The Single Plan for Student Achievement

MCKINLEY Elementary School

01-61291-6002422
CDS Code

Date of this revision: **May 29, 2013**

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

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

Contact Person: **Cher Situm**

Position: **Principal**

Telephone Number: **510-618-4320**

Address: **2150 E. 14th Street, San Leandro, CA 94577**

E-mail Address: **csitum@sanleandro.k12.ca.us**

San Leandro Unified School District

The District Governing Board approved this revision of the School Plan on

May 29, 2013.

Introduction Section

McKinley Elementary School Profile

McKinley Elementary School is located in the City of San Leandro, which is situated 20 miles southeast of San Francisco. San Leandro is a friendly and diverse city with a colorful heritage and numerous cultural amenities including a 450-berth marina, two golf courses and a large community library center. San Leandro is well known for its quiet, well defined neighborhoods full of charming and unique older houses on tree-lines streets. San Leandro residents are proud of both their neighborhood and homeowners' associations.

The school district has 12 schools (eight elementary school, two middle schools, one comprehensive high school, and one continuation high school). A highly competitive staff has established a close rapport with the students and the community. For the 2011-12 school years, 445 students are enrolled at McKinley Elementary School. Student body demographics are shown in the chart below. Graphs of additional student body demographics are depicted in the appendix.
Student Enrollment by Ethnic Group as of 2011-2012 CBEDS

African American	18.2%
American Indian	0.5%
Asian	9.2%
Caucasian	3.6%
Filipino	4.7%
Hispanic or Latino	58.7%
Native Hawaiian/Pacific Is.	0.5%
Two or More Races	3.6%

In addition to our high caliber professional teaching staff, we provide an extensive array of support services to assist our teachers in meeting the diverse needs of our students. These support staff positions include a Special Education Teacher, a Title I Specialist, an EL Support Provider, EL Clerk, a Speech and Language Therapist, Trained CELDT examiners, Counseling Psychologist Intern, School Psychologist, Second Step Teacher, well trained Instructional Assistants and Para-Professionals, Band and Choral Music, Art, Technology, Physical Education Specialists, and Principal. We also offer adult English instruction classes through our Adult School for our parents. Together, the certificated and classified staff collaborates to provide a cohesive, well-integrated program for our students and families.

We have several well organized parent groups: PTO (Parent Teacher Organization), to create lasting parent-home-school connections. ELAC (English Language Advisory Committee), to assist our Spanish speaking students and families, and best meet their academic and cultural needs. SAC (School Advisory Committee), to address the needs of EL and Title I students. PEP (Parent Equity Team), to support equitable teaching practices in the classroom and throughout our learning community. SSC (School Site Council), to strategize and dedicate funds based upon results of data, assessments, STAR and CELDT scores to close racial disparity achievement gap. Title I, to address the needs of our underperforming students and create compact with family, parents and students, to support academic success. Coffee Chat, to welcome, feed and support families with any questions as they arise throughout the school year in a relaxed environment. Wednesday AM Message, provided by the Principal each week to communicate effectively in Spanish and English, upcoming school events and activities to support the McKinley learning community.

Since 2008-2009, when McKinley implemented AIMSweb, a data-based formative assessment program to identify gaps in reading and math standards, we have gained 45 API points in an on-going effort to close the racial achievement gap. In 2009-10, SLUSD implemented DIBELS, a formative reading assessment program additionally. Our Title I Coordinator, Instructional Assistants, EL Support Provider and instructional materials are implemented to assist students with meeting these standards. Our Student Data Wall, displayed on-going student progress, and guided our teaching practices in 2009- 2011. This document provided a visual of where all students are performing, and created ownership for achievement. We no longer utilize the Data Wall currently, as we now have a formative assessment technology system called dibels.net for ELA and are currently piloting Math assessment technology. (See below)

McKinley is in its fifth year of RtI (Response to Intervention) implementation, now called Tiered Intervention, is the practice of providing high-quality instruction/intervention matched to student needs, and using learning rate over time and level of performance to make important educational decisions. The purpose of Tiered Intervention is to identify struggling students **earlier** and more **accurately**- employing the "catch them before they fall" vs. "wait until they fail" method, thus decreasing the number of students typically referred for special education. Inside is district prescribed research based reading recovery program for those students two years below grade level, and taught by our Resource Specialist, trained to implement this program.

SLUSD implemented a formative reading assessment system in 2011-12, which has been utilized by McKinley called DIBELS. Our staff uses this system to gauge where students are not proficient in meeting state and district grade level learning standards, and apply programmatic strategic interventions to meet these standards. At grades 1st – 3rd, teachers take smaller groups of 8 – 10 students from 2:15 – 3:00pm for Tiered Intervention. At grades 3rd – 5th, teachers rotate students with Technology and Music Teachers, to provide small group instruction for 8 – 10 students in their classrooms not meeting grade level standards. Before and After School Interventions are also

provided for Title I students performing at far below basic, as well as push-in services for EL students with our EL Para Educator and Title I Instructional Assistants. We are School Wide Title I as of 2011-12. This allows access to Title I funds to provide additional learning opportunities, materials and instruction for all McKinley students.

These organizations, interventions, learning strategies and data results, are providing extensive on-going educational opportunities for our K -5 students. Thus, we are tracking our students' academic gains, increasing cultural awareness, by providing well researched instructional programs to prevent the inaccurate need for special education services throughout our learning community. Saturday School is also being implemented to include test taking strategies for our K – 5 students to improve STAR scores using Curriculum Associates Test Practice Booklets, and Illuminate teacher created tests to promote student achievement.

It is the goal of the San Leandro Unified School District, and McKinley Elementary School, to have all subgroups at a performance band of Proficient or Advanced in English Language Arts and Mathematics by 2013 -2014, and in accordance with NCLB (No Child Left Behind) and prepared for the Common Core. McKinley will continue Common Core Professional Development, to prepare for new State Testing and learning standards in ELA, Math and ELD.

Teachers, Principal and parent groups also examine benchmark data, using Illuminate resources for ELA and Math, Intervention materials and bell to bell instruction, to help close the racial achievement gap.

Our strengths are the academic gains made on the API for our four most underperforming numerically significant in the following subgroups: African American, Latino, SED and EL students.

District Mission

The mission of the San Leandro Unified School District is to educate students to achieve and demonstrate academic excellence and to become confident, collaborative, and competitive in a global society, by utilizing state-of-the-art technologies and innovative teaching strategies within a well-maintained, secure learning environment, in a region rich in heritage and diverse in culture, where we value our traditions while welcoming change.

San Leandro Unified School District
2012-2013 District Goals

Learning by Doing Together
Guiding Principles

The District will:

- Be bold and innovative in its thinking
- Ensure *all* students are college and/or career ready
- Maintain a focus on equity and closing the achievement gaps
- Hold ourselves accountable for improved student learning
- Provide learning environments that are free from all forms of harassment

Goals

Goal #1: Educate the Whole Child: Ensure the academic, physical, social and emotional well-being of every student

Goal #2: Ensure the Financial Stability of the District

Goal #3: Provide Effective and Timely Communication and Community Engagement

Goal #4: Human Resources-Recruit and Support Outstanding Employees

Goal #5: Ensure Safe and Well Maintained Facilities

District Instructional Focus Plan



San Leandro Unified School District

San Leandro, California

Student Success through Instructional Leadership

For more than five years, San Leandro educators have engaged in nationally recognized work in the area of racial equity and its importance for educating a diverse student population. Now, we are well positioned to transform our district-wide investments into more focused classroom instruction, in order to support accelerated student achievement.

Good teaching is the most important predictor of student learning. It is the primary vehicle for achieving our goal of accelerated growth for every student, every year … without exceptions. Although some of our schools have shown improvements in student achievement in recent years, we still have a long way to go toward ensuring equitable educational outcomes for all students in every school.

2010-2013 Instructional Focus

Cindy M. Cathey
Superintendent of Schools
December 2010

This **Instructional Focus** reflects an ongoing commitment to four strategic priorities of our district:

- -Infusion of our *racial equity mindset*, principles, and practices into day-to-day effective instruction for all students;
- -Disciplined implementation of our *tiered intervention strategy*, including consistent attention to *culturally responsive teaching-&-learning* and *proven instructional practices for English learners;*
- -Promoting quality *data-informed professional collaboration*, with a bias toward improving instructional practices;
- -Developing strong *instructional leadership* among teachers and school leaders.

This Instructional Focus is an expression of our sense of urgency and recommitment to ensuring an **effective teacher in every classroom and effective leader in every school** because they are the precursors to student learning.

GOAL

Continuous academic growth for every student, every year...no exceptions!

Accelerated academic growth for those students not yet at grade level
Continuous **socio-emotional development** for every student by name
Academic tenacity by every student

Vital Signs of Student Progress

- Student attitude, motivation, attendance and engagement
- Student authentic demonstration of learning
- Closing the "achievement gap" and accelerating learning for all students
- Student growth and performance in content areas
- Student readiness for participation in a digital/media-rich global society
- Student successful transition from grade-to-grade and pre-K → elementary → middle school → high school → post-secondary education





In San Leandro Unified School District, we believe that all students can achieve at high levels. While they will not meet the standards at the same time or in the same way, we must, nonetheless, hold all students to the same high expectations relative to their academic achievement and socio-emotional development.

Student Demographics and 2010 API Results

Student Group	% of Total	2010 API	API vs. API for White Students
African American	16.2%	663	-122
Asian	15.2%	849	+64
Filipino	8.6%	785	0
Hispanic/Latino	43.4%	682	-103
White	12.5%	785	–
Socioeconomically Disadvantaged	54.1%	691	–
English Learner	27.9%	685	–
Students with Disabilities	11.8%	565	–

source: http://www.sanleandro.k12.ca.us/2077103261933594901site/default.asp

In San Leandro USD, our fundamental premise is this: **effective teachers** in every classroom and **effective leaders** in every school constitute the most powerful drivers of student success. Therefore, as practitioners, we are committed to **continuous improvement of our professional practices**, because they are the precursors to student learning.

	Teaching Practices	Leadership Practices	Organizational Practices
Pillar #1 *All students have access to a challenging core curriculum, differentiated instruction, and assessments that are directly aligned to all state standards in all content areas. Differentiated instruction is designed to meet the varied learning needs of each student.*	**Standards-Aligned Differentiated Instruction**		
	T1: Teachers will link daily objectives to essential core content standards through differentiated instruction. T2: Teachers will adhere to appropriate, content-specific pacing guides using Board-approved materials.	L1: Leadership Team will conduct classroom visits to highlight effective standards-based instructional strategies. L2: Leadership Team will facilitate ongoing grade level and school-wide dialogue regarding pacing guides, essential standards, and classroom visits.	O1: School/District will provide and constantly review pacing guides to ensure the focus is on essential standards and is realistic. O2: School/District will provide training and support for teachers in successful differentiation strategies.
Pillar #2 *Instruction uses students' prior knowledge, learning styles and cultural background; procedures will support the perspectives and needs of our diverse stakeholders. We will infuse our day-to-day instructional practices with insights and experiences from our multi-year, district-wide racial equity work.*	**Culturally-Responsive Teaching and Learning**		
	T3: Teachers will utilize a variety of instructional strategies (e.g. role play, independent work, research projects, cooperative learning) to engage all learners. T4: Teachers will use students' home cultural experiences as a foundation for developing knowledge and skills. T5: Teachers will encourage students to set goals, evaluate own performance, and act on feedback they receive from their teachers or peers.	L3: Principal/Leadership Team will encourage teachers and staff to question and challenge their own beliefs and actions about students' ability to meet high expectations. L4: Principal will ensure that teachers and staff set high expectations for all students and motivate them to meet those high standards. L5: Principal will communicate regularly with parents and community members (e.g. through newsletters providing an overview of culturally responsive curriculum goals, classroom activities, and selected samples of student work).	O3: School staff will communicate a consistent message of high expectations and high support for all students without exception. O4: School staff will implement a curriculum that is integrated, interdisciplinary and inclusive of topics that reflect their students' culture and experiences. O5: School/District will create positive relations and meaningful collaboration with parents and community in decision-making and educational development of children.
Pillar #3 *Teachers and staff collaborate in consistent cycles of inquiry using data from frequent, common formative assessments to plan, monitor & adjust teaching/ leadership/organizational practices. Our Professional Learning Communities (PLCs) reflect commonly held high expectations & a shared responsibility to improve learning.*	**Data-Driven Continuous Improvement**		
	T6: Teachers will communicate assessment criteria and standards to students daily. T7: Teachers will utilize findings from formative assessments and student work to inform and improve instructional and intervention practices. T8: Teachers will meet regularly to review formative assessment data and make instructional adjustments to address areas of concern and/or accelerate learning.	L6: Principal/Leadership Team will utilize data about student learning and professional practices to monitor implementation of school-wide and grade-level/department continuous improvement plans. L7: Principal/Administrators will align professional development opportunities for data analysis findings and essential standards to improve student achievement. L8: Principal/Leadership Team will meet with individual teams of teachers to review how data is being used to drive continuous improvement of classroom instruction.	O6: School/District will institutionalize a user-friendly data system for tracking progress of every student and every department. O7: School staff will regularly review summative and formative assessment results, attendance records, and other materials to identify problems and take action based on evidence. O8: Administrators will provide time for data-informed collegial collaboration about strategies for improving student achievement.
Pillar #4 *Trust among school-home community is nurtured through shared responsibility for student success, proactive communication and meaningful stakeholder "voice". Our schools and workplaces are safe and secure, and standards of conduct for students and adults are clearly articulated, fair to all and consistently enforced.*	**Safe Climate and Strong Relationships**		
	T9: Teachers will make special efforts to involve parents of students from economically disadvantaged, racial/ethnic minority and language minority backgrounds and respond to concerns with professional cultural sensitivity. T10: Teachers will provide time, encouragement and instructional strategies necessary to help all students achieve high academic growth. T11: Teachers and staff will communicate care and concern for students' learning and well-being, both verbally and non-verbally.	L9: Principal will provide opportunities for staff members to learn and share successful approaches to engaging parents in their child's education. L10: Principal/Leadership Team will equitably enforce high behavioral expectations that are clearly communicated to all students. L11: Principal/Leadership Team will build systems to link educators, students, parents, caregivers and the community to create schools that are safe and caring.	O9: All SLUSD personnel will treat parental concerns with respect and demonstrate genuine interest in developing solutions. O10: School staff will connect every student to at least one caring adult.

Vital signs & look-fors

What gets measured and reinforced, gets done!

In the medical profession, vital signs define the body's most basic functions and are used to detect and monitor patient health. In a professional learning community, a series of vital signs can be used to track "organizational health" and monitor progress toward the goal.

By paying consistent attention to the Vital Signs of Student Learning and Professional Practices, we will be able to monitor and communicate progress, continuously improve practices, ensure accountability, and celebrate

Student Learning



CARING AND RESPECT

- On surveys, the majority of students indicate that they feel "valued as successful individuals" at their school.
- Decrease in the number of students sent to the office and/or out of class for discipline-related issues.

GROWTH ON ASSESSMENT

- *Elementary:* Increase in the percentage of students in all racial and ethnic subgroups who are proficient on their ELA and math benchmark assessments each testing period.
- *Secondary:* Increase in the percentage of students in all racial and ethnic subgroups who raise their GPA a minimum of .025 GPA points quarter to quarter.

Teaching Practices



RIGOROUS LEARNING ACTIVITIES

- As evidenced in classroom visits, 80%-100% of teachers using one or more identified (district, site, and teacher) specific, common instructional strategies.
- As evidenced in classroom visits, 80%-100% of teachers using one or more reflective and higher level thinking strategies.

COLLABORATIVE ANALYSIS OF WORK

- 100% of monthly collaboration meetings have a formal product and/or agenda/minutes.
- 100% of teachers meet monthly to analyze data, in order to inform teaching practice.

Leadership Practices



INSTRUCTIONAL MONITORING

- Classroom visits occur a minimum of 45-60 minutes daily or 3.5 hours weekly with general feedback reflecting school-wide trends and patterns.
- Percentage of grade levels/ departments that hold Data Summits (or academic conferences) at the end of each assessment cycle (3 times per year for elementary, 4 times per year for secondary)
- *Elementary:* Number of principal visits to observe focal students being progress monitored during intervention.

FAMILY-FRIENDLY SCHOOL CULTURE

- Majority of parents "agree that the school has a welcoming and inclusive environment for families" as evidenced by a family survey.
- Participants in ELAC, SSC, and PTA/PTO proportionately reflect the diversity of the school.

Organizational Practices



RESOURCES ALIGNED TO PRIORITIES

- Time, people, and funding are aligned to meet the needs of students based on data and research as evidenced in the District Professional Development Plan.

CULTURE OF ACHIEVEMENT

- Staff, students, and parents celebrate the successes of individual student and organizational achievement as evidenced by the number of community partnerships, African American/Latino Nights, Board agendas, school acknowledgements and recognition.

Facilitated, compiled and designed by Performance Fact, Inc.

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McKinley School Vision and Mission

McKinley Elementary School's mission is to provide all students with a rigorous instructional program that is aligned with the California State Standards, so that all students will reach their fullest academic potential, and successfully progress to middle school.

Our vision is to administer best practices, provide equitable teaching strategies, on-going professional development, frontload all academic vocabulary, language and content California State Standards and continually commit to closing the racial achievement gap. We will frequently progress monitor our students with: DIBELS formative assessment system in English Language Arts on going District wide Math, Language Arts and Writing Assessments, and state adopted core curriculum materials. Interventions will be matched to students' needs, while continuing to implement Reading Academy and Tiered Intervention. Our vision is to promote all students onto middle school prepared to succeed.

McKinley Elementary School

San Leandro Unified School District

San Leandro, California

On a Mission … Success for All Students!

2012-2015

Alternative Governance Plan

Ms. Cheryl Lynn Situm
Principal
May 2012

At McKinley Elementary School, we have a unified focus: to nurture the unique strengths of each student so that she or he builds **personal responsibility**, reaches high levels of **academic achievement**, and **contributes positively** to society. Supporting all students in meeting these aspirations takes all of us: parents, educators and community members. This requires our collective commitment to a common roadmap, consistent follow-through, and a continuous improvement mindset.

This **Instructional Focus** is our roadmap for accelerating learning and achievement for every student, without exception. It defines the **"Four Pillars"** of our educational improvement efforts.

Our first Pillar, **Standards-Aligned and Data-Informed Instruction**, ensures that all students will receive instruction that meets educational standards. We will hold every student to common high expectations and will guide their learning so that each student scales those heights.

Our second Pillar, **Culturally Responsive Teaching and Learning**, recognizes that different students learn in different ways; one size does not fit all. We see the diverse backgrounds of our students as valuable learning resources; therefore, we will build on those assets as we tailor our professional practices to our students' cultural backgrounds.

Our third Pillar addresses our professional commitment to continuous improvement of our craft as educators. Through **Collaborative Professional Learning and Supports**, we build and sustain a community of effective professional practices.

Finally, our fourth Pillar recognizes that our school cannot do it alone! Success for our students also depends on a **Safe Climate and Strong Relationships with Families and Community**. This Pillar strengthens trust and communication among home, school and community.

By working in partnership with parents and community, McKinley Elementary School will nurture **confident, responsible and capable learners.**

Our GOAL is clear!

McKinley students will ...

build on their unique strengths

demonstrate personal responsibility

reach high levels of academic achievement

contribute positively *to society*

Our Vital Signs

Our Vital Signs provide insight into our students' educational health and well-being at any point in time. We will monitor our students' progress relative to these indicators.

1. *Self-discipline*, *initiative*, and *independence*
2. On-time daily *attendance*
3. Acquisition of *positive life skills*
4. *Proficiency* in core subjects among all student groups
5. *Active participation* in learning

PROFESSIONAL PRACTICES

At McKinley Elementary School, we are committed to continuous improvement of our professional practices. The **Four Pillars** of our educational foundation guide our day-to-day Teaching Practices, Leadership Practices and Organizational Practices.

Pillar #1: Standards-Aligned and Data-Informed Instruction

We will teach all students what they need to know, so that they are equipped for success at the next level.
We will rely on evidence to drive decisions about professional practices and school priorities.

