmail.com
Maria Munoz	Parent	*[signature]*	
Maria Velazquez	Parent	*[signature]*	
Ana Stephens	Parent	*[signature]*	ana.stephens@hotmail.com
Guests:			
Frances Mayorga	Learning Partners Director		fmayorga@centrausd.k12.ca.us

sscsign-in17-18

SSC Evaluation

Date: 10/9/2018   **Site:** Mckinley

Instructions: Please rate each item from "Disagree" to "Excellent."
If the statement is not applicable, leave it blank

Disagree

Agree Excellent					
1. Were the outcomes of the program made clear?	(1)	[2]	[3]	[4]	[5]
2. Was the material presented in a way that all could understand?	(1)	[2]	[3]	[4]	[5]
3. Did you feel your input was valued?	(1)	[2]	[3]	[4]	[5]
4. Were your questions and concerns addressed?	(1)	[2]	[3]	[4]	[5]
5. How useful will these ideas be in improving student learning?	(1)	[2]	[3]	[4]	[5]
6. How would you rate the overall value of this meeting?	(1)	[2]	[3]	[4]	[5]

7. What were the best aspects of this meeting?
We have a really good team. All the help that the school has to help our children.

8. What could be done to improve the meeting?
Nothing so far.

9. For future programs, what topics would be most helpful to you?
The learning of each child.

10. Additional comments?

Maria Velazquez

Signature (Optional)

SSC Evaluation

Date: Oct. 10, 2018 **Site:** McKinley

Instructions: Please rate each item from "Disagree" to "Excellent."
If the statement is not applicable, leave it blank

	Agree / Excellent				Disagree
1. Were the outcomes of the program made clear?	[1]	[2]	[3]	[4]	[5]
2. Was the material presented in a way that all could understand?	[1]	[2]	[3]	[4]	[5]
3. Did you feel your input was valued?	[1]	[2]	[3]	[4]	[5]
4. Were your questions and concerns addressed?	[1]	[2]	[3]	[4]	[5]
5. How useful will these ideas be in improving student learning?	[1]	[2]	[3]	[4]	[5]
6. How would you rate the overall value of this meeting?	[1]	[2]	[3]	[4]	[5]

7. What were the best aspects of this meeting?

parents feeling comfortable to speak up.

8. What could be done to improve the meeting?

9. For future programs, what topics would be most helpful to you?

10. Additional comments?

Bernice Bailey
Signature (Optional)

SSC Evaluation

Date: 10-10-18   **Site:** McKinley Elementary

Instructions: Please rate each item from "Disagree" to "Excellent."
If the statement is not applicable, leave it blank

Disagree

Agree Excellent					
1. Were the outcomes of the program made clear?	[1]	[2]	[3]	[4]	[5]
2. Was the material presented in a way that all could understand?	[1]	[2]	[3]	[4]	[5]
3. Did you feel your input was valued?	[1]	[2]	[3]	[4]	[5]
4. Were your questions and concerns addressed?	[1]	[2]	[3]	[4]	[5]
5. How useful will these ideas be in improving student learning?	[1]	[2]	[3]	[4]	[5]
6. How would you rate the overall value of this meeting?	[1]	[2]	[3]	[4]	[5]

7. What were the best aspects of this meeting?

learning the improvements that are been done for the kids benefits.

8. What could be done to improve the meeting?

More parents participating.

9. For future programs, what topics would be most helpful to you?

10. Additional comments?

Signature (Optional)

SSC Evaluation

Date: _10/10/18_   Site: _Mckinley_

Instructions: Please rate each item from "Disagree" to "Excellent."
If the statement is not applicable, leave it blank

	Agree / Excellent				Disagree
1. Were the outcomes of the program made clear?	[1]	[2]	[3]	[4]	[5]
2. Was the material presented in a way that all could understand?	[1]	[2]	[3]	[4]	[5]
3. Did you feel your input was valued?	[1]	[2]	[3]	[4]	[5]
4. Were your questions and concerns addressed?	[1]	[2]	[3]	[4]	[5]
5. How useful will these ideas be in improving student learning?	[1]	[2]	[3]	[4]	[5]
6. How would you rate the overall value of this meeting?	[1]	[2]	[3]	[4]	[5]

(Items 1–6: option [1] circled on each row)

7. What were the best aspects of this meeting?

8. What could be done to improve the meeting?

9. For future programs, what topics would be most helpful to you?

10. Additional comments?

Signature (Optional)

SSC Evaluation

Date: 10-10-19 **Site:** McKinley

Instructions: Please rate each item from "Disagree" to "Excellent."
If the statement is not applicable, leave it blank