Teaching Practices	Leadership Practices	Organizational Practices
T1: Teachers follow the SLUSD standards-based pacing guides and use the adopted/supplemental materials in ELA, ELD and Mathematics.	L1: Principal routinely visits classrooms to observe standards-based instruction.	O1: Faculty and staff communicate to parent's grade-level expectations and the student's progress toward meeting grade-level standards.
T2: Teachers tailor instruction and intervention for individual students based on analysis of student work and results from multiple assessment measures.	L2: Principal routinely accesses multiple sources of data and discusses successes or necessary interventions for individual or groups of students.	O2: School staff participate in reviewing student data and identifying appropriate intervention groups.

Pillar #2: Culturally Responsive Teaching and Learning

We will ensure that instructional practices build on our students' prior knowledge, learning styles, and cultural backgrounds.
Our procedures will support the perspectives and needs of our diverse stakeholders.

Teaching Practices	Leadership Practices	Organizational Practices
T3: Teachers demonstrate caring and respect for all students and encourage students to exhibit caring and respect for each other.	L3: Principal creates a culture of high engagement and respect for students, parents and community members as partners in student learning.	O3: All staff establish classroom and school atmosphere that respects all cultures.
T4: Teachers scaffold instruction to students' home cultures and language (e.g., by incorporating students' preferences for active kinesthetic participation, verbal expressiveness, etc.)	L4: Principal/teachers collaborate to ensure that teaching practices are varied and suited to the cultural learning styles of their student populations.	O4: All school staff include students, parents and community members as valuable contributors to the teaching/learning process.

Pillar #3: Collaborative Professional Learning and Supports

We will engage in ongoing professional learning and reflection so that we can improve our day-to-day practices continuously.
We will build and sustain a high-trust, supportive environment that promotes continuous collegial learning and professional accountability.

Teaching Practices	Leadership Practices	Organizational Practices
T5: Teachers and support staff seek out and participate in targeted professional development aligned to the school's goals.	L5: Principal provides staff development opportunities that are coordinated with the school's goals.	O5: District leadership supports teachers and the principal in meeting the school's goals.
T6: Teachers frequently plan for and reflect upon the effectiveness of instructional practices with colleagues.	L6: Principal provides bi-monthly organized goal-oriented opportunities to collaborate.	O6: Support staff (Resource Specialist, Speech Therapist, Psychologist, Title 1, Behaviorist, and Classified Staff) collaborates with classroom teachers to respond to needed interventions for students.

Pillar #4: **Safe Climate and Strong Relationships with Family and Community**

We will build trust and open communication among home, school and community to sustain shared responsibility for safe schools and student success.

Teaching Practices	Leadership Practices	Organizational Practices
T7: Teachers work collegially to develop and enforce school practices and behaviors that promote a high-achieving, caring, supportive environment and will hold themselves and each other accountable.	L7: Principal/teachers equitably enforce high behavioral expectations that are clearly communicated to all students and families.	O7: Administrators/school identify ways to support the effectiveness and utility of established routines and procedures.
T8: Teachers regularly communicate with parents regarding positive student behavior and achievement, not just regarding misbehavior or failure.	L8: Principal/teachers provide information regarding how parents can foster learning at home, give appropriate assistance, monitor homework, and give feedback to teachers.	O8: School staff sponsors workshops or distributes information to assist parents in understanding how students can improve skills, get help when needed, meet class expectations, and perform well on assessments.

**Please note that student photos were omitted in this site plan in the interest of space.*
McKinley School 2012-2015 Instructional Focus Plan copies are available in the McKinley Office.

VITAL SIGNS AND LOOK-FORS

What gets measured and reinforced gets done!

In the medical profession, vital signs define the body's most basic functions and are used to detect and monitor patient health. In a professional learning community, a series of vital signs can be used to track organizational health and monitor progress toward the goal.

By paying consistent attention to the Vital Signs of Student Learning and Professional Practices, we will be able to monitor and communicate progress, continuously improve practices, ensure accountability, and celebrate our successes.

Student Learning	Teaching Practices	Leadership Practices	Organizational Practices
Work that meets/exceeds standards Increase the percentage of students meeting benchmark goals in formative and summative assessment in ELA and Math. Students articulate and apply the skills and concepts that are currently being taught. **Growth on assessments** Increase the percentage of students meeting their progress monitoring target goals. Students demonstrate growth on multiple forms of assessments identified by grade levels. **Attendance**	**Checking for understanding** Teachers promote students' demonstration of understanding. Frequent use of agreed-upon formal and informal assessments. **Data-guided instruction** Teachers use timely data to continually identify and adjust intervention groups and levels. Instruction is targeted and differentiated based upon data-informed common needs. **Collegial responsibility** Teachers support each other in strengthening	**Evidence-based feedback** Principal gives explicit feedback to teachers after classroom visits. Principal offers frequent opportunities for staff, students, and parents to voice constructive feedback and ideas for improvement. **Professional Development aligned to priorities** Principal aligns differentiated professional development as defined by staff needs and the school's Instructional Focus. Principal plans opportunities for teachers to share their strengths with other teachers.	**Resources aligned to priorities** "Sacred time" is set aside to collaborate, monitor, and reflect on practices. School schedule maximizes time spent on quality instruction. **Protected collaborative time** Minimum of 90 minutes of professional development during each trimester aligned to our Instructional Focus.

Minimum 96% school-wide on time attendance every trimester. Offer Saturday School annually to students with absences. **Caring and respect** Increase percentage of students who receive positive recognition for following school expected behaviors. Students take the initiative to solve a problem/help other students.	professional practices. Teachers collaboratively analyze student data and reflect on teaching practices.	**Family-school relationships** Principal and teachers use a variety of communication tools on a regular basis to reach parents.	

School Profile

- **2011-12 MCKINLEY Elementary School Quality Snapshot by CDE**

2011-12 School Quality Snapshot

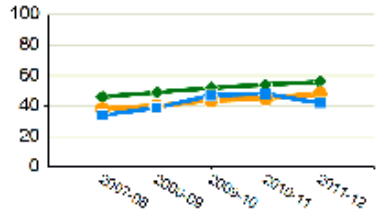
McKinley Elementary

San Leandro Unified

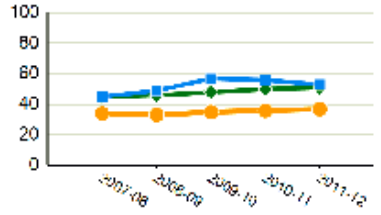
2150 East 14th St., San Leandro, CA 94577

Grades Offered: K - 5
Enrollment: 458
Charter: No
Title I Funded: Yes
CDS Code: 01-61291-6002422

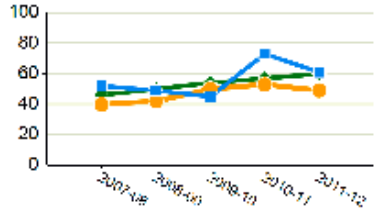
CST English-language Arts Results (percent proficient and above)



CST Mathematics Results (percent proficient and above)



CST Science Results (percent proficient and above)



California's Academic Performance Index (API)

2012 Growth API	768
2011-12 Growth from Prior Year	-16
Met Schoolwide Growth Target	No
All Student Groups Met Target	No
2011 Base API State Rank	4
2011 Base API Similar Schools Rank	4

API Subgroup Performance - 2012 API Growth

	Met Target	Growth
African American or Black		–
American Indian or Alaska Native		–
Asian		–
Filipino		–
Hispanic or Latino	No	3
Native Hawaiian or Pacific Islander		–
White		–
Two or More Races		–
English Learners	No	-9
Socioeconomically Disadvantaged	No	-4
Students with Disabilities		–

Green – Student group met target
Red – Student group did not meet target
Blue – Student group is not numerically significant
– – Not enough students to report

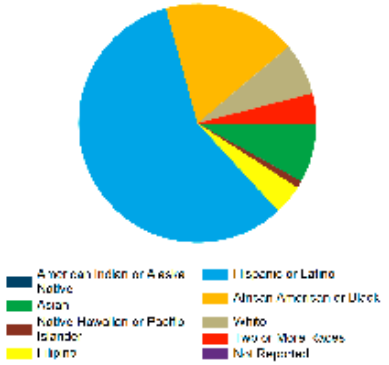
CHART LEGEND:

■ SCHOOL ● DISTRICT ◆ STATE

CST: CA Standards Test CDS: County-district-school

School and/or district information will not be displayed when data are not available or when data are representing fewer than 11 students.

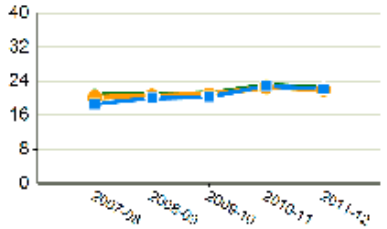
2011-12 Enrollment by Race/Ethnicity



2011-12 Subgroup Enrollment

English Learners	54%
Socioeconomically Disadvantaged	78%
Students with Disabilities	7%

Average Class Size

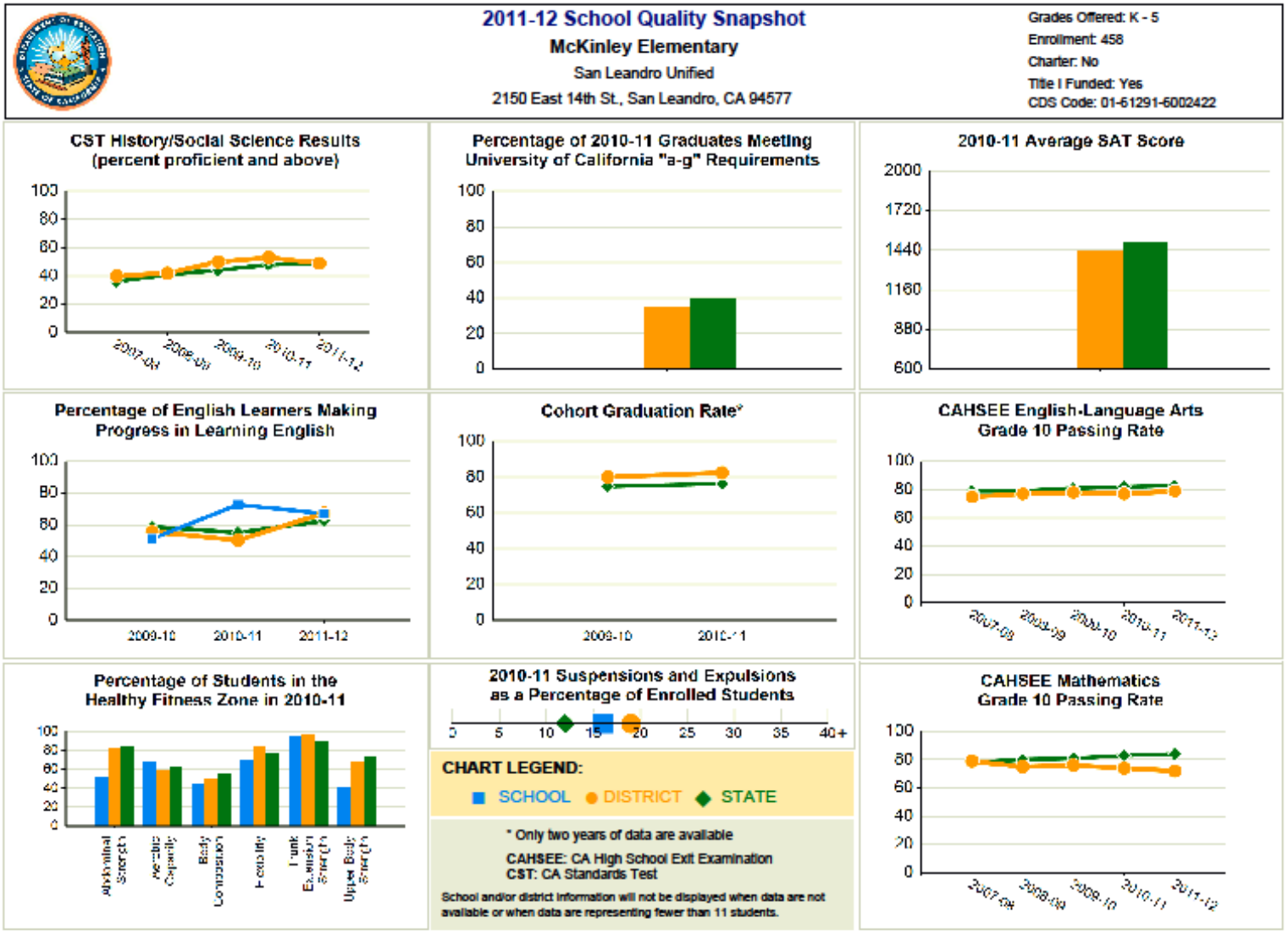


California Department of Education
Report Generated: October 24, 2012

Tom Torlakson
State Superintendent of Public Instruction

Please visit the following Web page for more information: http://www.cde.ca.gov/ta/ac/sn/

- **2011-12 MCKINLEY Elementary School Quality Snapshot by CDE (Continued)**


2011-12 School Quality Snapshot
McKinley Elementary
San Leandro Unified
2150 East 14th St., San Leandro, CA 94577
Grades Offered: K - 5
Enrollment: 458
Charter: No
Title I Funded: Yes
CDS Code: 01-61291-6002422
CST History/Social Science Results (percent proficient and above)
Percentage of 2010-11 Graduates Meeting University of California "a-g" Requirements
2010-11 Average SAT Score
2000
1720
1440
1160
880
600
Percentage of English Learners Making Progress in Learning English
2009-10
2010-11
2011-12
Cohort Graduation Rate*
CAHSEE English-Language Arts Grade 10 Passing Rate
Percentage of Students in the Healthy Fitness Zone in 2010-11
Abdominal Strength
Aerobic Capacity
Body Composition
Flexibility
Trunk Extension Strength
Upper Body Strength
2010-11 Suspensions and Expulsions as a Percentage of Enrolled Students
0 5 10 15 20 25 30 35 40+
CHART LEGEND:
SCHOOL
DISTRICT
STATE
* Only two years of data are available
CAHSEE: CA High School Exit Examination
CST: CA Standards Test
School and/or district information will not be displayed when data are not available or when data are representing fewer than 11 students.
CAHSEE Mathematics Grade 10 Passing Rate
California Department of Education
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Please visit the following Web page for more information: http://www.cde.ca.gov/snapshot/
Page 2

Step One: Analyze Student Achievement Data

See Appendix B for

- **Academic Achievement Data**
  - **CST Data: 2012**
    - *Schoolwide 2-Year Change* in STAR CST
    - *Schoolwide 4-Year Trends in ELA* CST by Grade
    - *Schoolwide 4-Year Trends in Math* CST by Grade
    - *Schoolwide 4-Year Trends in Science* CST by Grade
  - **API Data 2012**
    - *District-wide API Chart* with:
      - Schoolwide API
      - Statewide Rank
      - Similar Schools Rank
    - *Student Subgroup API ---2 years*
    - *Schoolwide 4-Year Trends in API*
  - **AMAO Data-CELDT 2013**
    - *AMAO 1 District-wide chart*
    - *AMAO 2 District-wide Chart*
  - **Other quantitative data (See Appendix)**

- **Non-Academic Data**
  - 2011-12 Healthy Kids Survey: Protective Factors (Developmental Supports) Chart (Secondary is disaggregated by race)
  - 2011-12 and 2012-13 Average Monthly Attendance
  - 2011-12 and 2012-13 Suspensions by Race

Data Conclusions from Data Analysis

Our on-going district grade level assessments in Mathematics, Language Arts and Writing (Grade 4), and DIBELS formative assessments, CELDT and annual STAR test, offer scores that reflect students' level of proficiency.

McKinley students made a **33 point gain** in our API (Academic Performance Index) from 2009-2010, AND we did meet our AYP (Adequate Yearly Progress) for all our students. In 2009, McKinley ranked a 3 in comparison with California state scores and a 2 with similar schools. In 2010, McKinley ranked 4 in the state and 4 in comparison to similar schools, thus a ranking improvement! These results have shown that our academic efforts to close the racial achievement gaps with all subgroup must continue.

District & Schools	# of Students Included In The 2010 Base API (# in 2009 Base API)	Academic Performance Index (API)				2009 Base Rankings (Changes Every March)		2010Base Rankings (Changes Every March)	
		2010 Growth API (From Last Year - Sept 2010)	2010 Base API (New This Year - After Adjustments)	2001-11 Growth API Target	2011 API Target	2009 State wide Rank	2009 Similar Schools Rank	2010 State wide Rank	2010 Similar Schools Rank
SLUSD	6,337 (6,282)	730	730	B*	B	B	B	B	B
Garfield	232 (236)	755	755	5	760	3	1	3	1
Jefferson	338 (323)	753	753	5	758	3	2	3	2
Madison	263 (274)	866	866	A	A	8	7	8	6
McKinley	309 (317)	779	779	5	784	3	2	4	4
Monroe	257 (232)	761	761	5	766	4	1	3	2
Roosevelt	333 (319)	821	821	A	A	7	1	6	1
Washington	251 (220)	721	721	5	726	2	1	2	1
Wilson	527 (541)	773	773	5	778	3	2	4	2
Bancroft	930 (957)	701	701	5	706	3	1	3	1
Muir	999 (985)	726	722	5	727	4	2	3	1
SLHS	1,837 (1,803)	700	703	5	708	3	2	4	4
Lincoln	12 (12)	522	525	14	539	1*	B	B.	B

= Improvement
= Same
= Decline

"*" means this API is calculated for a small school; therefore, the API is based on small numbers and are less reliable.

B = means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target, and rank information are not applicable to LEAs.

Data Analysis Conclusions from 2011-2012 & Needs Assessment for 2013-2015



2011 API Star Results: **784 (met API only)**
2012 API Star Results: **768 (did not meet API)**

McKinley did not make the 5 API (Academic Performance Index) points in 2012 and AYP was not met for our numerically significant subgroups. However, our Asian (831) and Filipino (876) student API was well above the 800 California State API target. Schoolwide, an API of 768 however, is just 32 points from the 800 target. In four years, McKinley's API went from 723 to 768 – thus a 45 point gain schoolwide! Due to the implementation of formative assessments aimed at strategically monitoring students academic progress, teachers have been using this data to inform their teaching practices to close the racial achievement gap.

In 2012, our Leadership Team, along with Curriculum and Instruction Director, Mike Walbridge, created an Alternative Governance/Instructional Focus Plan 2012-2015 with Perfomance Fact, to begin immediate implemention (Page11). The Four Pillars: (1) Standards-Aligned and Data Informed Instruction, (2) Culturally Responsive Teaching and Learning, (3) Collaborative Professional Learning and Supports, and (4) Safe Climate and Strong Relationships with Family and Community, will guide our day to day Teaching, Leadership and Organizational Practices. The training from Performance Fact to help us create this plan took one full school year and commitment and input from our entire learning community. We believe this Instructional Focus Plan, when implmented to full fidelity, will close the opportunity gap for all student subgroups and diverse learning styles at McKinley. We will monitor our progress in the following ways, as well as work with SLUSD District Officials to guide and support our plan, and accelerate student learning at McKinley. Based on leadership, staff and parent stakeholder review of data, the following steps will be taken 2013 - 2015:

- ☐ Continue to have a minimum target of 96% or above school-wide on time attendance every trimester, as monitored by aeries.net.
- ☐ Continue to Offer Saturday School annually to students with absences to re-gain instructional minutes lost and provide academic interventions with a fully credentialed teacher, implemented by Saturday School District Proposal, differentiated instructional materials and aeries.net.
- ☐ Implement plan to meet Safe Harbor Goals (attached) and disaggregate data trimesterly to monitor academic progress for every student subgroup at Data Summits as per our Instructional Focus Plan.
- ☐ Teachers will continue to provide CELDT Test Chat questions to frontload CELDT Test expectations and create metacognitive skills whereby students monitor their own EL progress over time.
- ☐ Teachers will continue to implement the First 15 Days EL Lessons (Grades K -5) with Structured Language Protocols this school year, to provide students with multiple opportunities to practice oral language in order to demonstrate content knowledge, as documented by classroom visits by Principal and direct feedback to Andrew Gordon, Categorical Programs Director.
- ☐ Transitional Kindergarten Program at McKinley Elementary School this school year, with a fully credentially bilingual teacher receiving on-going training at the distrct level to meet specific age appropriate academic needs for TK students. Classroom visits, formal/informal observations and learnig community feedback will support and measure effectiveness of TK pilot.
- ☐ Transitional and Kindercare Program to support Early Literacy Skills, Kindergarten and 1st Grade Readiness, and developmentally appriate socialization as observed with Kindercare on-going classroom visits and collaboration with Boys and Girls Club Kindercare provider.
- ☐ Continue Implementation of A Look at Learning at grades TK/K and 1st grades, to better crete ELD lessons, offering kid friendly language and content objects, frontloading academic vocabulary and including engagement strategies throughout ELD lessons to best meet the needs of our EL student population, which comprises 56% of our learning community! Completion of a minimum of one implementation cycle and providing teacher release time to observe A.L.L. lesson(s) at both TK/K and 1st grades. Continued lesson

observations, and progress monitoring EL students in dibels.net will drive further implementation steps needed to support our EL students.

- ☐ Administer and participate in Administration DAIT Team walk thru system to gain insights on improving ELD instruction at each grade level as measured by completed walk thru protocols.
- ☐ Continue to disaggregate data (three times annually at Data Summits) to identify and adjust intervention groups and levels at each grade: Reading Academy, Tiered Intervention, ELD and EPL groups, dibels.net ELA student scores and appropriate student grouping based upon achievment.
- ☐ Continue PLC (Planned Learning Communities) collaboration at each grade level while particpating in PLC Lead Team Profesional Development and Webinar with one teacher from every grade level. Calendarized PLC/Grade Level Meetings, Staff Development agendas, common preps to allow for collaboration and support for all students across each grade level.
- ☐ Continue RtI (Response to Intervention), both Academic and Behavioral aspects of RtI pyramid to avert: SPED, FAST/SSTs and unnecessary Psycho-educational testing of our students of color, as evidenced in a decrease of Psycho-educational testing and increase of playground and classroom observations by administration and staff to support the whole child.
- ☐ Continue to offer Second Step Problem Solving Programs at grades K – 3rd and Psychologist Intern, as well as counseling support through Family Service Counseling Center 2013-2014, as part of McKinley's RtI program.
- ☐ Extend Science curriculum and instructional minutes by oferring Outdoor Education at 5th Grade at Walker Creek Ranch, to help academic performance on STAR Test this Spring and evidenced in academic outcomes.
- ☐ Continue to implement equitable teaching strategies: CCRTL, GLAD, TPR, differentiation, TARI Art, Tech Lab intervetion programs, Soul Shoppe, I Messages, Talking Stick, Safe Schools Curriculum, educational assemblies, field trips and Parent Volunteer Program by partcipation in varied programs and learning opportunties at each grade level offered by school Principal, while providing feedback to improve professional practices.
- ☐ Continue E3 Equity Training Program at 5th Grade and TK, offering equitable teaching practices and Staff training as documented in agendas and during classroom observations and visits.
- ☐ Continue 3.5 hours of classroom visits, formal and informal observations for the 2013-14 school years, with feedback provided to teachers in their boxes, and District Superintendent.
- ☐ Continue to save documents to the L Drive to meet FPM (Federal Program Monitoring) requirements to monitoring budget, educational programs, professional development, School Site Plan, and parent group meetings, as measured by shared technology drive and district officials.
- ☐ Continue to allocate Title I funds for Title I Coordinator, and push-in Title I Instructional Assistance as observed by direct services provided to our Title I Intervention students daily.
- ☐ Continue to utilize EIA/SCE funds to afford additional intervention support for our most needy students to access the curriculum, help meet grade level learning standards and provide educational and technology equipment and programs to close the racial achievement gap at McKinley, as documented in expenditures presented to all parent groups including: ELAC, designated SAC Members from ELAC, PTO, Parent Equity Team,Staff, and School Site Council.
- ☐ Utilize EIA/LEP funds for for our EL students only to improve academic achievement with technology programs: Word Raiders and IReady, provide ELD Coach, EL Para Support Provider, EL Parent Liaison, EL Instructional Assistant(s).
- ☐ Provide in lieu of 90 minute INSIDE - Intensive English Language Arts intervention program at 4th and 5th grades, taught by our trained RSP Teacher, Joey Chapman, as observed and progress monitored in dibels.net regularly.
- ☐ Continue piloting dibels.net Math for our Math Intervention students taught during our before/after school programs as reflected in student data.

Step Two: Measure Effectiveness of Current Strategies Using State Tool

The APS is designed to help a school analyze the extent to which it is providing a coherent instructional program to support improved student achievement. The APS is to be used in conjunction with the District Assistance Survey (DAS), English Learner Subgroup Self-Assessment (ELSSA), and Inventory of Services and Supports (ISS) for school and district analyses whenever appropriate. Organized into three grade-span specific surveys, each APS measures the presence of the nine Essential Program Components (EPCs) associated with improved student learning.

Since the fall of 2009, McKinley School has fully implemented most of the EPCs. EPC 1.5, 2.6 and 2.7 is only rated at least 75% implementation due to the quality of intervention/intensive math materials provided. To better support students who are not proficient in math at their grade level, math intervention classes are offered every school year at McKinley to re-teach needed grade level curriculum to students performing below grade level. Intervention classes are taught after school in our technology lab using iReady, by our Instructional Assistants Mrs. Brown and Mrs. Meier.

EPC 6.2 is rated at least 75% implementation, as we have not received Envision Board Math Training, and EPC 7.2, Illuminate access to Envision Benchmarks and topic tests, was a newly adopted technology that we are still receiving training. EPC 8.2 is rated at least 75% implementation, as we just began PLC Training this school year and did offer ½ release time as well as PLC Planning time mid-year. Two-thirds of the EPCs are fully implemented this school year as opposed to 85% not fully implemented in the fall of 2009.

Needs Assessment

ESSENTIAL PROGRAM COMPONENTS
(EPCs)
McKinley Elementary K-5

EPC 1: INSTRUCTIONAL PROGRAM	**F09**	**W11**	**Sp 13**
EPC 1.1: Adopted RLA basic and ancillary materials K-5 **SLUSD =** *HMR/Lectura* + intervention materials to be determined	**3**	**4**	**4**
EPC 1.2 Adopted ELD Materials K-5 **SLUSD =** *Avenues*	**3**	**4**	**4**
EPC 1.3: Adopted RLA Intensive Intervention Materials Grades 4-5 **SLUSD =** *Inside*	**3**	**4**	**4**
EPC 1.4: Adopted Math: Basic Core and ancillary materials **SLUSD =** *Envision*	**2**	**3**	**3**
EPC 1.5: Adopted Math Intensive Intervention Materials Gr 4-5 **SLUSD =** *Envision* Intervention Materials	**1**	**1**	**1**
EPC 2: INSTRUCTIONAL TIME			
EPC 2.1: RLA Basic Core (K=1 hr, 1st-3rd =2.5 hrs; 4th-5th =2.0 hrs) **SLUSD =** Using HMR, HMR UA, Write Source	**3**	**4**	**4**
EPC 2.2: RLA Strategic Intervention (K-5th = 30 min. beyond EPC 2.1) **SLUSD =** Using intervention materials during school day in Reading Acad	**3**	**4**	**4**
EPC 2.3: ELD (K-5th = 30-60 min per day beyond EPC 2.1 and 2.2) **SLUSD =** Using *Avenues* in EPL-leveled groups	**2**	**3**	**4**
EPC 2.4: RLA Intensive Intervention (2.5-3 hrs Gr 4-5 in lieu of EPC 2.1) **SLUSD =** Using *Inside* in lieu	**3**	**4**	**4**
EPC 2.5: Math Core (K= 30 min, 1st-5th = 1 hour) **SLUSD =** Using *Envision* and Board Math	**4**	**4**	**4**
EPC 2.6: Math Strategic Intervention (K-5=15-30 min. beyond EPC 2.5) **SLUSD =** Using *Envision* Intervention materials during school day	**2**	**2**	**3**
EPC 2.7: Math Intensive Intervention (4-5=15-30 min. beyond EPC 2.5) **SLUSD =** Using *Envision* Intervention materials during school day	**2**	**3**	**3**
EPC 3: LESSON PACING GUIDE			
EPC 3.1: RLA Pacing Guide used daily **SLSUD =** follow current ELA pacing guide	**2**	**3**	**4**
EPC 3.2: Math Pacing Guide used daily **SLSUD =** follow current Math pacing	**3**	**3**	**4**
EPC 4: SCHOOL ADMINISTRATOR INSTRUCTIONAL LEADERSHIP TRAINING			
EPC 4.1: RLA/ELD Core and Intervention 40 Hour Training **SLUSD =** AB430 Module 1	**1**	**4**	**4**
EPC 4.2: Math Core and Intervention 40 Hour Training **SLUSD =** To be arranged	**1**	**4**	**4**
EPC 4.3: Ongoing targeted Professional Development **SLUSD =** Admin participates in DAIT Learning Walks, PLC trainings, etc	**2**	**4**	**4**

EPC 5: CREDENTIALED TEACHERS AND PROFFESIONAL DEVELOPMENT OPPORTUNITY	**F09**	**W11**	**Sp13**
EPC 5.1: Fully Credentialed, Highly Qualified Teachers **SLUSD =** meets NCLB requirements	**4**	**4**	**4**
EPC 5.2: All teachers attend RLA training **SLUSD =** SB472 HMR level 1 training for all; HMR EL for many (5 days)	**1**	**4**	**4**
EPC 5.3: All teachers attend Math Training **SLUSD =**SB472 *Envision* Math Training for all (5 days)or 3-5 day Phil & Drew	**1**	**1**	**3**
EPC 6: ON-GOING INSTRUCTIONAL ASSISTANCE AND SUPPORT FOR TEACHERS			
EPC 6.1: RLA Support implementing adopted programs **SLUSD =** ongoing coaching/training on practices with HMR, Avenues, *Inside* & other intervention materials	**2**	**3**	**3**
EPC 6.2: Math Support implementing adopted programs **SLUSD =** ongoing coaching/training on practices with *Envision*/Board Math	**1**	**2**	**1**
EPC 7: STUDENT ACHIEVEMENT MONITORING SYSTEM			
EPC 7.1: Common RLA/ELD and Intensive Intervention Assessments 6-8 weeks **SLUSD =** Using *Illuminate* to access HMR Benchmarks, Theme Tests and Writing Assessments	**3**	**3**	**4**
EPC 7.2: Math and Intensive Intervention Assessments 6-8 weeks **SLUSD =** Using *Illuminate* to access Envision Benchmarks & Topic Tests	**3**	**3**	**3**
EPC 8: MONTHLY COLLABORATION BY GRADE LEVEL OR PROGRAM LEVEL FOR TEACHERS FACILITATED BY THE PRINCIPAL (OR DESIGNEE)			
EPC 8.1: Structured Collaboration (2 hrs/mo) on adopted RLA/ELD programs **SLUSD =** 2 hrs Mon-Wed meeting time per mo. or part of ½ day release time *DuFour PLCs* as the framework	**4**	**3**	**4**
EPC 8.2: Structured Collaboration (2 hrs/mo) on adopted math program **SLUSD =** 2 hrs MW mtg time per mo. or part of ½ day release time using *DuFour PLCs* as the framework	**4**	**2**	**3**
EPC 9: FISCAL SUPPORT			
EPC 9.1: Categorical Funds used for full implementation of RLA/ELD EPCs **SLUSD =** site plan funds RLA/ELD EPCs as a priority	**4**	**4**	**4**
EPC 9.2: Categ Funds used for full implementation of Math EPCs **SLUSD =** site plan Math EPCs as a priority	**4**	**3**	**4**

BEYOND THE EPCs
Supplementary Materials For Opportunity and Equal Access

SCHOOL CLIMATE/CULTURE
PARENT INVOLVEMENTs
LEADERSHIP AND GOVERNANCE

Step Three: Identify Achievement Goals

It is the goal of McKinley staff, to achieve a '4' rating on every EPC (Essential Program Components) in order to best meet the varied academic needs of our students by 2014. McKinley will work with San Leandro Unified School District to seek professional development, training, and materials to fulfill meeting each of the essential program components. McKinley is proud of meeting over two-thirds of the EPCs as opposed to 85% not fully implemented in the fall of 2009.

STUDENT ACADEMIC LEARNING GOALS

ANNUAL ACADEMIC GOAL: English Language Arts (based on student data analysis using Cycle of Inquiry)

GOAL #1: All students and subgroups will at minimum meet safe harbor or NCLB % Proficient ELA targets. Those subgroups exceeding safe harbor goal will move 10% of the non-proficient students to proficiency.

See chart below for 2013-14 Goals: *(to be updated in the Fall annually)*

Growth targets for all students and including subgroups (differentiated to close the racial disparity gap) **2012-13 AYP Target K-8= 89.2%; 9-12 = 88.9%**

Group (2012-13 NCLB District ELA Target = 89.2%)	2011-12 % Proficient	2012-13 Minimum Goal	2012-13 Stretch Goal
All	42.6%	48.3%	89.2%
African American	39.2%	45.3%	89.2%
Asian	63.6%	67.2%	89.2%
Filipino	66.7%	70.0%	89.2%
Hispanic/Latino	36.9%	43.2%	89.2%
White	41.2%	47.1%	89.2%
SED	37.1%	43.4%	89.2%
EL	35.0%	41.5%	89.2%
SWD	3.6%	13.2%	89.2%

= Target Met or Surpassed
= Target Not Met
= Safe Harbor
= NCLB Goal
= Beyond Next NCLB Goal
= Not Numerically Significant

See Appendix C for Worksheets that derive this data.

Mid-Year review: Measuring Effectiveness – Frequently progress monitoring students using dibels.net, adjusting Reading Academy & Tiered Intervention groups, reviewing CELDT data, ELA benchmark assessments, continuing PLC work to create common assessments and teach to our strengths with strategic intervention plan, will help support and monitor students' progress. Classroom visits, and formal observations to monitor ELA instruction and delivery also supports our Instruction Focus Plan.

Review ELA CST, Tri 1 Benchmarks and Tri 2 Benchmarks to collaboratively

develop specific, measurable grade level goals and identify formative assessments for progress monitoring

ANNUAL ACADEMIC GOAL: **English Language Development** (based on student data analysis using Cycle of Inquiry)

GOAL #2: **All ELs will meet AMAO #1 and AMAO #2 CELDT targets.**

See chart below for 2013-14 Goals: *(to be updated in the Fall annually)*

Growth targets for EL subgroup

2012-13 AMAO 1 - Annual Growth
English Learners Making Annual Progress in Learning English

	Number of Annual CELDT Takers	Number in Cohort	Percent with Prior CELDT Scores	Number in Cohort Meeting AMAO 1	Percent Making Annual Growth (AMAO 1)	ELA Annual Growth Goal for 2012-13 AMAO 1	
						Minimum Goal	Stretch Goal
SLUSD	1,789	1,774	99.2%	1,003	56.5%	67.0%	68.0%
McKinley	168	165	98.2%	95	57.6%	67.2%	68.2%
2013-14 CDE AMAO Targets					59.0%		
2012-13 CDE AMAO Targets					57.5%		
2011-12 CDE AMAO Targets					56.0%		
2010-11 CDE AMAO Targets					54.6%		

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2012-13 AMAO 2 - English Learners Attaining English Proficiency

	Less than 5 years					5 Years or More				
	Number in Cohort	Number Attain English Proficiency Level	Percent Attaining English Proficiency Level (AMAO 2)	Attaining English Proficiency Goal for 2011-12 AMAO 2 < 5 Years		Number in Cohort	Number Attain English Proficiency Level	Percent Attaining English Proficiency Level (AMAO 2)	Attaining English Proficiency Goal for 2012-13 AMAO 2 > 5 Years	
				Minimum Goal	Stretch Goal				Minimum Goal	Stretch Goal
SLUSD	1,565	398	25.4%	27.3%	28.3%	615	246	40.0%	47.0%	49.0%
McKinley	200	53	26.5%	21.4%	22.4%	14	--	--	47.0%	49.0%
2013-14 CDE AMAO Targets			22.8%					49.0%		
2012-13 CDE AMAO Targets			21.4%					47.0%		
2011-12 CDE AMAO Targets			20.1%					45.1%		
2010-11 CDE AMAO Targets			18.7%					43.2%		

No data are reported if there are less than 30 in the cohort.

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SLUSD 2012-13 Goal for AMAO 3

Adequate Yearly Progress for English Learner Student Subgroup at the LEA Level

AMAO 3 - AYP Proficiency

	2010-11 ELA Percent met AMAO 3	2011-12 ELA Percent met AMAO 3	ELA AMAO 3 1-Yr Growth	ELA Percent Proficient Goal for 2012-13 AMAO 3		2010-11 Math Percent met AMAO 3	2011-12 Math Percent met AMAO 3	Math AMAO 3 1-Yr Growth	Math Percent Proficient Goal for 2012-13 AMAO 3	
				Minimum Goal	Stretch Goal				Minimum Goal	Stretch Goal
McKinley	42.2%	35.0%	-7.2%	41.5%	89.2%	58.5%	53.1%	-5.4%	57.8%	89.5%

	ELA			Math		
	District	Elem & MS	HS	District	Elem & MS	HS
2013-14 CDE AMAO Targets	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
2012-13 CDE AMAO Targets	89.0%	89.2%	88.9%	89.1%	89.5%	88.7%
2011-12 CDE AMAO Targets	78.0%	78.4%	77.8%	78.2%	79.0%	77.4%
2010-11 CDE AMAO Targets	67.0%	67.6%	66.7%	67.3%	68.5%	66.1%

= CDE Target Met or Surpassed

= CDE Target Not Met

= Safe Harbor (Y2)

No data are reported for groups that are less than 11 students.

Mid-Year Review: **Measuring Effectiveness –** Review CELDT, EL, ELA and CST data and benchmark data to collaboratively develop specific, measurable grade level goals and identify formative assessments (PLC work), for progress monitoring students. Implement First 15 Days ELD Instruction, continue 'A Look at Learning' protocols and training to better support EL students, and support bilingual TK teacher and EL Para Support Provider, to implement early language development for TK students. Administer DAIT walk thru protocols to gain insight on improving ELD instruction and lesson planning at every grade level. Continue to collaborate with Andrew Gordon, Categorical Program Director, to provide Staff Development opportunities that support our EL goals, as per our Instructional Focus Plan. Hire ELD Coach, EL Instructional Assistant, EL Parent Liaison and pilot Word Raiders, 2nd – 5th grades EL intervention program for the 2013-2014 school years.

Review CELDT data, EL ELA CST data and benchmark data to collaboratively develop specific, measurable grade level goals and identify formative assessments for progress monitoring.

- McKinley School met AMAO #1 target (EL students that met annual growth expectations). AMAO #2 target was also met (EL students meeting proficiency less than 5 years). McKinley School did not meet AMAO #3, adequate yearly progress for EL students more than 5 years.

ANNUAL ACADEMIC GOAL: **Mathematics** (based on student data analysis using Cycle of Inquiry)

GOAL #3: **All students and subgroups will at minimum meet safe harbor or NCLB % Proficient MATH targets. Those subgroups exceeding safe harbor goal will move 10% of the non-proficient students to proficiency.**

See chart below for 2013-14 Goals: *(to be updated in the Fall annually)*

Growth targets for all students and including subgroups (differentiated to close the racial disparity gap) **2012-13 AYP Target K-8= 89.5%, 9-12 = 88.7%**

Group (2012-13 NCLB District Math Target = 89.5%)	2011-12 % Proficient	2012-13 Minimum Goal	2012-13 Stretch Goal
All	53.7%	58.3%	89.5%
African American	41.2%	47.1%	89.5%
Asian	59.1%	63.2%	89.5%
Filipino	73.3%	76.0%	89.5%
Hispanic/Latino	54.8%	59.3%	89.5%
White	47.1%	52.4%	89.5%
SED	51.2%	56.1%	89.5%
EL	53.1%	57.8%	89.5%
SWD	25.0%	32.5%	89.5%

= Target Met or Surpassed
= Target Not Met
= Safe Harbor
= NCLB Goal
= Beyond Next NCLB Goal
= Not Numerically Significant

See Appendix C for Worksheets that derive this data.

Mid-Year Review: **Measuring Effectiveness** – Pilot dibels.net Math formative assessment to strategically monitor struggling math students in 2013-2014. Hold trimester Data Summits, led by Title I Coordinator, Mari Ullrich and Principal, as driven by our Instructional Focus Plan. Continue to provide after school math intervention classes using iReady technology program and trained staff to work individually with our most needy and underperforming students.