	Agree / Excellent				Disagree
1. Were the outcomes of the program made clear?	[X]	[2]	[3]	[4]	[5]
2. Was the material presented in a way that all could understand?	[1]	[2]	[3]	[4]	[5]
3. Did you feel your input was valued?	[1]	[2]	[3]	[4]	[5]
4. Were your questions and concerns addressed?	[1]	[2]	[3]	[4]	[5]
5. How useful will these ideas be in improving student learning?	[1]	[2]	[3]	[4]	[5]
6. How would you rate the overall value of this meeting?	[1]	[2]	[3]	[4]	[5]

7. What were the best aspects of this meeting?
The conversation of how to help parents with student homework

8. What could be done to improve the meeting?
Try Recruiting more parents

9. For future programs, what topics would be most helpful to you?
How to get more parents involved with school activities

10. Additional comments?

Signature (Optional)

SSC Evaluation

Date: 10 /10/ 2018 Site: McKiney

Instructions: Please rate each item from "Disagree" to "Excellent."
If the statement is not applicable, leave it blank

	Agree / Excellent				Disagree
1. Were the outcomes of the program made clear?	[1]✗	[2]	[3]	[4]	[5]
2. Was the material presented in a way that all could understand?	[1]✗	[2]	[3]	[4]	[5]
3. Did you feel your input was valued?	[1]✗	[2]	[3]	[4]	[5]
4. Were your questions and concerns addressed?	[1]	[2]✗	[3]	[4]	[5]
5. How useful will these ideas be in improving student learning?	[1]✗	[2]	[3]	[4]	[5]
6. How would you rate the overall value of this meeting?	[1]✗	[2]	[3]	[4]	[5]

7. What were the best aspects of this meeting?
Everthing Special talk about the level nivel
Until year 5% ponts.

8. What could be done to improve the meeting?

9. For future programs, what topics would be most helpful to you?

10. Additional comments?

Rosa Stplus
Signature (Optional)

SSC Evaluation

Date: _10/10/18_   Site: _McKinley_

Instructions: Please rate each item from "Disagree" to "Excellent."
If the statement is not applicable, leave it blank

	Agree Excellent				Disagree
1. Were the outcomes of the program made clear?	(1)	[2]	[3]	[4]	[5]
2. Was the material presented in a way that all could understand?	(1)	[2]	[3]	[4]	[5]
3. Did you feel your input was valued?	(1)	[2]	[3]	[4]	[5]
4. Were your questions and concerns addressed?	(1)	[2]	[3]	[4]	[5]
5. How useful will these ideas be in improving student learning?	(1)	[2]	[3]	[4]	[5]
6. How would you rate the overall value of this meeting?	(1)	[2]	[3]	[4]	[5]

7. What were the best aspects of this meeting?

Explanation of how each Budget item is utilized in school.

8. What could be done to improve the meeting?

Little less about items that only teachers understand, more time toward parents, non teacher.

9. For future programs, what topics would be most helpful to you?

Student culture / Parent involvement

10. Additional comments?

_____

Signature (Optional)

SSC Evaluation

Date: 10/10/15   Site: McKinley

Instructions: Please rate each item from "Disagree" to "Excellent."
If the statement is not applicable, leave it blank

Agree   Excellent

1. Were the outcomes of the program made clear?	[1]	[2]	[3]	[4]	[5]
2. Was the material presented in a way that all could understand?	[1]	[2]	[3]	[4]	[5]
3. Did you feel your input was valued?	[1]	[2]	[3]	[4]	[5]
4. Were your questions and concerns addressed?	[1]	[2]	[3]	[4]	[5]
5. How useful will these ideas be in improving student learning?	[1]	[2]	[3]	[4]	[5]
6. How would you rate the overall value of this meeting?	[1]	[2]	[3]	[4]	[5]

(Items 1–6 circled at [1])

7. What were the best aspects of this meeting?

8. What could be done to improve the meeting?

9. For future programs, what topics would be most helpful to you?

10. Additional comments?

Signature (Optional)

McKinley Elementary
Title I School Parental Involvement Policy
2018-19

McKinley Elementary has developed a written Title I parental involvement policy with input from Title I parents. Title 1 parents were invited to the 1st quarter School Site Council Meeting to share input in the policy. It has distributed the policy to parents of Title I students in August 2018 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 BlackBoard Connect 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:
     - o **Parent conferences two times a year**
     - o **SSC/ELAC meetings**
     - o **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 them 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 has   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 email/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 the office and posted outside the 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.

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

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

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

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

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
Reviewed/Updated 5/18/18

McKinley Elementary School
SCHOOL-HOME COMPACT 2018-19
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- I am in charge of my choices, thoughts, and actions
- Begin with the End in Mind -I plan ahead and set goals
- Put First Things First - Work first,, then play
- Think Win-Win - Everyone can win
- Seek First to Understand then to be Understood - Listen before you talk
- Synergize - Working together is better
- Sharpen the Saw - I take care of myself, mind, body, and heart

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 (10 min. per grade level. Ex: 3rd graders read for 30 min).
- 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.

5/22/18 cb

_____   _____   _____
Teacher Signature   **Student Signature**   **Parent/Guardian Signature**