Review Math CST, Tri 1 Benchmarks and Tri 2 Benchmarks to collaboratively develop specific, measurable grade level goals and identify formative assessments for progress monitoring

Step Four: Key Improvement Strategies that Align with District LEA Plan (LEAP) with Timelines, Personnel Responsible, Proposed Expenditures, Funding Source, and Goal# (Action Steps)

STRATEGIC PROGRAM ACTION STEPS

- **District-wide Action Steps: Schools can add site-specific items in next section**

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
ESSENTIAL PROGRAM COMPONENTS (EPCs) 1-8					
EPC 1: INSTRUCTIONAL PROGRAM					
• The principal will conduct classroom visits on a regular basis to monitor program implementation and effectiveness.	2013-2015	Prin Logs/notes	$0	NA	1-3
EPC 1.1: Adopted RLA basic and ancillary materials K-5 SLUSD = HMR/Lectura + intervention materials to be determined					
Teachers use the Board approved RLA/ELD core and program ancillary materials daily. • HMR Medallion core and ancillary materials provided to all teachers • Free Medallion Practice Books provided annually	2013-2015	• Core: Successful Williams visit • Ancil: POs or email to IMC	$0	NA	1
The school, in collaboration with the district, will implement the components of Tiered Intervention, including meeting the needs of benchmark and above, strategic, and intensive learners in the area of RLA/ELD, including RLA materials to be used. • Teachers, in collaboration with the District, will continue to identify and purchase support materials and/or reading intervention kits for students in grades 4-5 • Teachers use RLA universal access time to provide differentiated instruction to meet the needs of all students. • The school will implement Tier II and Tier III of *Tiered Intervention* during Reading Academy and *Inside* time	2013-2015	• Agendas from Task Forces or committees • Sub requests • Prin class visits or walkthrough notes with materials seen in use	$0	NA	1
SWD are provided curriculum or instruction modifications and/or accommodations, as specified in their (IEP), to participate successfully in a basic RLA core classroom. • General Ed and Special Ed staff will collaborate to determine modifications to materials and/or instruction.	2013-2015	• IEP Meeting notes • Meeting Agendas • Prin notes	$0	NA	1
EPC 1.2 Adopted ELD Materials K-5 **SLUSD = Avenues**					

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
ELs are provided with Board approved instructional materials in ELD. These **materials are implemented as designed and in daily** use. • District provides TK-K-1 Avenues workbooks as needed.	2013-2015	• Prin Logs and notes • PO Copy	$District Funds	District	1
Students are appropriately placed into ELD using California English Language Development Test (CELDT) and all available English proficiency measures. • Principals will provide timely EL assessment data to grade levels for the purpose of determining EPL leveled platooning groups	2013-2015	• Agenda of platoon Mtg • ELD schedule with levels in L	$0	NA	2
EPC 1.3: Adopted RLA Intensive Intervention Matls Grades 4-5 **SLUSD = *INSIDE***					
Students in grade 4-5 identified as needing intensive intervention are provided accelerated instruction using Board approved *INSIDE* in lieu program. These materials are implemented daily as designed. • Principals work with district office to oversee testing of potential *Inside* Level A or B students in the spring of each year. • Principals/RSP teachers /SDC teachers will work with district to identify materials to be reordered each Spring	Sept each year	• Testing schedule & results • Inside Schedule and lists of students attending • List of materials to order	$0	NA	1
EPC 1.4: Adopted Math: Basic Core and ancillary materials **SLUSD = Envision**					
Teachers will use Board approved math basic core instructional program materials in mathematics. These **materials are implemented daily** as designed to support the needs of all students. • Teachers will use Interactive Homework books daily. • Board math will be taught 3 times/week in all K-5 classrooms in lieu of the Envision Spiral review handbook.	2013-2015	• Prin Logs & notes showing materials in use & area for Board Math	$0	NA	3
The school, in collaboration with the district, will continue to develop and implement the components of *Tiered Intervention*, including meeting the needs of benchmark and above, strategic, and intensive learners in	2013-2015	• Agendas of Math Task Forces • Sub requests	$0	NA	3

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
the area of math, including identification of math materials to be used.					
SWD are provided curriculum or instruction modifications and/or accommodations, as specified in their (IEP), to participate successfully in a basic Math core classroom. • General Ed and Special Ed staff will collaborate to determine modifications to materials and/or instruction.	2013-2015	• IEP Meeting notes • Meeting Agendas • Prin notes	$0	NA	3
EPC 1.5: Adopted Math Intensive Intervention Materials Gr 4-5 SLUSD = Envision Intervention Materials					
All students identified as needing intensive intervention in grades four & five, are provided the current Board approved intervention materials at their assessed level of need. These materials are implemented daily as designed. • Students are assessed and identified as needing intensive mathematics intervention.	2013-2015	• Math assessment results	$0	NA	3
The school, in collaboration with the district, will begin to develop a plan to implement the **intensive** instruction components of the *Tiered Intervention* model in the area of math including identification of math materials to be used.	2013-2015	• IEP Meeting notes • Meeting Agendas • Prin notes	$0	NA	3
P/T Hourly Math Intervention Instruction – Helen Brown & Yvonne Meier in our Tech Lab using iReady technology program	2013-2015	• PPAFs	$8,550.00	Title I	3
EPC 2: INSTRUCTIONAL TIME					
• Schools will submit grade level schedules of time to the district office in September of each year for EPC 2.1 – 2.7 • The principal will conduct classroom visits on a regular basis to monitor program implementation and effectiveness.	Sept, each year	• Grade Level schedules submitted to C&I • Prin Logs & notes	$0	NA	**1-3**
EPC 2.1: RLA Basic Core (K=1 hr, 1st-3rd =2.5 hrs; 4th-5th =2.0 hrs) SLUSD = Using HMR Medallion, HMR Medallion UA, Write Source					
Schedule allocates for all RLA/ELD classrooms the appropriate daily, uninterrupted instructional time for the basic core program (K = 60 minutes, 1-3 = 2.5 hours; 4-5 = 2.0 hours	2013-2015	• Daily Agendas with RLA minutes • Prin logs & notes	$0	NA	1
EPC 2.2: RLA Strategic Interv. (K-5th = 30 min. beyond EPC 2.1) SLUSD = Using intervention materials TBD during school day					

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
The school provides additional instructional time beyond the basic RLA core program for students in need of strategic support during *Reading Academy* time. This is in addition to the 30 minutes for ELD time. The school, in collaboration with the district, will develop a schedule for this the during-the-day RLA components of *Tiered Intervention* as follows*:* ➢ K pulls groups in AM and PM and platoons by student need as much as possible ➢ 1st-3rd uses 2:15-3:00 and platoons by student need as much as possible ➢ 4th-5th pulls groups and platoons by student need as much as possible. 4th-5th teachers work with administrators to determine the optimal model for this.	Sept and Jan Each year	• Daily Agenda with Read Acad minutes • Reading Acad plans by grade level	$0	NA	1
EPC 2.3: ELD (K-5th = 30-60 min per day beyond EPC 2.1 and 2.2) **SLUSD = Using Avenues in EPL-leveled groups**					
All identified EL students are provided with 30 additional minutes of daily ELD instructional time.	2013-2015	• Daily Agendas • ELD Schedules submitted • Prin logs & notes	$0	NA	2
ELs who are also identified as SWDs also receive 30 minutes of daily ELD instruction.	2013-2015	➢ RSP schedules not conflicting with ELD	$0	NA	2
EPC 2.4: RLA Intensive Interv. (2.5-3 hrs Gr 4-5 in lieu of EPC 2.1) **SLUSD = Using INSIDE in lieu**					
Students identified as intensive learners in grades 4-5 are given 2.5 – 3.0 hours of uninterrupted instructional time in RLA using the Board adopted intensive intervention program *(or as close to this as possible)* ➢ RSP teachers will submit a schedule each year in Sept showing Inside as well as other duties, with appropriate lunch and prep	Sept each year	➢ Schedules showing *Inside* time ➢ RSP teacher schedules	$0	NA	1
EPC 2.5: Math Core (K= 30 min, 1st-5th = 1 hour) **SLUSD = Using Envision and Board Math**					
Students in grade K are provided 30 minutes of instructional time for mathematics.	2013-2015	➢ Daily Agenda with minutes ➢ Prin logs & notes	$0	NA	3
Students in grade 1-5 are provided with 60 minutes of mathematics instruction.	2013-2015	➢ Daily Agenda with minutes			3

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
		➢ Prin logs & notes			
EPC 2.6: Math Strategic Interv. (K-5=15-30 min. beyond EPC 2.5) SLUSD = Using Envision Intervention materials during school day					
The school uses assessments and placement criteria to determine the instructional needs of strategic students in Math.	2013-2015	Results from math assessments	$0	NA	3
Additional time (K – grade 5 = 15-30 minutes) in mathematics is allocated for strategic learners including ELs and SWDs. *(or as close to this as possible)*	2013-2015	➢ Daily Agenda with minutes ➢ Prin logs & notes	$0	NA	3
EPC 2.7: Math Intensive Interv. (K-5=15-30 min. beyond EPC 2.5) SLUSD = Using Envision Intervention materials during school day					
Student in grades 4-5 identified as intensive learners receive additional time (15 – 30 minutes) in mathematics using the ancillary core materials. *(or as close to this as possible)*	2013-2015	➢ Daily Agenda with minutes ➢ Prin logs & notes	$0	NA	1
EPC 3: LESSON PACING GUIDE					
EPC 3.1: RLA Pacing Guide used daily SLUSD = follow current ELA pacing guide					
Teachers use the district's adopted instructional/pacing guides daily to implement the RLA/ELD core programs	2013-2015	• Pacing Guide • Prin logs & notes	$0	NA	1
Teachers use the district's adopted instructional/pacing guides daily to implement the intensive RLA/ELD core program	2013-2015	• Pacing Guide Prin logs & notes	$0	NA	1
For strategic learners, teachers use the RLA/ELD core program pacing guide and intensify the focus on key standards allowing time for pre/re-teach, and specific skills development.	2013-2015	• Pacing Guide • Prin logs & notes	$0	NA	1
In bilingual classes, teachers will use the district's RLA/Biliteracy pacing schedules	2013-2015	• Pacing Guide • Prin logs & notes	$0	NA	1
In bilingual classes, teachers will follow the Bilingual matrix.	2013-2015	• Pacing Guide • Prin logs & notes	$0	NA	1
Teachers will post and explain the lesson's main RLA Content Objective daily	2013-2015	• Prin logs & notes	$0	NA	*1*
Teachers will post and explain the lesson's main ELD Language Objective daily. Content Objective for ELD may also be included	2013-2015	• Prin logs & notes	$0	NA	*1*

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
EPC 3.2: Math Pacing Guide used daily **SLUSD = follow current Math pacing**					
Teachers use the district's adopted instructional/pacing guides daily to implement the math core programs	2013-2015	• Pacing Guide • Prin logs & notes	$0	NA	3
For strategic learners, teachers use the math core program pacing guide and intensify the focus on *Essential* standards allowing time for pre/re-teach, and specific skills development.	2013-2015	• Pacing Guide • Prin logs & notes	$0	NA	3
Daily agendas will be posted in every classroom	2013-2015	• Prin logs & notes showing Daily Agenda posted daily	$0	NA	3
Teachers will post and explain the lesson's main Math Content Objective daily	2013-2015	• Prin logs & notes	$0	NA	*3*
EPC 4: SCHOOL ADMINISTRATOR INSTRUCTIONAL LEADERSHIP TRAINING					
EPC 4.1: RLA/ELD Core and Intervention 40 Hour Training **SLUSD = AB430 Module 1**					
The principal and vice principal will complete the 40 hour administrative training and 40 hours of structured practicum in the current core and intensive RLA/ELD programs. ***[NOTE: these trainings are not currently available]***	When offered		$0	NA	1-2
EPC 4.2: Math Core and Intervention 40 Hour Training **SLUSD = To be arranged**					
The principal and vice principal will complete the 40 hour administrative training and 40 hours of structured practicum in the current core and intervention math programs. ***[NOTE: these trainings are not currently available]***	When offered		$0	NA	3
EPC 4.3: Ongoing targeted Professional Development **SLUSD = to be arranged**					
The principal and vice principal receive on going targeted professional development to monitor and support full implementation of the EPCs (refer to EPC Criteria and Clarification for the array of administrator professional development)	When offered	• Prin Mtg Agendas and Sign in	$district funds	district	1-3
Principals receive training on *Tiered Intervention* and Common Core implementation.	2013-15	• Prin Mtg Agendas and Sign ins	$district funds	district	1,3
EPC 5: CREDENTIALED TEACHERS AND PROFESSIONAL DEVELOPMENT OPPORTUNITY					

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
EPC 5.1: Fully Credentialed, Highly Qualified Teachers **SLUSD = meets NCLB requirements**					
Classrooms have highly qualified teachers appropriately credentialed for their assignments • The school, in collaboration with HR has a plan when teachers do not meet NCLB requirements.	2013-2015	• Documentation provided by HR	$0	NA	1-3
EPC 5.2: All teachers attend RLA training **SLUSD = SB472 HMR level 1 training for all; HMR EL for many (5 days)**					
Teachers are provided with RLA/ELD 40 hour instructional materials professional development for the use of current Board approved RLA/ELD materials. • The school has identified all teachers needing HMR level 1 training and will send teachers to district arranged trainings. ***NOTE: Everyone was trained by 2011 on the current adoption. Trainings will not be offered until a new adoption***	NA	•	$0	NA	1-2
Teachers complete the RLA/ELD 80 hour structured practicum based on implementation of the instructional materials and the EPCs. (Refer to EPC Criteria and Clarification for full list of PD options). ***NOTE: Everyone was trained by 2011 on the current adoption. Trainings will not be offered until a new adoption***	NA	•	$0	NA	1-2
Professional development is provided to support teachers in providing Support for differentiated ELD, especially for EPL levels 1 & 2)	2013-2015	• Copy of PO			2
EPC 5.3: All teachers attend Math Training **SLUSD = SB472 Envision Math Training for all (5 days)**					
Teachers are provided with 40 hour instructional materials professional development for the use of current Board-approved math materials. ***NOTE: Everyone was trained by Spring 2013 on the current adoption. Trainings will not be offered until a new adoption***	NA	•	$0	NA	3
Teachers complete the math 80 hour structured practicum based on implementation of the instructional materials and the EPCs. (Refer to EPC Criteria and Clarification for full list of PD options). ***NOTE: Everyone was trained by Spring 2013 on the current adoption. Trainings will not be offered until a new adoption***	NA	• Collaboration and Mtg Agendas and/or notes	$0	NA	3
Teachers receive training on *Tiered Intervention* and Common Core implementation.	2013-2015	• Sign ins and agenda	$0	NA	3
Professional development will be used to refine the use of differentiated instruction to address the needs EL students, African American students, Latino, and special education students, and other target	2013-2015	• Sign ins and agenda	$0	NA	3

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
subgroups as well as student working above grade level.					
EPC 6: ON-GOING INSTRUCTIONAL ASSISTANCE AND SUPPORT FOR TEACHERS					
EPC 6.1: RLA Support implementing adopted programs **SLUSD = one-on-one coaching on HMR, Avenues, REACH and other intervention materials TBD**					
All RLA/ELD and intensive teachers are provided with ongoing, targeted support through trained and experienced content experts, coaches, specialists, or other teacher support personnel with subject matter expertise who work primarily in the classroom and assist with full and skillful implementation of the Board approved RLA/ELD and intensive instructional programs. District funds the following: • Site works with district-wide instructional coaches and content experts as needed • Site participates in Learning Walks and PD focused on implementing latest research on effective instruction led by Napa-Solano-Contra Costa County Office of Ed Team • Site sends team to PLC follow-up trainings • Site sends team to Common Core Transition Planning Team • Site sends teachers to E3 Racial Equity training	2013-2015	• Contracts/MOUs or POs • PPAFs for coaches	$0	NA	1-2
EPC 6.2: Math Support implementing adopted programs **SLUSD = one-on-one coaching on Envision and Board Math**					
All math and intervention teachers are provided with ongoing, targeted support through trained and experienced content experts, coaches, specialists, or other teacher support personnel with subject matter expertise who work primarily in the classroom and assist with full and skillful implementation of the Board approved math and intensive instructional programs • **Site works with math coaches and content experts as needed** • The principal structures and monitors the use and impact of coaching services on student's achievement.	2013-2015	• Contracts/MOUs or Pos • PPAFs for coaches	$0	NA	3
EPC 7: STUDENT ACHIEVEMENT MONITORING SYSTEM					
EPC 7.1: RLA/ELD and Intensive Int. Assessments 6-8 weeks **SLUSD = Using *Illuminate* to access HMR Benchmarks, Theme Tests and Writing Assessments**					
The school will follow the district's annual assessment calendar.	2013-2015	• Data scanned into *Illuminate*	$0	NA	1
Teachers have access to electronic data management system	2013-	• Assessment	$0	NA	1

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
(*Illuminate*), and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry level and/or diagnostic assessments, progress monitoring assessments and summative assessments on the basic core and intensive RLA/ELD programs. • Teachers will receive training regarding the use of the *Illuminate* system. • Collaborative planning time will be provided with time to analyze the results of the *Curriculum Associates and DIBELS* benchmark assessments. • The school will provide representatives to district Math Tiered Intervention task forces/subcommittees as needed to implement transition to Common Core • Common formative RLA/ELD assessments (CFAs) will be developed in PLCs and given at least every six-eight weeks to monitor student progress.	2015	result reports • Agenda and calendars of meetings			
Data from STAR and RLA/ELD assessments is disaggregated by subgroup (race, language, special education, SED) and used to determine placement, diagnosis of readiness for grade level, standards-based instruction, guide school-wide focused work and daily instructional planning.	2013-2015	• Disaggregated data charts and reports	$0	NA	1
Students participating in the RLA/ELD and math intervention programs will be tagged in Aeries and data will be collected to monitor student progress and program effectiveness.	2013-2015	• List generated from AERIES tags	$0	NA	1
Teachers will give the pacing guide-embedded writing assessment each year for grades K-5	2013-2015	• Results in *Illuminate*	$0	NA	1
CELDT data will be reviewed to determine the % of EL students advancing by one or more levels. (AMAO 1)	2013-2015	• *Illuminate* reports	$0	NA	2
The school in collaboration with the district will identify on-going ELD assessment for students in grades 4-5 not making adequate progress	2013-2015	• Meeting notes	$0	NA	2
EPC 7.2: Math and Intensive Int. Assessments 6-8 weeks **SLUSD = Using *Illuminate* to access Envision Benchmarks & Topic Tests**					
Teachers have access to electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry level and/or diagnostic assessments, progress monitoring assessments and summative assessments on the basic core and intervention math programs. • Teachers will receive training regarding the use of the *Illuminate*	2011	• *Illuminate* training	$0	NA	3

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
system. • Collaborative planning time will be provided with time to analyze the results of the summative benchmark assessments • The school will provide representatives to district Math Tiered Intervention task forces/subcommittees as needed to implement transition to Common Core • Common formative Math assessments (CFAs) will be developed in PLCs and given at least every six-eight weeks to monitor student progress.		agendas and Sign ins • Collaboration agendas and notes • Sub requests for Task Force reps • Assessments in *Illuminate*			
Data from STAR and district math assessments is disaggregated and used to determine placement, diagnosis of readiness for grade level, standards-based instruction, guide school-wide focused work and daily instructional planning.	2011	• Data reports	$0	NA	3
EPC 8: MONTHLY COLLABORATION BY GRADE LEVEL OR PROGRAM LEVEL FOR TEACHERS FACILITATED BY THE PRINCIPAL (OR DESIGNEE)					
EPC 8.1: Structured Collaboration (2 hrs/month) on adopted RLA/ELD programs **SLUSD = 2 hrs MW mtg time per mo. or part of ½ day release time**					
Teachers (including all RLA/ELD, strategic, intensive, special education, and ELD) are provided with a one hour (preferably twice a month) or will be released monthly for structured collaboration time for the purposes as outlined in the EPCs Criteria and Clarification) • The Dufour PLC process will be used during grade level collaborative planning time • The principal/site leadership team will ensure that time is provided for: o Using and analyzing timely students common assessment results o Strengthening program implementation o Designing and improving lesson and instruction o Identifying research-based strategies to support skills o Implementing culturally responsive teaching strategies o Implementing research-based strategies to meet the needs of English learners	2013-2015	• Collaboration on annual school calendar • Collaboration agendas and notes • Record of substitutes for release time	$0	NA	1-2
Peer coaching will be implemented to increase the use of culturally relevant strategies to enhance the adopted core programs.	2013-2015	• Schedule of release • Sub requests	$0	NA	1-2

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
Learning walks will be conducted to monitor program implementation and effectiveness.	2013-2015	• Logs & notes	$0	NA	1-2
EPC 8. 2: Structured Collaboration (2 hrs/month) on adopted math programs **SLUSD = 2 hrs MW mtg time per mo. or part of ½ day release time**					
Teachers (including all math, strategic, intensive, special education, and ELD) are provided with a one hour (preferably twice a month) or will be released monthly for structured collaboration time for the purposes as outlined in the EPCs Criteria and Clarification) • Same as 8.1 above.	2013-2015	See 8.1	$0	NA	3
Learning walks will be conducted to monitor program implementation and effectiveness.	2013-2015	• Logs and notes	$0	NA	3
BEYOND THE EPCs					
Supplementary Materials For Opportunity and Equal Access					
The school will identify supplemental materials that are culturally reflective of the student population and that are inclusive and respectful of differences to be used to bridge gaps in the core materials.	2013-2015	• Copy of POs • Lists of materials	See site section below		1-3
The school will evaluate and purchase research-based standards aligned technology programs to support students in grades K-5 in RLA/ELD.	2013-2015	• Copy of POs	See site section below		1
Grade level teams will explore integration of Science and Social Studies text within language arts.	2013-2015	• Meeting and collab Agendas	$0	NA	1
TARI program participants will develop projects integrated art into RLA time and writing into Art classes.	2013-2015	• Prin logs and notes	$0	NA	1
SCHOOL CLIMATE/CULTURE					
In conjunction with the district level racial equity work, sites will develop a plan to ensure that racial equity work at the site is focused on closing the academic disparity gaps.	2013-2015	• Meetings on calendar • Agendas	$0	NA	1-3
A beginning of the year assembly or class meetings will be held to address issues of no name calling and anti-bullying strategies he school explicitly address anti-bullying and safe school activities thru school yr.	2013-2015	• Meeting Agenda or staff com-munication with this info	$0	NA	1-3
The school implements the safe school activities	2013-2015	• Prin logs and notes	$0	NA	1
Classroom and school wide rules are posted in every classroom along with positive rewards and consequences	2013-2015	• Seen on visits & walkthroughs	$0	NA	1-3
The halls and walls reflect the race and culture of the students and	2013-	• Seen on visits	$0	NA	1-3

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
families	2015	& walkthroughs			
Culture of the school reflects an inclusive environment that encourages all students to be academically successful and respects multicultural and multilingual differences.	2013-2015	Seen on visits & walkthroughs	$0	NA	1-3
The school will review the Healthy Kids Survey results and incorporate action steps in the School Safety Plan to address areas of need.	2013-2015	• Mtg or collab agendas	$0	NA	1-3
Schools will utilize COST referral system for academic and social-emotional support	2013-2015	• COST Forms	$0	NA	1-3
The school will monitor student referrals and suspension and provide intervention services as appropriate. • The school will continue to enter student suspension and referral data into the Aeries system • The school will monitor referral data monthly to identify students in need of intervention • The school will develop an intervention plan for students listed above	2013-2015	• Suspension and referral summaries from DO • Site meeting agendas	$0	NA	1-3
PARENT INVOLVEMENT					
Outreach to parents of color will continue.	2013-2015	• Prin notes on meetings/phone calls	$0	NA	1-3
All notices, reports, statements, or records sent to the parent or guardian of any pupil by the school or school district are, in addition to being written in English, written in the primary language(s) (at the same time), when 15 percent or more of the student population at the school site speak a single primary language other than English	2013-2015	• Copies of flyers, newsletter in Eng and Span	$0	NA	1-3
Title I schools will hold one Title I parent meeting in the fall and provide flexible meeting opportunities and parent education workshops throughout the year.	2013-2015	• Flyers • Agendas • Newsletter announcemts.	$0	NA	1-3
The vision of the *Parent Equity* team (inclusion, respect, accountability) is visible throughout the school	2013-2015				1-3
The school will use *Blackboard* to inform parents of critical events and information	2013-2015	• Blackboard log	$0	NA	1-3
LEADERSHIP AND GOVERNANCE					
The School Site Council elections are held and the SSC membership reflects the diversity of the students/families, as well as all requirements for its composition.	2013-2015	• Flyers • Agendas • Newsletter announcemen	$0	NA	1-3

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
		ts			
The school has an articulated plan to increase the participation of parents of color into school governance and decision making.	2013-2015	• Prin notes	$0	NA	1-3
Additions and modifications to the school plan will be approved by the SSC when they exceed more than 10% of the school's budget	2013-2015	• Meeting notes and Site Plan Addendum	$0	NA	1-3
School Site Council will be trained in their role and responsibilities, SSC agendas will be posted 72 hours prior to the meeting, minutes will be provided following each meeting, by-laws will be established as appropriate.	2013-2015	• SSC flyer • SSC Agenda • SSC minutes	$0	NA	1-3
An ELAC will be trained in their role and responsibilities and the committee will provide input to the SSC regarding school programs and student needs. If delegating to the SSC, an ELAC meeting is held and minutes reflect documentation of this process	2013-2015	• ELAC flyer, agenda and minutes	$0	NA	1-3

STRATEGIC PROGRAM ACTION STEPS

- **School-specific Action Steps (additions to the above District-wide LEAP-aligned steps)**

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
ESSENTIAL PROGRAM COMPONENTS (EPCs) 1-8					
EPC 1: INSTRUCTIONAL PROGRAM					
TK/K and 1st Grades complete at least 1 Cycle of Inquiry and will be released to observe ELD lessons, provide feedback and lesson plan accordingly, using 'A Look at Learning' ELD planning tools for ELD instruction.	2013-2014	• Observation • Pgm Implementat-ion	$2,000.00	EIA/LEP	2
Hire part-time EL Parent Liaison to support EL students and families and link home-school connection to curriculum and learning	2013-2014	• PPAF	$2,000.00	EIA/LEP	2
Hire ELD Intervention Aide (4 hrs a day/5 days per week)	2013-2014	• PPAF	$8,000.00	EIA/LEP	2
Purchase ELD Avenues supplemental materials to support the ELD curriculum for our underperforming EL students	2013-2014	• Purchase Order	$2,000.00	EIA/LEP	2
Pilot Word Raiders EL technology program to support EL students at grades 2 – 5 ($24.00 per student)	2013-2014	• Purchase order	$5,000.00	EIA/LEP	2
EPC 2: INSTRUCTIONAL TIME					

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
P/T Hourly Math Intervention Instruction – Helen Brown & Yvonne Meier in our Tech Lab using iReady technology program	2013-2015	• PPAFs	$8,550.00	Title I	3
License renewal fees for ELA intervention support - Type to Learn and RAZ Kids Programs	2013-2014	• Purchase Order	$5,000.00	Site Discretionary	1
EPC 3: LESSON PACING GUIDE					
Example: additional Site guidelines around posting objectives					
EPC 4: SCHOOL ADMINISTRATOR INSTRUCTIONAL LEADERSHIP TRAINING					
Example: Administrator receives additional training or coaching in PLC, CCSS and other key district initiatives					
EPC 5: CREDENTIALED TEACHERS AND PROFESSIONAL DEVELOPMENT OPPORTUNITY					
EPC 6: ON-GOING INSTRUCTIONAL ASSISTANCE AND SUPPORT FOR TEACHERS					
• Example: The school sends teachers to GLAD training that links strategies to implementation of HMR Medallion • Example: The school funds a literacy coach to work one on one with teachers to support implementation of HMR The principal structures and monitors the use and impact of coaching services on student's achievement.					
Send **3** of participants to **E3-New Cohort**: Engaging Equity Everyday-teacher equity training	2013-2014	Participation	$5,000.00	District Funds	2
Release time paid for substitute teachers during E3 Trainings	2013-2014	Time sheets	$2,000.00	General Fund	1,2 & 3
DAIT Team Walk thrus (3 visits to McKinley) ELD lesson protocols, lesson feedback, training and on-going ELD instructional support	2013-2014	Written feedback	$0	NA	2
EPC 7: STUDENT ACHIEVEMENT MONITORING SYSTEM					
Professional Development & extra support for DIBELs.net	2013-2014	Agendas and sign-in sheets	$0	NA	1
Professional Development & extra support for Illuminate	2013-2014	Agendas and sign-in sheets	$0	NA	1
EPC 8: MONTHLY COLLABORATION BY GRADE LEVEL OR PROGRAM LEVEL FOR TEACHERS FACILITATED BY THE PRINCIPAL (OR DESIGNEE)					
Participate in 1 follow up session end of September for the **PLC Academy** participants and 1 customized **interactive webinar** per	2013-2014	Sign-in sheet(s) and participation	$3,900.00	EIA/SCE	1, 2 & 3

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
school site based on site needs (70 minutes) • Elementary: Subs for the follow up sessions Example: 1 day x 6 substitutes x $130=$780 • Elementary/Secondary: Principal & PLC Leadership to pre-plan with Solution Tree for your customized webinar(s) • Provide 70-minute PLC staff development time Other: You may want to build in some release/extra hourly time for PLC team efforts, e.g., CFAs		rate(s)			
Principal and Title I Coordinator to offer release time at TK/K and 1st grades to observe exemplar or model ELA, Math or ELD lessons	2013-2014	Observation notes	$0	NA	1, 2 & 3
BEYOND THE EPCs					
Supplementary Materials For Opportunity and Equal Access					
Non-capitalized equipment – 15 desktop computers for our most needy students	2013-2015	Desktops installed in the Tech Lab	$12,682	EIA/SCE	1, 2 & 3
Instructional supplies to support the Common Core	2013-2014	Purchase Order	$1,000.00	EIA/SCE	1, 2 & 3
Non-Capitalized equipment – 2 LCD projectors to provide global access to curriculum materials	2013-2014	Purchase order	$3,391.00	Site Discretionary	1, 2 & 3
Outdoor Education for 5th Graders at Walker Creek Ranch to supplement and enrich Science Curriculum	2013-2014	Student and Teacher participation	$11,000.00	PTO & 5th grade fundraising efforts	1
SCHOOL CLIMATE/CULTURE					
Install marquee at McKinley school frontage for global access to school wide events and information	2012-	Purchase order and installation of sign	$3,760.93	Donation Account and PTO Funds	1, 2 & 3
Early Intervention Implementation RtI (since 2008)	2013-2015	Transitional Kindergarten Program & PD	$0	District Funds	1, 2 & 3
KinderCare Program for TK and K students/families	2013-2015	Program Presence on McK Campus	$0	Non-profit thru Boys and Girls Club	1
Safe Routes to School • School Rodeo • Safe Routes to School Assembly	2013-2015	Student, Staff, family and	$0	Grant	

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
• Walk & Roll to School monthly program • Golden Sneaker Contest (*Platinum County Winners in 2012) • Rock climbing wall • Bike smoothies		Community participation			
Soul Shoppe – Presenter, Joseph Savage • 4 Workshops at $800.00 each	2013-2014	Studt./Parent workshops	$3,200.00	PTO	1
Psych Intern	2013-2014	Student Case Load, feedback	$0	District SPED Dept.	1
Second Step, Debra Telposky (Program Specialist)	2013-2014	Program delivery	$0	District Grant	1
COST Referral system to provide Counseling Services for Non-SPED students in partnership with Davis Street Family Services	2013-2014	Program delivery, student case load	$0	District funds	1
PARENT INVOLVEMENT					
Parent Volunteer Group	2013-2014	Assistance received & observation	$0	Volunteer Program	1
Coffee Chat with Spanish translations provided	2013-2014	Agendas and Meeting minutes	$1,000.00	Donation Account	1 & 2
Parent Parking Patrol	2013-2014	Parking lot patrol presence/safety	$0	Volunteer Program	1
LEADERSHIP AND GOVERNANCE					
Principal Book/Literacy Club – Monthly books selected to compliment and supplement grade level materials in ELA at grades TK/K – 5th	2013-2014	Book Club classroom visit log	$0	NA	1 & 2
Principal Leadership Club – *For African American student leaders only	2013-2014	Assigned activities, notes & student feedback	$0	NA	1
Continued implementation of the 2012-2015 McKinley School Instructional Focus Plan to improve student learning for ALL subgroups ALL curriculum areas	2013-2014	Agendas, data, assessments, report cards, continued PD and PLC work	$0	NA	1, 2 & 3

Other Required Elements

SCHOOL BASED COORDINATED PROGRAMS (SBCP)

Multi-funded students receive the core curriculum through the district's instructional delivery system supported by district funds, and appropriate supplemental program services to support or extend their learning as needed. These specially funded program services support and do not supplant the district's core curriculum or services. They are coordinated to provide a coherent educational experience and are evaluated through the analysis of disaggregated students' achievement data.

The two major purposes of San Leandro Unified School District's participation in School Based Coordinated Programs are to:

1. Allow for collaborative planning of strategies and instructional practices to assist special needs students to succeed in the core curriculum.
2. Provide for articulation between classroom teachers and auxiliary personnel regarding how auxiliary services support special needs students in the core curriculum.

- Instructional and auxiliary services are provided to meet the needs of each of the student populations listed below, regardless of whether the school receives state and federal supplementary funding for each of the groups:
    - Limited English proficient students
    - Socio-economically disadvantaged students
    - Gifted and talented students
    - Students with exceptional needs (Special Education Services)
    - Historically underserved populations (African American, Latino, Standard English Learners)

Limited English Proficient Students (ELL):
Limited English proficient students are placed with appropriately certificated teachers or teachers-in-training to receive simultaneous instruction in English Language Development and in the core curriculum. As required by law parental exception waivers are available for alternative program placement (K-5 bilingual instruction).

The goal for all English learners is the rapid, effective and efficient development of proficiency in English and in the core academic areas. The rich standards-based curriculum is accessible to all students through primary language support, Specially Designed Academic Instruction in English (SDAIE), and English language Development (ELD) as appropriate. Guidelines and procedures for assessment, placement, monitoring, transition (in the case of bilingual students) and reclassification are outlined in the District Master Plan.

SCHOOL BASED COORDINATED PROGRAMS (SBCP)

Educationally Disadvantaged Students (CON 20h): *EIA & Title I: Describe EIA and/or Title I services at your school site in these two areas:* McKinley Elementary School offers a range of support to its Title I identified students. Under the direction of a .6% Title I Coordinator/Academic Coach, McKinley provides support to students in both academic and behavioral interventions based upon our commitment to Tiered Intervention.

Students identified as eligible for services under Title I may receive support through the following models:

1. Before/after school interventions taught by highly trained instructional assistants.
2. Push-In support by the Title I Coordinator and/or highly trained instructional assistants.
3. In-class interventions provided by teachers supported through coaching and timely staff development.

The Title I Coordinator is responsible for leading staff development, scheduling interventions, coaching teachers, training Para-educators, organizing parent events and analyzing data to assist teachers in implementing best practices.

Service to students is dictated by the level of support needed based upon the examination of multiple assessment measures. Teachers and specialists review results of formative, summative and diagnostic assessments to ascertain the appropriate level of support to individuals. Based upon benchmark and ongoing formative assessment, students are recommended for interventions based upon the 3-Tier RtI model (see below). Students with skills in the average to above average range are supported in Tier I by classroom teachers through in-class, differentiated interventions. Students with skills in the below to well-below average range are supported in Tier 2 both within classrooms and through supplemental support. (Supplemental support is provided in before or after school programs and/or through push-in support).

Students in the far-below average range are most often supported in Tier 3, receiving intensive support through Title I supplemental programs and/or special education. At each tier, interventions are tailored and matched to students' needs based upon ongoing progress monitoring.

Operating in its fifth year as an "RtI" or Tiered Intervention school, McKinley Elementary teachers are receiving ongoing training in both Response to Intervention and the use of formative assessment. The Title I Coordinator works closely with the Resource Specialist, school psychologist, Principal and teachers to ensure that students are accurately monitored and placed in programs according to their learning needs. The site specialists, teachers and Principal work collaboratively throughout all phases of the RtI model, particularly with regard to the SST process. The overarching goal of McKinley's Tiered Intervention mission is to narrow the achievement gap and dramatically reduce the number of students referred for special education, particularly students of color

1. ***Site-funded Professional Development and Coaching Plans***
   - ***Provide PLC (Planned Learning Communities) Staff Development and Training, included but limited to: coaching, grade level planning time one to two times monthly, using dibels Progress Monitor Questioning & Reflection Tool for PLCs.***
   - ***Continue to support and provide 'A Look at Learning' Training to support our ELD daily instruction and better support the needs of our EL students, while implementing the cycle of inquiry at TK/K and 1st grades.***
   - ***Hold Trimester Data Summits, to all staff in an on-going effort to review and disaggregate student data to inform teaching practices at McKinley School.***

- ***Provide on-going professional development to meet 4 pillars as outlined in McKinley Instructional Focus Plan 2012-2015.***

- ***Continue dibels formative assessment system to monitor students in ELA and continue RtI in its fifth year at McKinley to help avert Special Education and help close the racial achievement gap.***

- ***Provide mckinleyschool.net website to support core instruction provided by every teacher at every grade level and support on-going communication for our families in English and Spanish.***

- ***Provide desktop computer technology and equipment in our Tech Lab that supports access to the CORE Curriculum and intervention programs for our most needy monolingual and bilingual students at all grade levels.***

- ***Provide professional development to support the Common Core learning standards in ELA, Math and ELD to better prepare teachers and students for 2014-2015 State CST exams.***

- ***Provide Instructional Assistants to support Title I and EL programs for our most academically needy students at every grade level.***

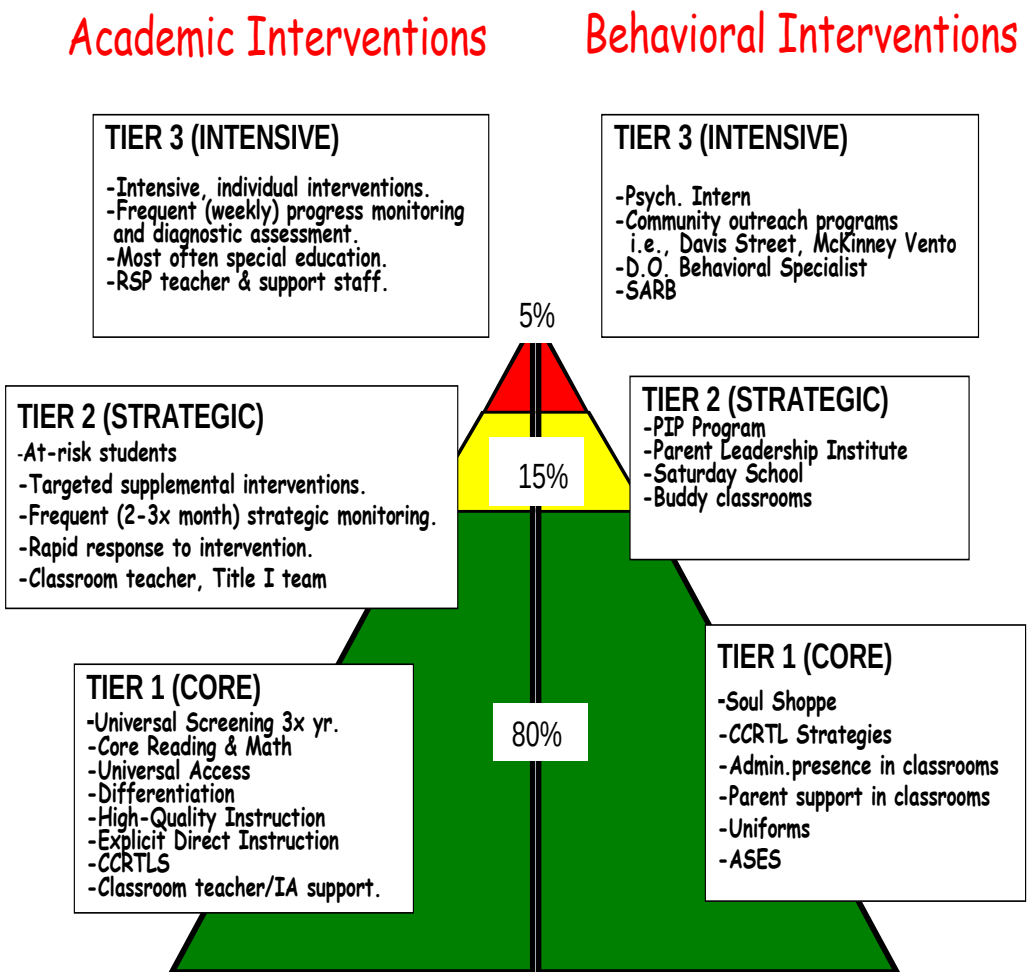
- ***Provide school marquee 2013-2014, to deliver important and on-going information and programs to support our families without technology access.***

2. *Site-funded Parent Involvement Activities*
   - **ELAC, PTO, SSC(SAC), Coffee Chat, Title I and Parent Volunteer Meetings which includes but not limited to: coffee, tea, certificates, prizes, books, toys for children to play with, learning activities and games, training and collaborative learning materials.**

   - **Volunteer Tea held for parents in spring to recognize the efforts and support given to our entire learning community from our Parent Volunteer Group and Parking Patrol.**

   - **Back to School Night, Open House, Re-Classification Ceremony for EL students, 5th Grade Promotion event, and before and after school events which includes but not limited to: certificates, recognition, awards, balloons, juice and cookies, decorations, student performances and live music.**

Gifted and Talented Education (GATE):
Due to the state's Tier III flexibility, the GATE funds for the District have been swept and will be used for "any educational purpose". *Due to budget cuts, testing to identify GATE students will be limited to the 3rd grade.* Differentiated instruction is provided in classrooms to meet the needs of our GATE students.



These academic and behavioral interventions assist our K-5 students and families with benchmark (core), strategic and intensive support to assist us with closing the racial achievement gap. By providing the services necessary to prevent the need for specialized education, or restrictive learning environments, we attempt to catch students before they fall, and meet the needs the 'whole child.'

SPECIAL EDUCATION PLAN AND CHECKLIST

1. Check off all of the special education services provided at the school site:
   - ☒ Resource Program Specialist (RSP)
   - ☐ Special Day Class-mild to moderate (SDC-mm)
   - ☐ Special Day Class-moderate to severe (SDC-MS)
   - ☒ Speech/Language Specialist (S/L)
   - ☒ Adaptive PE Teacher (APE)
   - ☒ Specialized Health Care Nurse (SPHC)
   - ☒ Itinerant Specialist for Physically Handicapped (ISPH)
   - ☒ Behavioral Specialist
   - ☐ Vision Handicapped Specialist (VH)
   - ☐ Itinerant Specialist DHOH
   - ☒ Psychologist
   - ☐ Program Specialist for Workability
   - ☐ Program Specialist for Transition Opportunity Program (TOPS)

2. How does the school site assure that all identified special education students are appropriately served?

   - ☒ Attendance records from each service provider
   - ☒ Staff that work with student have access and understanding of IEP
   - ☒ Class lists for RSP, SDC and DIS provided by Special Services Department indicate appropriate placement as per the IEP
   - ☒ Administrators or designee attend IEP meetings and review IEPs for compliance
   - ☒ Students registered at the sites that have previous IEP records forward the records to the Special Services Department to ensure appropriate placement
   - ☐ Other

3. How does the plan address the curriculum, instructor strategies, and materials needed by identified special education students so that they may participate successfully in the district's core curriculum?

   - ☒ District trainings available to appropriate personnel
   - ☒ Core curriculum materials within special education classroom as appropriate
   - ☒ Collaboration between general education and special education staff for materials, strategies, etc.
   - ☒ Staff and/or department meetings to address curriculum, etc.
   - ☐ Other

4. How does the school site meet the instructional needs of special education students?

   - ☒ Follow the completed and signed IEP
   - ☒ Collaboration between general education and special education
   - ☒ General education staff have access to student IEP as appropriate
   - ☒ Case managers coordinate services between DIS and general education teachers
   - ☒ Core curriculum materials are provided to special education staff as appropriate
   - ☒ A variety of service delivery systems as identified on the IEPs are provided
   - ☐ Other

5. How are services provided by the SDC, RSP and/or DIS to non-identified special needs students?

   - ☒ Special education staff members may attend SST meeting
   - ☒ Special education staff may observe students who have not yet been identified as special education students and provide feedback to general education staff

- ☒ A special education teacher may consult with a general education teacher regarding a non-identified student
- ☒ General education teachers may observe SDC classrooms to obtain instructional strategies and/or ideas that can be used in general education classroom.
- ☒ Special education staff may attend district-wide trainings offered by Special Services Department

6. Describe the services the RSP and/or DIS specialists provide in the general education classroom.

- ☒ RSP and DIS specialists may observe student in the general education setting and provide feedback to staff
- ☒ RSP and DIS specialists may model lessons to general education staff upon request
- ☒ RSP and DIS specialists may consult with general education teachers informally
- ☒ Sharing of materials, ideas and strategies between general education and special education staff
- ☐ Other

7. How do you monitor success and failure? How do you monitor student progress toward completion of graduation requirements?

- ☒ Report cards on a trimester or quarterly schedule
- ☒ Daily or weekly progress reports as needed
- ☒ Annual IEP reviews with updated assessments and objectives
- ☐ Parent initiated conferences include update on attainment of graduation requirements
- ☐ IEP meetings include update on graduation requirements
- ☐ Students meet with counselors to discuss graduation requirements (parent may also attend)
- ☒ The principal ensures that accommodations are occurring as per the IEP
- ☒ Students who appear or may be failing meet with site counselor who provide options and directions for the students/parents
- ☒ Principal reviews any of the above and confers with staff as appropriate to ensure student success

Budgeting

Centralized Services (district provides)

The district coordinates many services with categorical funding. The centralization of services helps to ensure that all eligible students are receiving adequate and appropriate support as efficiently as possible. Here are the main services that are centralized:

Title I

- NCLB Required Reservation funds (**30% of total Title I budget**)
  - School Choice and Supplementary Educational Services (SES) tutoring
  - Professional Development and support through instructional coaching
  - Professional Development and support through Coordinator of Data and Assessments and *Illuminate* data system
  - McKinney-Vento Homeless families academic support
- NCLB Allowable Reservations
  - District and School Program Improvement activities, mailings and other supports

EIA-LEP

- EL Clerks who maintain records, administer assessments, help with reclassification of ELs and carry out other EL-related duties as assigned
- EL CELDT Testing coordination and EL Master Plan implementation throughout the year

EIA-SCE

- Administrators support to sites with direct professional development in the form of training, coaching and other forms of direct support for principals, coaches, clerks, Para-educators and teachers.
- Mental Health Counseling Services provided to each school (to below proficient students)

2013-14 Funding for these Centralized Services from Current Base and Carryover allocations:

- **This is in addition to what was also directly allocated to site.**

School	Title I Amt*	EIA-LEP Amt	EIA-SCE Amt
Garfield	$31,509	$14,285	$11,555
Jefferson	$60,098	$23,629	$15,039
Madison	NA	$9,613	$7,573
McKinley	**$41,971**	**$17,430**	**$12,302**
Monroe	$30,414	$10,332	$8,497
Roosevelt	NA	$6,828	$8,106
Washington	$38,565	$18,418	$11,982
Wilson	$69,222	$30,637	$21,155
Bancroft	$77,960	$14,016	$21,581
Muir	$75,426	$12,039	$20,621
SLHS	NA	$26,234	$68,441
Lincoln	NA	$1,527	$3,022
Totals	**$425,164**	**$184,987**	**$209,874**

*Title I includes the required 30% reservations listed above

Budgeting

- **State Programs and Budgets Included in this Plan**

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs		SPR Allocation
☐	*California School Age Families Education* *Purpose: Assist expectant and parenting students succeed in school.*	$NA
☒	**Economic Impact Aid/ State Compensatory Education** **Purpose: Help educationally disadvantaged students succeed in the regular program.**	**$31,712**
☒	**Economic Impact Aid/ English Learner Program** **Purpose: Develop fluency in English and academic proficiency of English learners**	**$29,737**
☐	*High Priority Schools Grant Program* *Purpose: Assist schools in meeting academic growth targets.*	$NA
☐	*Instructional Time and Staff Development Reform* *Purpose: Train classroom personnel to improve student performance in core curriculum areas.*	$NA
☐	*Peer Assistance and Review* *Purpose: Assist teachers through coaching and mentoring.*	$NA
☐	*Pupil Retention Block Grant* *Purpose: Prevent students from dropping out of school.*	$NA
☐	*School and Library Improvement Program Block Grant* Purpose: Improve library and other school programs.	$NA
☐	*School Safety and Violence Prevention Act* *Purpose: Increase school safety.*	$NA
☐	*Tobacco-Use Prevention Education* *Purpose: Eliminate tobacco use among students.*	$NA
☒	List and Describe Other State or Local funds (e.g., Gifted and Talented Education) – ***EIA/LEP Carryover***	**$28,592**
	Total amount of state categorical funds allocated to this school	**$90,041**

Budgeting

- **Federal Programs and Budgets Included in this Plan**

Federal Programs under No Child Left Behind (NCLB)		Allocation
☐	*Title I, Neglected* *Purpose: Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution*	$NA
☐	*Title I, Part D: Delinquent Purpose: Supplement instruction for delinquent youth*	*$NA*
☒	**Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas**	**$74,466**
☐	*Title I, Part A: Schoolwide Program* *Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency*	$NA
☐	*Title I, Part A: Program Improvement* *Purpose: Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups*	$NA
☐	*Title II, Part A: Teacher and Principal Training and Recruiting* *Purpose: Improve and increase the number of highly qualified teachers and principals*	$NA
☐	*Title II, Part D: Enhancing Education Through Technology* *Purpose: Support professional development and the use of technology*	$NA
☐	*Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students* *Purpose: Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards*	$NA
☐	*Title IV, Part A: Safe and Drug-Free Schools and Communities* *Purpose: Support learning environments that promote academic achievement*	$NA
☐	*Title V: Innovative Programs* *Purpose: Support educational improvement, library, media, and at-risk students*	$NA
☐	*Title VI, Part B: Rural Education Achievement* *Purpose: Provide flexibility in the use of NCLB funds to eligible LEAs*	$NA
☐	Other Federal Funds (list and describe[1])	$NA
	Total amount of federal categorical funds allocated to this school	**$74,466**
	Total amount of state and federal categorical funds allocated to this school	**$164,507**

[1] For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

SAN LEANDRO UNIFIED SCHOOL DISTRICT: Budget Set up Template									
School:								Fiscal Year	13/14
Program: EIA - LEP				Budget Amount (Base):					29,737
				Budget Amount (CarryOver):				$	28,592.00
				Total Budget:				$	58,329.00
Fu	Object	Res	Goal	Func	Site	Mgmt	Progm		
XXX	XXXX	XXXX	XXXX	XXXX	XXX	XX	XXX		
010									

Object	1000: Certificated Staffing Description	Amt
1101	Salaried (.40 Position) ELD Coach	$29,922
1131	Substitutes (release time) "A Look at Learning"	$2,000
	TOTAL CERTIFICATED	**$31,922**

Object	2000: Classified Staffing Description	Amt
2101	Salaried	
2102	EL Parent Liaison	$2,000
2102	Hourly - ELD Intervention Aide (4 hrs/day/5 days)	$8,000
	TOTAL CLASSIFIED	**$10,000**

Object	3000: Benefits Description	Amt
3000	Certificated Benefits	$3,980
3000	Classified Benefits	$2,427
	TOTAL EMPLOYEE BENEFITS	**$6,407**

Object	4000: Books and Supplies Description	Amt
4210	Other Books	
4310	Instructional Supplies - ELD supplemental materials	$2,000
4400	Non-Capitalized Equipment	
4501	Office Supplies	
	TOTAL SUPPLIES	**$2,000**

Object	5000: Services and Operating Expednitures	Amt
5230	Conference Expense	
5751	Food Services	
5809	Other Contracted Services	
5822	License - Word Raiders ($24/student)	$5,000
5904	Postage	
	TOTAL OPERATING EXPENSES	**$5,000**

Object	6000: Capital Outlay Description	Amt
6400	New Equipment	
6440	Computer Software/(Capital Outlay)	
6450	New Computers/Other (Technology Capital Outlay)	
	TOTAL CAPITAL OUTLAY	**$0**
	TOTAL BUDGET	**$55,329**
	BALANCE:	**$3,000**

SAN LEANDRO UNIFIED SCHOOL DISTRICT: Budget Set up Template									
School:								Fiscal Year	13/14
Program: Title I Reg (Part A)				Budget Amount (Base):					$74,466
				Budget Amount (CarryOver):					$0
				Total Budget:					$74,466
Fu	Object	Res	Goal	Func	Site	Mgmt	Progm		
XXX	XXXX	XXXX	XXXX	XXXX	XXX	XX	XXX		
010		3010	1110	1000			320		

Object	1000: Certificated Staffing Description	Amt
1101	Cert. Teacher - Mari @ 60%	$55,950
1131	Substitutes	
1103	Hourly	
	TOTAL CERTIFICATED	**$55,950**

Object	2000: Classified Staffing Description	Amt
2101	Salaried	
2903	Babysitting	
2102	Hourly - Intervention - Helen and Yvonne	$8,550
	TOTAL CLASSIFIED	**$8,550**

Object	3000: Benefits Description	Amt
3000	Certificated Benefits	$7,889
3000	Classified Benefits	$2,075
	TOTAL EMPLOYEE BENEFITS	**$9,964**

Object	4000: Books and Supplies Description	Amt
4210	Other Books	
4310	Instructional Supplies	
4400	Non-Capitalized Equipment	
4501	Office Supplies	
	TOTAL SUPPLIES	

Object	5000: Services and Operating Expednitures	Amt
5230	Conference Expense	
5751	Food Services	
5809	Other Contracted Services--	
5822	License	$0
5904	Postage	
	TOTAL OPERATING EXPENSES	**$0**

Object	6000: Capital Outlay Description	Amt
6400	New Equipment	
6450		
	TOTAL CAPITAL OUTLAY	**$0**
	TOTAL BUDGET	**$74,466**
	BALANCE:	**$2**

SAN LEANDRO UNIFIED SCHOOL DISTRICT: Budget Set up Template									
School:								Fiscal Year	13/14
Program: EIA - SCE				Budget Amount (Base):					$31,712
				Budget Amount (CarryOver):					
				Total Budget:					$31,712
Fu	Object	Res	Goal	Func	Site	Mgmt	Progm		
XXX	XXXX	XXXX	XXXX	XXXX	XXX	XX	XXX		
010		7090	1110	1000			322		

Object	1000: Certificated Staffing Description	Amt
1101		
1181	Certicated Hourly - Webmaster	$0
1151	Substitutes	
1131	Substitutes (release time)Collab-PLCs 5 teachers	$3,900
	TOTAL CERTIFICATED	**$3,900**

Object	2000: Classified Staffing Description	Amt
2101		
2102	**Hrly Intrv - Helen & Yvonne-for most needy students**	$2,604
2401	Clerical Salary - Elaine Tesorero	$8,766
2908	Translation	
	TOTAL CLASSIFIED	**$11,370**

Object	3000: Benefits Description	Amt
3000	Certificated Benefits	$0
3000	Classified Benefits	$2,760
	TOTAL EMPLOYEE BENEFITS	**$2,760**

Object	4000: Books and Supplies Description	Amt
4210	Other Books	
4310	Instructional Supplies - Common Core Materials	$1,000
4400	Non-Capitalized Equipmt 15 desktops **-for Intervention Lab**	$12,682
4501	Office Supplies	
	TOTAL SUPPLIES	**$13,682**

Object	5000: Services and Operating Expednitures	Amt
5230	Conference Expense	
5751	Food Services	
5809	Other Contracted Services	$0
5822	License	
	TOTAL OPERATING EXPENSES	**$0**

Object	6000: Capital Outlay Description	Amt
6400	New Equipment	
6440	Computer Software/(Capital Outlay)	
6450	New Computers/Other (Technology Capital Outlay)	
	TOTAL CAPITAL OUTLAY	**$0**

	TOTAL BUDGET	**$31,712**
	BALANCE:	**$0**

SAN LEANDRO UNIFIED SCHOOL DISTRICT: Budget Set up Template									
School:								Fiscal Year	13/14
Program: Site Discretionary				Budget Amount (Base):					$15,866
				Budget Amount (CarryOver):					
				Total Budget:					$15,866
Fu	Object	Res	Goal	Func	Site	Mgmt	Progm		
XXX	XXXX	XXXX	XXXX	XXXX	XXX	XX	XXX		
010		0000	1110	1000			403		

Object	1000: Certificated Staffing Description	Amt
1101		
1131	Substitutes (release time)	
	TOTAL CERTIFICATED	$0

Object	2000: Classified Staffing Description	Amt
2101	Salaried	
2102	Hourly	
	TOTAL CLASSIFIED	$0

Object	3000: Benefits Description	Amt
3000	Certificated Benefits	
3000	Classified Benefits	
	TOTAL EMPLOYEE BENEFITS	

Object	4000: Books and Supplies Description	Amt
4505	Classroom Supplies - Office Depot -BPO	$4,000
4310	Instructional Supplies	$0
4400	Non-Capitalized Equipment	$3,391
4501	Office Supplies - Office Depot BPO	$2,500
4504	Health Supplies	$400
	TOTAL SUPPLIES	$15,291

Object	5000: Services and Operating Expednitures	Amt
5230	Conference Expense	
5640	Maintenance	
5713	Printing	$75
5809	Other Contracted Services	
5822	License	$5,000
5904	Postage	$500
	TOTAL OPERATING EXPENSES	$5,575

Object	6000: Capital Outlay Description	Amt
6400	New Equipment	
6440	Computer Software/(Capital Outlay)	
6450	New Computers/Other (Technology Capital Outlay)	
	TOTAL CAPITAL OUTLAY	$0

TOTAL BUDGET	$15,866
BALANCE:	$0

School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:[2]

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Cher Situm	X				
Helen Brown (Council Chair)			X		
Elaine Tesorero (SAC)			X		
Andy Grossman		X			
Grayce Martin				X	
Jody Li				X	
Tamera Ritchon				X	
Kuen Choo Nash (SAC/ELAC Rep)				X	
Numbers of members of each category	**1**	**1**	**2**	**4**	

[2] 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.

San Leandro Unified School District

ELAC Recommendations to SSC on Single Plan for Student Achievement, 2012-13

School Site: McKinley Elementary School

PARA/TO: **X** Concilio Escolar/SSC **X** Director y Personal Escolar/ Principal and Staff	**ELAC Topic:** Single Plan (SPSA) **EL Support with EIA/LEP Funds**
RECOMENDACION(ES)/ RECOMMENDATION(S) 1. **Hire an ELD Coach two days per week** 2. **Hire an EL Parent Liaison** 3. **Hire or provide more EL Instructional Assistant support for EL students**	**RECOMENDACION(ES)/ RECOMMENDATION(S)**
PROPOSITO PARA ESTA RECOMENDACION/ PURPOSE FOR RECOMMENDATION: 1. **To excel EL student achievement.** 2. **To promote language proficiency in English for EL students.** 3. **To better prepare EL students for higher education.**	**RESPUESTA AL COMITE ELAC/ RESPONSE TO ELAC*:** **To approve ELAC (Given to SAC Member, Elaine Tesorero) recommendations and include in the McKinley 2012-2015 Single School Site Plan for Student Achievement.**
FIRMACIONES/SIGNATURES **ELAC MEMBER: Kuen Choo Nash** _____ **FECHA/ DATE: May 20, 2013**	**FIRMACIONES/SIGNATURES** **DIRECTOR O PRESIDENTE DEL CONCILIO ESCOLAR/** **PRINCIPAL or SSC CHAIRPERSON:** **Cher Situm** _____ **FECHA/DATE: May 20, 2013**

San Leandro Unified School District
SAC Recommendations to SSC on Single Plan for Student Achievement, 13-14

School Site: McKinley Elementary School

PARA/TO: **X** Concilio Escolar/SSC **X** Director y Personal Escolar/ Principal and Staff	**SAC Topic:** Single Plan (SPSA)
RECOMENDACION(ES)/ RECOMMENDATION(S) 1. **Hire an ELD Coach two days per week** 2. **Hire an EL Parent Liaison** 3. **Hire or provide more EL Instructional Assistant support for EL students**	**RECOMENDACION(ES)/ RECOMMENDATION(S)**
PROPOSITO PARA ESTA RECOMENDACION/ PURPOSE FOR RECOMMENDATION: 1. **To excel EL student achievement.** 2. **To promote language proficiency in English for EL students.** 3. **To better prepare EL students for higher education.**	**RESPUESTA AL COMITE SAC/ RESPONSE TO SAC*:** **To approve (SAC) recommendations and include in the McKinley 2012-2015 Single School Site Plan for Student Achievement.**
FIRMACIONES/SIGNATURES **SAC MEMBER: Elaine Tesorero** _____ **FECHA/ DATE: May 23, 2013**	**FIRMACIONES/SIGNATURES** **DIRECTOR O PRESIDENTE DEL CONCILIO ESCOLAR/** **PRINCIPAL or SSC CHAIRPERSON:** **SSC Chair, Helen Brown** _____ **FECHA/DATE: May 23, 2013**

Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan:

   X School Advisory Committee for State Compensatory Education Programs

   X English Learner Advisory Committee

   ___Community Advisory Committee for Special Education Programs

   ___Gifted and Talented Education Program Advisory Committee

   X Other:
   - PTO
   - Coffee Chat
   - Parent Equity Partnership (PEP)
   - Leadership
   - Staff
   - Title I Coordinator
   - District Administrative Team

   *All group discussions and meeting feedback from the above teams, were shared via Principal to School Site Council Members in developing the Single School Plan for Student Achievement 2013-2014 & 2014- 2015.

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.

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

6. This school plan was adopted by the school site council at a public meeting on: **May 29, 2013**.

Attested:

Cher Situm	_____	**May 29, 2013**
Typed name of school principal	Signature of school principal	Date
Helen Brown	_____	**May 29, 2013**
Typed name of SSC chairperson	Signature of SSC chairperson	Date

Appendices:

- **APPENDIX A: School Accountability Report Cards (SARC)**

- **APPENDIX B: Charts for "Step 1: Analyze Student Achievement Data"**
  - **Demographic Data (district provides these resources for comparing school data)**
    - *% Race/Ethnicity* by School
    - *% Language Fluency Groups*: EL, RFEP, IFEP & EO by School
  - **Academic Achievement Data (District Provides)**
    - **CST Data: 2012**
      - *Schoolwide 2-Year Change* in STAR CST
      - *Schoolwide 4-Year Trends in ELA* CST by Grade
      - *Schoolwide 4-Year Trends in Math* CST by Grade
      - *Schoolwide 4-Year Trends in Science* CST by Grade
    - **API Data 2012 (District Provides)**
      - *District wide API Chart* with:
        - Schoolwide API
        - Statewide Rank
        - Similar Schools Rank
      - *Student Subgroup API ---2 years*
      - *Schoolwide 4-Year Trends in API*
    - **AMAO Data-CELDT 2013 (District Provides)**
      - *AMAO 1 District wide chart*
      - *AMAO 2 District wide Chart*
    - **Other quantitative data (site provides—insert here or in Appendix**
  - **Non-Academic Data (District Provides)**
    - 2011-12 Healthy Kids Survey: Protective Factors (Developmental Supports) Chart (Secondary is disaggregated by race)
    - 2011-12 and 2012-13 Average Monthly Attendance
    - 2011-12 and 2012-13 Suspensions by Race

- **APPENDIX C: Worksheets for STUDENT ACADEMIC LEARNING GOALS**

- **APPENDIX D: Other Data, Charts, etc.**

- **School Accountability Report Card (SARC)**

McKinley Elementary School

2150 E 14th Street • San Leandro, CA 94577 • (510) 618-4320 • Grades K-5
Cheryl Lynn Situm, Principal
csitum@sanleandro.k12.ca.us

2011-12 School Accountability Report Card
Published During the 2012-13 School Year

San Leandro Unified School District
14735 Juniper St. San Leandro, CA 94579 (510) 895-4199
www.sanleandro.k12.ca.us

District Governing Board

Lance James
Ron Carey Mike
Katz-Lacabe Jason
Toro
Diana J. Prola
Vince J. Rosato
Elisha Feliciano
Student Board Member

District Administration

Cindy M. Cathey
Superintendent

Debbie Wong **Assistant Superintendent Educational Services**

Song Chin-Bendib
Assistant Superintendent Business & Operations

John Thompson
Senior Director II Human Resources

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2011-12 school-years, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (510) 618-4320.

School Description

Principal's Message

Founded in 1917, McKinley School is the oldest elementary school in San Leandro. Our guiding vision is to make our school a joyful, stimulating place for students to learn, develop a sense of responsibility, and practice good citizenship. By building our Professional Learning Communities and providing on-going Staff Development, we continue to improve instructional practices. McKinley staff continues to differentiate instruction for our under achieving students, students with disabilities, and our English Language Learners. Our Teaching staff is committed to strategically monitor student progress, disaggregate data and assess student performance, to close the racial achievement gap. McKinley teachers provide culturally relevant teaching strategies, home language support, and enrich learning for our gifted and talented students.

At McKinley School, we have a unified focus: to nurture the unique strengths of each student so that she or he builds personal responsibility, reaches high levels of academic achievement, and contributes positively to society. Supporting all students in meeting these aspirations takes all of us: parents, educators and community members. This requires our collective commitment to a common roadmap, consistent follow-through, and a continuous improvement mindset. McKinley Elementary created an Instructional Focus Plan with our entire learning community, as a roadmap for accelerating learning and achievement for every student, without exception. It defines the "Four Pillars" of our educational improvement efforts in four areas: Standards-Aligned and Data-Informed Instruction, Culturally Responsive Teaching and Learning, Collaborative Professional Learning and Supports, and Safe Climate and Strong Relationships with Families and Community. By working in partnership with parents and community, McKinley Elementary School will nurture confident, responsible and capable learners.

We are proud at McKinley that the arts are an important part of the students' week. All students from first grade to fifth grade are provided art classes and TARI (Teacher Action Research Institute) lessons to enhance social and emotional growth by a professional art teacher. All fifth graders are involved in our instrumental music program and vocal music is offered to 1st - 4th graders. After school art classes are taught to grades 1st - 3rd by Miss Sam, who is also a professional artist and art teacher at McKinley. After School Math Intervention is taught by Mrs. Chapman our Resource Specialist, and Transitional Kindergarten Teacher, Lorena Montoya, both are bilingual and speak Spanish.

I am honored to be McKinley's principal for my fifth year. I have family here, and I grew up in San Leandro. I speak Spanish and have a strong sense of community pride; I appreciate our cultural, linguistic, and ethnic diversity. McKinley has a dedicated staff, caring families, and motivated students, all who work closely together to create optimal educational experiences for all. It is my ppleasure to serve your children's educational needs, and provide them with the very best educational environment possible. I know your children will join me in a resounding, "GO EAGLES!"

District Vision Statement

The mission of the San Leandro Unified School District is to educate students to achieve and demonstrate academic excellence and become confident, collaborative and competitive in a global society, by utilizing state-of-the-art technologies and innovative teaching strategies within a well-maintained, secure learning environment, in a region rich in heritage and diverse in culture, where we value our traditions while welcoming change.

School Mission & Vision Statement

McKinley Elementary School's mission is to provide all students with a rigorous instructional program that is aligned with the California State Standards, so that all students will reach their fullest academic potential, and successfully progress to middle school. Our vision is to administer best practices, provide equitable teaching strategies, on-going professional development, frontload all academic vocabulary, language and content California State Standards and continually commit to closing the racial achievement gap. We will frequently progress monitor our students by: DIBELS implementation, ongoing District wide Math, Language Arts and Writing Assessments, and state adopted core curriculum materials. Interventions will be matched to students' needs, while continuing to implement Reading Academy and Tiered Intervention. Our vision is to promote students onto middle school prepared to succeed.

District Profile

The mission of the San Leandro Unified School District is to educate students to achieve and demonstrate academic excellence and become confident, collaborate and competitive in a global society, by utilizing state of the art technologies and innovative teaching strategies within a well-maintained, secure learning environment, in a region rich in heritage and diverse in culture, where we value our traditions while welcoming change.

Opportunities for Parental Involvement

Parents and the community are very supportive of the education program at McKinley Elementary School. Parents may participate in many committees and activities, such as: the Parent Teacher Organization, English Language Advisory Committee (ELAC), School Advisory Committee (SAC), School Site Council, Parent Equity Program (PEP), Parent Volunteer Group (with over 70 active members!), Yard Supervision, Meet and Greeters in parking lot area and assisting with school wide events including but not limited to: Sing Along, Holiday Festival, School Carnival, Book Faire, Read across America, Outdoor Education and school field trips.

McKinley Elementary School has several partnerships with local community organizations and companies, including Comcast, Davis Street Community Center, Girls Incorporated, Boys & Girls Club, Evergreen Nursery, Target, Walgreens, Wall-Mart, Cartridge World, Family Service Counseling and Resource Center, and the Safeway eScrip program.

Contact Information

Parents who wish to participate in McKinley Elementary School's leadership teams, school committees, school activities, or beœme a volunteer may contact the main office at (510) 618-4320. Thank you!

Student Enrollment by Grade Level

Grade Level	Number of Students
Kinder.	82
Gr. 1	83
Gr. 2	97
Gr. 3	68
Gr. 4	64
Gr. 5	64
Total	458

Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	17.9
American Indian or Alaska Native	0.4
Asian	8.3
Filipino	4.4
Hispanic or Latino	57.2
Native Hawaiian/Pacific Islander	1.1
White	6.8
Two or More Races	3.9
Socioeconomically Disadvantaged	78.4
English Learners	54.1
Students with Disabilities	7.2

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Year	10	11	12	10	11	12	10	11	12	10	11	12
Kinder.	21		27.3	1		0	3		3			0
Gr. 1	21		27.7	1		0	2		3			0
Gr. 2	21		27.3			0	3		4			0
Gr. 3	21		28	1		0	2		2			0
Gr. 4	29	25.9	32		0	0	3	15	2		0	0
Gr. 5	26	21	32		1	0	3	0	2		0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
School	09-10	10-11	11-12
Suspensions Rate	16.42	16.19	4.58
Expulsions Rate	0	0	0
District	09-10	10-11	11-12
Suspensions Rate	21.57	18.68	17.75
Expulsions Rate	0.76	0.77	0.11

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The safety of students and staff is a primary concern at McKinley Elementary School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The McKinley School Site Safety plan was last updated November 14, 2012, at which time the Safety Plan was reviewed, updated and discussed with our School Site Council and faculty. The key element of the School Site Safety Plan entails emergency evacuation procedures. Fire and earthquake drills are conducted on a regular basis throughout the school year.

To ensure student safety, staff members supervise students from 8am to 3:10pm. Any visitors to the campus are required to sign in at the McKinley Office, and wear a Visitor's badge at all times. Volunteers are required to complete and have approved, a Volunteer Packet located in the McKinley Office, prior to providing volunteer services for our learning community.

School Facility Conditions and Planned Improvements (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: 09/27/2011

Age & Condition of Facilities

McKinley Elementary School was originally constructed in 1917 and is currently comprised of 23 permanent classrooms, twelve portable classrooms, a library, a staff work and break room, a multipurpose room, a computer lab, and one playground.

Cleaning Process

The principal works daily with two full-time custodial staff members to ensure that the cleaning of the school is maintained to provide for a clean and safe school.

McKinley Elementary was remodeled in 2000, which entailed new or upgraded classrooms and playground equipment. Recent renovations include the complete remodeling of the bathrooms, as well as the addition of four new portable classrooms which was completed in January 2009. New interior paint and lights completed in summer 2012.

Maintenance & Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority to emergency repairs.

Deferred Maintenance Budget

The State School Deferred Maintenance Budget Program provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating/air conditioning, interior/exterior painting, electrical systems, and flooring. For the 2012-2013 school years, the district allocated $164,000 for the deferred maintenance program. This represents .22% of the district's general fund budget.

At the time of publication 100% of McKinley Elementary restrooms were in good working order. The chart displays the results of the most recent school facilities inspection provided by the district. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been scheduled for repair or are in the process of remediation. With the passage of Measure B, modernization and renovation of the San Leandro schools has begun. For more information about Measure B, please visit the district's web site: www.sanleandro.k12. ca.us.

School Facility Good Repair Status (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status					
System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[ ]	[ ]	[X]	[ ]	One floor tile is missing-Rooms 4, 6. 3 floor tiles missing-Room 10. Epoxy floor stained and failing, 1 toilet seat loose-Boys Restroom. Carpet frayed-Room 1.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	Clutter in Room E.
Electrical: Electrical	[ ]	[X]	[ ]	[ ]	One light not working and wire mold loose-Music Room.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[ ]	[X]	[ ]	Fountain has no water-Room F. 2 toilet seats loose-Boys Restroom.
Safety: Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	1 window will not open-Room 3A
Overall Rating	[ ]	[X]	[ ]	[ ]	

Teacher Credentials			
School	**09-10**	**10-11**	**11-12**
Fully Credentialed	25	22	22
Without Full Credential	0	0	0
Teaching Outside Subject Area	0	0	0
District wide	**09-10**	**10-11**	**11-12**
Fully Credentialed	♦	♦	416
Without Full Credential	♦	♦	6

Teacher Misassignments and Vacant Teacher Positions at this School			
School	**10-11**	**11-12**	**12-13**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

Teachers may receive assistance through the Peer Assistance and Review (PAR) Program. The PAR program uses exemplary teachers to assist permanent and beginning teachers in the areas of subject matter knowledge and teaching strategies.

Staff development is supported for classroom implementation through BTSA (Beginning Teachers Support and Assessment) Support Providers and District Literacy Coaches.

The district supports staff development through three Professional Growth Days each year and Monday and Wednesday staff development on site. This year, McKinley is implementing Planned Learning Communities during Staff Development days to plan student instruction collaboratively. This school year, McKinley's Professional Development includes but is not limited to: Math, ELD and PLC Training, implementation of our Instructional Focus Plan, Data Wall Summit(s) to disaggregate student data and inform teaching practices, DIBELS and Illuminate Training, Beyond Diversity Training, Equity (E3) Training, District and Site level classroom visits to provide instructional coaching and support, Safe Schools and Anti-Bullying Training, and sharing our training this school year with all parent groups.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	**Taught by Highly Qualified Teachers**	**Not Taught by Highly Qualified Teachers**
This School	95	5
District wide		
All Schools	96.52	3.48
High-Poverty Schools	96.44	3.56
Low-Poverty Schools	0	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Social/Behavioral or Career Development Counselor	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$4,458	$614	$3,844	$80,959
District	♦	♦	$5,389	$74,037
State	♦	♦	$5,455	$66,336
Percent Difference: School Site/District				-4.77%
Percent Difference: School Site/ State			-1.21%	3.46%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: www.ed-data.org.

Teacher and Administrative Salaries (Fiscal Year 2010-11)		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$48,832	$40,656
Mid-Range Teacher Salary	$67,857	$64,181
Highest Teacher Salary	$90,079	$82,486
Average Principal Salary (ES)	$109,795	$102,165
Average Principal Salary (MS)	$116,087	$108,480
Average Principal Salary (HS)	$134,757	$117,845
Superintendent Salary	$204,399	$181,081
Percent of District Budget		
Teacher Salaries	47%	40%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded (Fiscal Year 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

San Leandro Unified School District spent an average of $7,709 to educate each student (based on 2010-11 audited financial statements). The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

In addition to general state funding, San Leandro Unified School District receives state and federal funding for the following categorical, special education, and support programs:

- Federal, ECIA/ESEA/IASA (Title I)
- K-5 Class Size Reduction
- Economic Impact Aid (EIA)
- Peer Assistance & Review
- Special Education Master Plan
- Instructional Materials
- ROC/P Entitlement
- Tenth Grade Counseling
- Gifted & Talented Pupils
- School Improvement Program
- Special Education Transportation
- Drug/Alcohol/Tobacco Funds
- School Safety & Violence Prevention
- Title II Teacher Quality
- Title III English Learners
- Federal, Special Education, Entitlement per UDC
- Title IV Safe & Drug Free Schools & Communities
- Vocational and Applied Technology Education Act
- Federal, Special Education, Discretionary Grants

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: December, 2012

San Leandro Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. San Leandro Unified School District held a public hearing on September 20th, 2011 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. The State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks are adopted by the Board of Trustees after review by teachers and parents according to the timeline established by the State of California. All district-adopted textbooks are State Board adopted and aligned to the Academic Content Standards established by the California Board of Education. The most recent textbooks are illustrated in the chart.

The textbooks listed are from most recent adoption:	Yes
Percent of students lacking their own assigned textbook:	0.0%

Textbooks and Instructional Materials

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Hampton Brown, Adopted 2002 Houghton Mifflin, Adopted 2002 Hampton Brown, Adopted 2011
Mathematics	Pearson Scott Foresman, Adopted 2008
Science	MacMillan/ McGraw Hill, Adopted 2007
History-Social Science	Scott Foresman, Adopted 2006

Student Performance Data

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison (A Composite of CST, CMA and CAPA)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
ELA	47	48	42	44	45	48	52	54	56
Math	57	56	53	35	36	37	48	50	51
Science	45	73	61	50	53	49	54	57	60
H-SS				38	39	37	44	48	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

2012 STAR Results by Student Group (A Composite of CST, CMA and CAPA)

Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	48	37	49	37
All Student at the School	42	53	61	
Male	40	51	63	
Female	45	55	59	
Black or African American	38	44	46	
American Indian or Alaska Native				
Asian	64	60		
Filipino	67	73		
Hispanic or Latino	37	53	59	
Native Hawaiian/Pacific Islander				
White	42	47		
Two or More Races				
Socioeconomically Disadvantaged	37	51	54	
English Learners	23	44	40	
Students with Disabilities	4	19		
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	23.8	22.2	3.2

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	09-10	10-11	11-12
All Students at the School	33	5	-16
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	47	-4	3
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	31	14	-4
English Learners	60	13	-9
Students with Disabilities			

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2009	2010	2011
Statewide	3	4	4
Similar Schools	2	4	4

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2007-2008	2009-2010
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		7
Percent of Schools Currently in Program Improvement		58.3

API Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API (API-G) at the school, district, and state level.

Group		School	District	State
All Students at the School	Students	272	6,356	4,664,264
	API-G	768	743	788
Black or African American	Students	51	1,049	313,201
	API-G	729	673	710
American Indian or Alaska Native	Students	1	20	31,606
	API-G		694	742
Asian	Students	22	960	404,670
	API-G	831	855	905
Filipino	Students	15	516	124,824
	API-G	876	812	869
Hispanic or Latino	Students	157	2,871	2,425,230
	API-G	758	703	740
Native Hawaiian/ Pacific Islander	Students	3	79	26,563
	API-G		670	775
White	Students	17	704	1,221,860
	API-G	758	793	853
Two or More Races	Students	6	140	88,428
	API-G		829	849
Socioeconomically Disadvantaged	Students	213	4,059	2,779,680
	API-G	754	712	737
English Learners	Students	143	2,564	1,530,297
	API-G	760	710	716
Students with Disabilities	Students	28	833	530,935
	API-G	590	596	607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

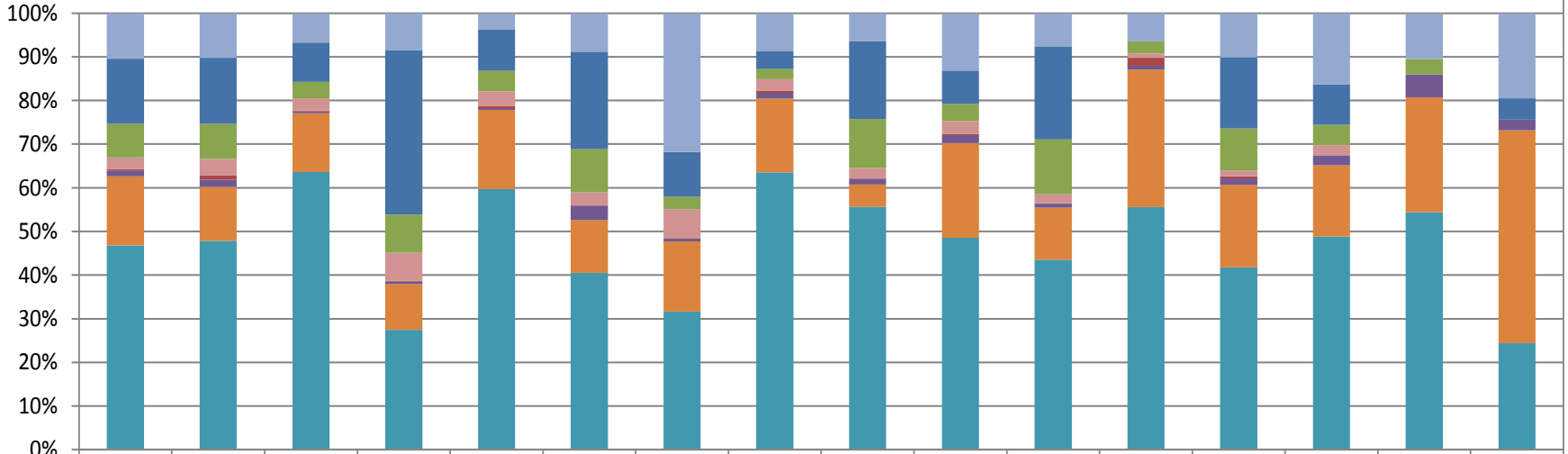
AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	No

APPENDIX B: Demographic Data

- **% Race/Ethnicity by School** (resource for comparing schools)

San Leandro Unified School District: Percent of Student Race/Ethnicity

By District by School April 2013



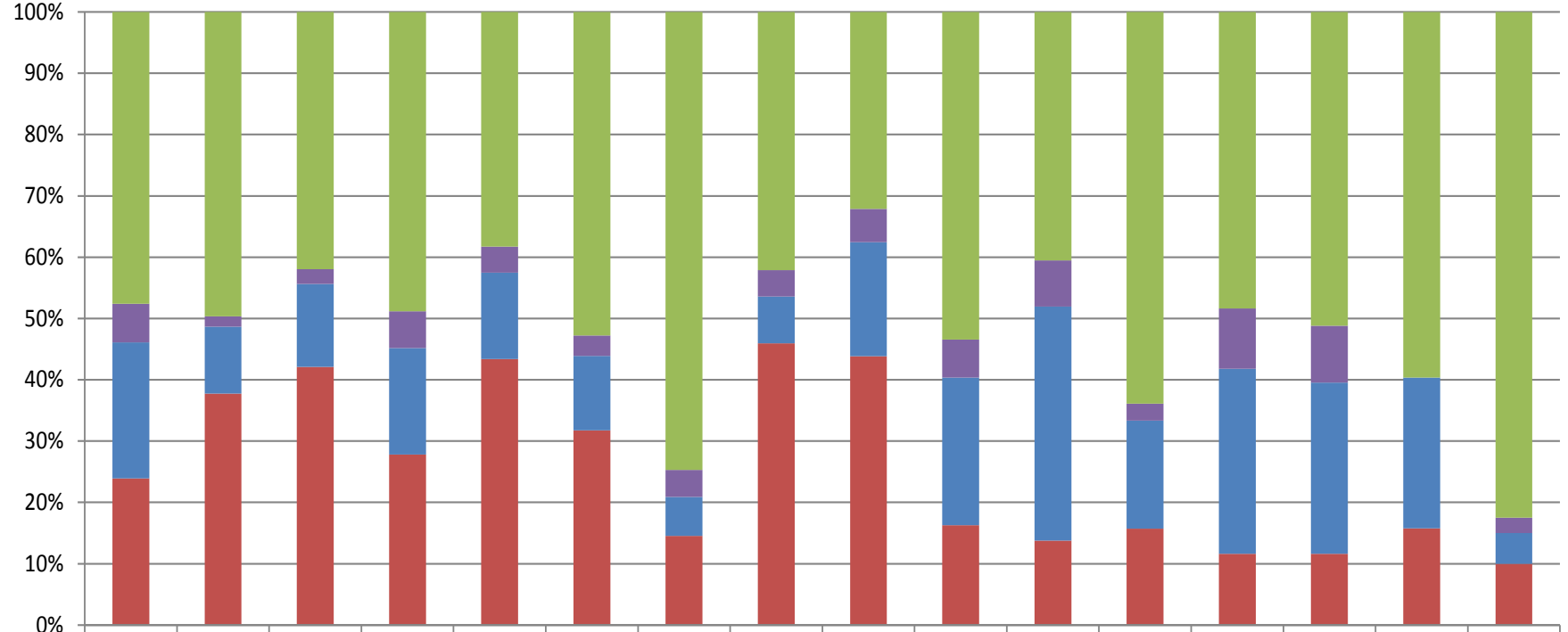
	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	Lincoln	SLHS	Lighthouse	ACE Program	NPS
White	10.5%	10.2%	6.7%	8.5%	3.8%	8.8%	31.8%	8.8%	6.4%	13.2%	7.7%	6.5%	10.2%	16.3%	10.5%	19.5%
Asian	14.9%	15.2%	9.1%	37.7%	9.4%	22.3%	10.2%	4.1%	17.8%	7.6%	21.2%	0.0%	16.2%	9.3%	0.0%	4.9%
Filipino	7.7%	8.1%	3.7%	8.7%	4.7%	9.9%	2.8%	2.3%	11.3%	4.0%	12.5%	2.8%	9.6%	4.7%	3.5%	0.0%
Two or More Races	2.7%	3.8%	2.8%	6.4%	3.4%	3.0%	6.6%	2.7%	2.3%	2.9%	2.1%	0.9%	1.4%	2.3%	0.0%	0.0%
Native American	0.3%	1.0%	0.2%	0.3%	0.5%	0.0%	0.2%	0.5%	0.1%	0.3%	0.1%	1.9%	0.4%	0.0%	0.0%	0.0%
Pacific Islander	1.3%	1.7%	0.5%	0.5%	0.5%	3.3%	0.6%	1.4%	1.3%	1.8%	0.9%	0.9%	1.5%	2.3%	5.3%	2.4%
African American	15.8%	12.3%	13.4%	10.5%	18.1%	12.1%	16.1%	16.9%	5.1%	21.8%	11.9%	31.5%	18.9%	16.3%	26.3%	48.8%
Hispanic / Latino	46.8%	47.9%	63.7%	27.4%	59.7%	40.5%	31.6%	63.5%	55.6%	48.5%	43.5%	55.6%	41.7%	48.8%	54.4%	24.4%

APPENDIX B: Demographic Data

- **% EL, RFEP, IFEP & EO by School** (resource for comparing schools)

San Leandro Unified School District: Percent of Student Language Fluency

By District by School April 2013



	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	Lincoln	SLHS	Lighthouse	ACE Program	NPS
English Only	47.4%	49.5%	41.2%	48.2%	38.3%	52.6%	73.9%	42.1%	32.1%	53.4%	40.4%	63.9%	48.3%	51.2%	59.7%	80.5%
Initially Fluent	6.3%	1.7%	2.3%	5.9%	4.3%	3.3%	4.4%	4.3%	5.4%	6.2%	7.5%	2.8%	9.8%	9.3%	0.0%	2.4%
Redesignated	22.1%	10.9%	13.3%	17.2%	14.1%	12.1%	6.3%	7.7%	18.6%	24.0%	38.1%	17.6%	30.2%	27.9%	24.6%	4.9%
English Learner	23.8%	37.7%	41.3%	27.4%	43.4%	31.7%	14.4%	46.0%	43.7%	16.3%	13.7%	15.7%	11.6%	11.6%	15.8%	9.8%

APPENDIX B: Academic Achievement Data

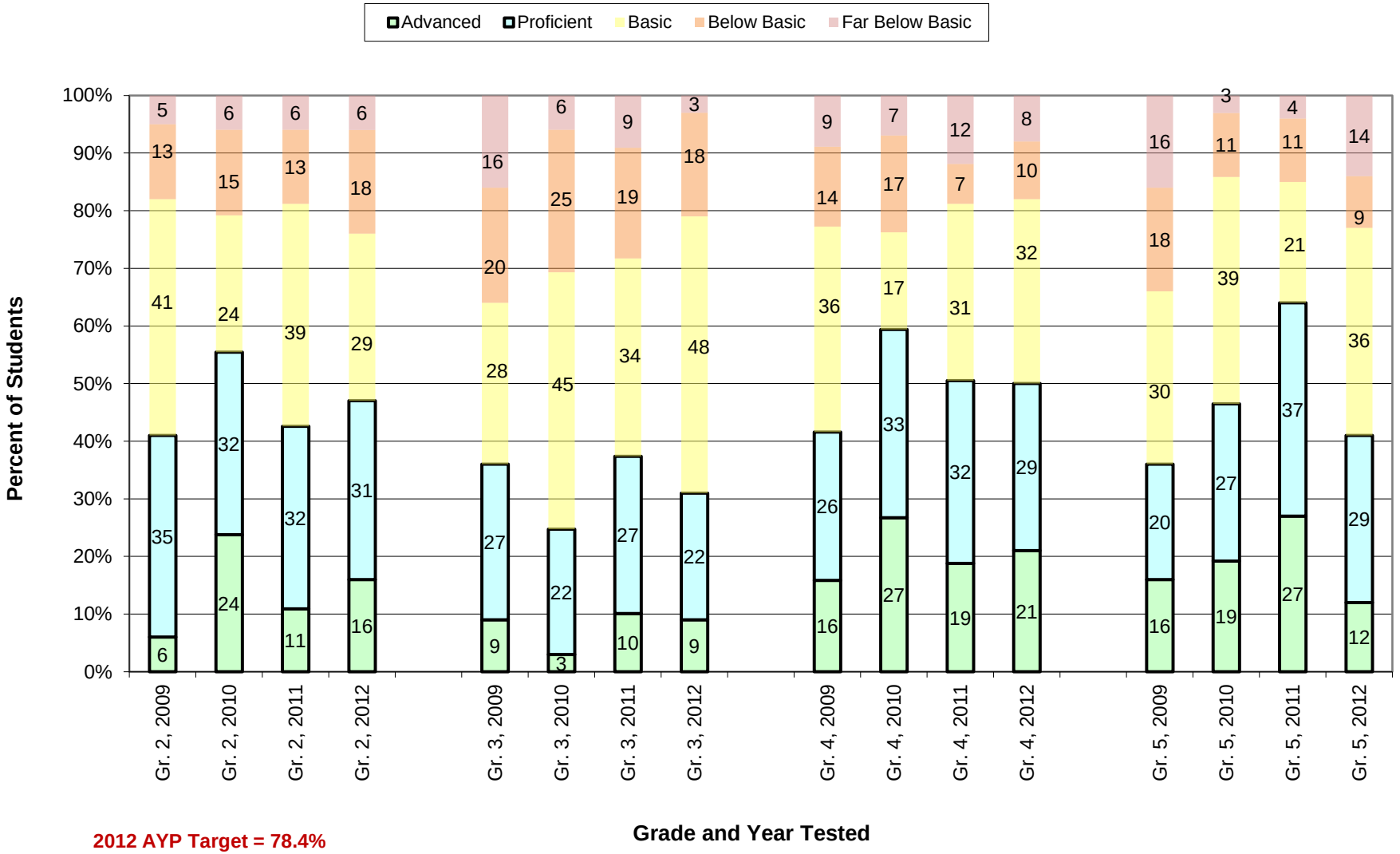
- **CST Data: 2012**
  - **Schoolwide 2-Year Change in STAR California Standards Test**

District/School	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	SLHS	Lincoln
ELA	3.2	-7.7	2.3	11.5	-6.4	2.9	10.5	-2.2	5.2	0.8	3.8	4.5	-0.5
Math	1.0	-9.8	-0.2	3.8	-1.9	5.2	3.7	-5.4	0.4	2.6	2.3	0.6	5.3
Grade-level Science	-3.8	5.1	1.2	-6.3	-12.3	-19.4	5.2	14.2	-1.2	-9.4	-3.3	-3.2	*
EOC Science	2.2											2.4	0.0
History-Social Science	-2.7									-11.1	1.1	-1.1	3.6

APPENDIX B: Academic Achievement Data

- **CST Data: 2012**
  - **Schoolwide 4-Year Trends in ELA California Standards Test by Grade**

McKinley - California Standards Test - E/LA

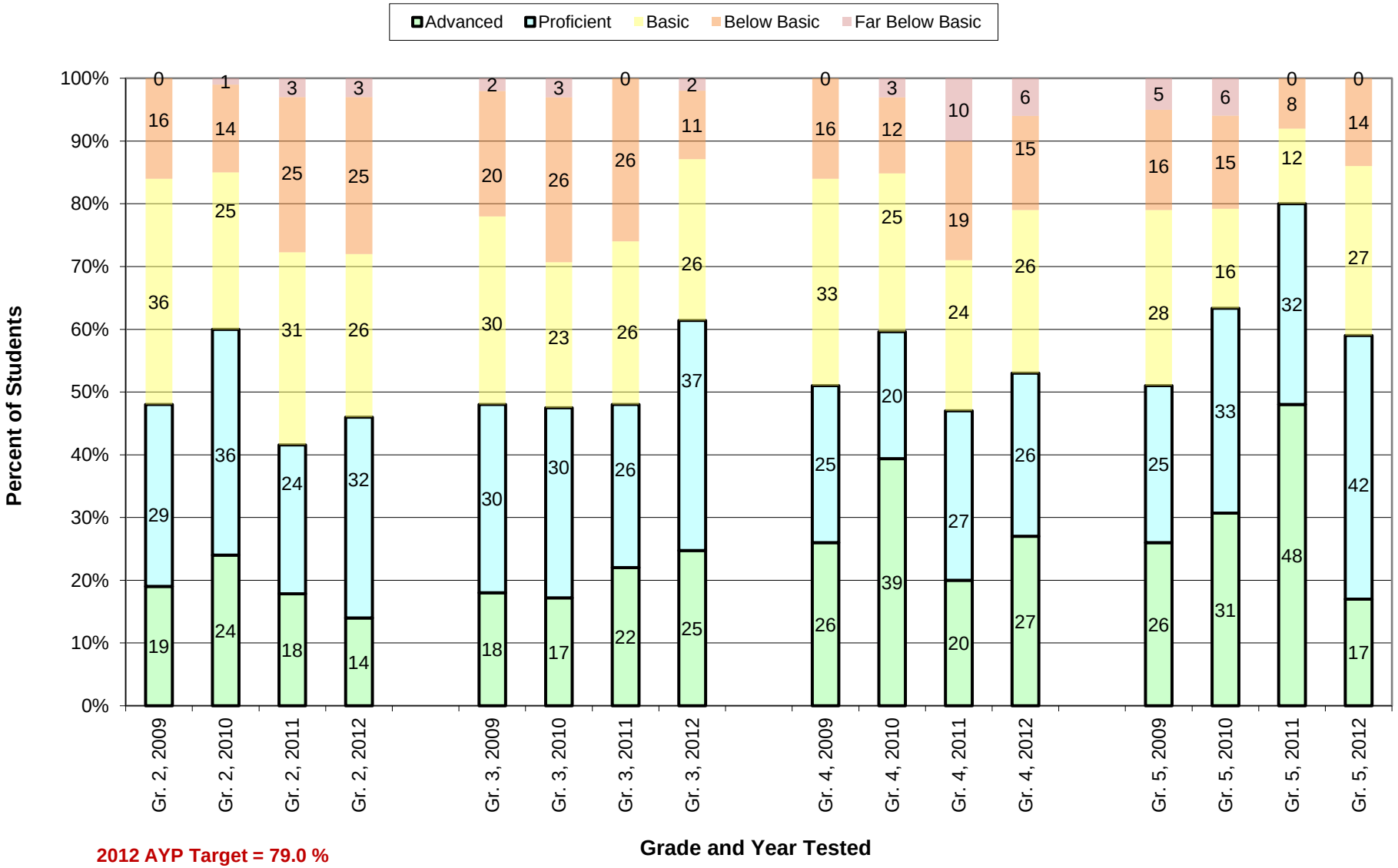


2012 AYP Target = 78.4%

APPENDIX B: Academic Achievement Data

- **CST Data: 2012**
  - **Schoolwide 4-Year Trends in Math California Standards Test by Grade**

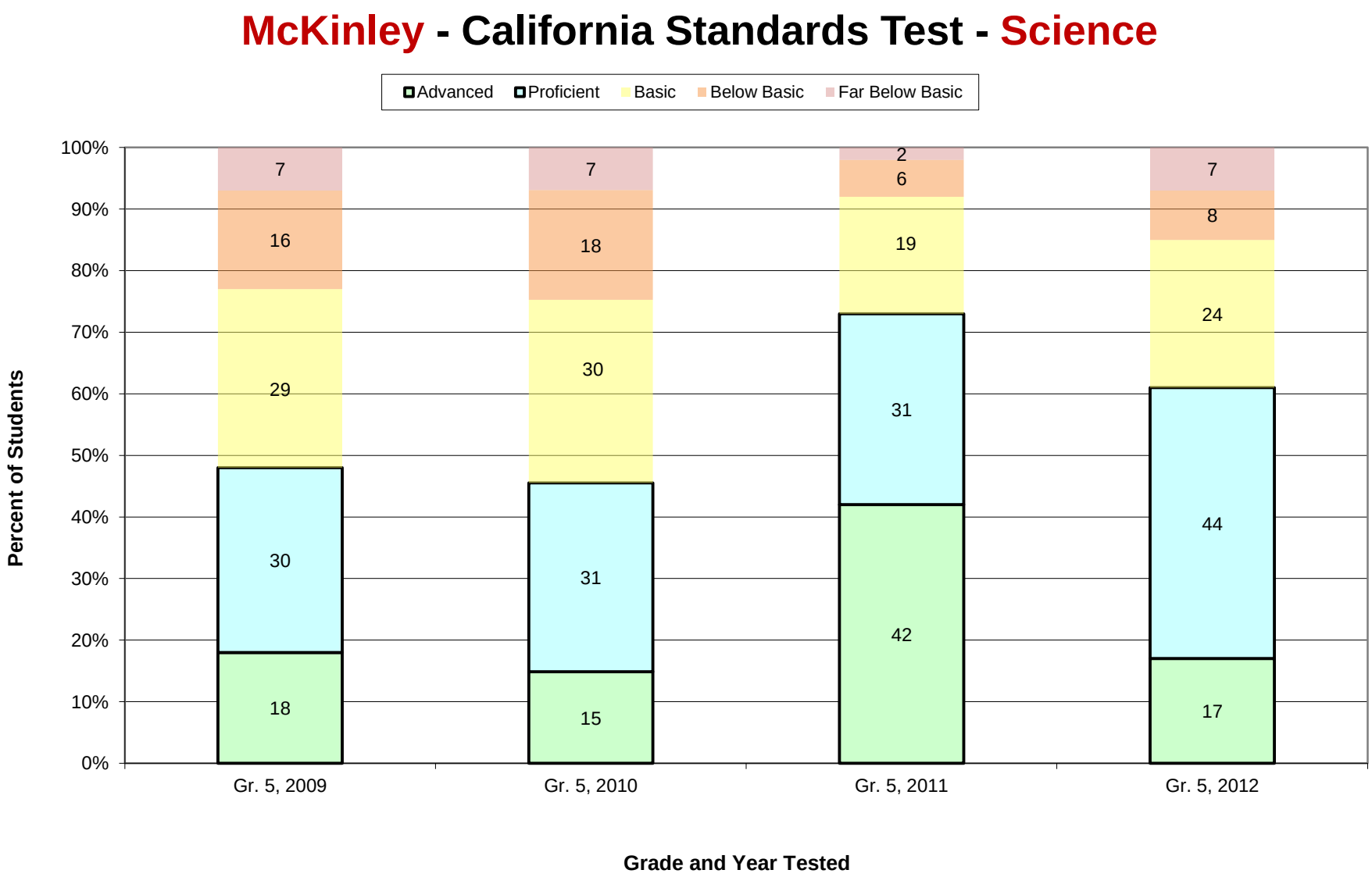
McKinley - California Standards Test - Math



2012 AYP Target = 79.0 %

APPENDIX B: Academic Achievement Data

- **CST Data: 2012**
  - **Schoolwide 4-Year Trends in Science California Standards Test by Grade**



APPENDIX B: Academic Achievement Data

- **API Data 2012**
  - **Schoolwide Academic Performance Index**
  - **Statewide Rank**
  - **Similar Schools Rank**

District & Schools	# of Students Included In The 2012 Growth API (# in 2011 Growth API)	Academic Performance Index (API)				2009 Base Rankings Changes Every Spring (March)		2010 Base Rankings Changes Every Spring (March)		2011 Base Rankings Changes Every Spring (June)	
		2012 Growth API	2011 Base API *(2011 Growth API Adjusted for Changes Listed Above)*	2011-12 Growth API Target	2011-12 API Growth	2009 State wide Rank	2009 Similar Schools Rank	2010 State wide Rank	2010 Similar Schools Rank	2011 State wide Rank	2011 Similar Schools Rank
SLUSD	6,356 (6,412)	743	737	B*	6	B	B	B	B	B	B
Garfield	236 (241)	768	782	5	-14	3	1	3	1	4	1
Jefferson	334 (370)	763	760	5	3	3	2	3	2	3	2
Madison	270 (247)	877	848	A	29	8	7	8	6	7	2
McKinley	272 (292)	768	784	5	-16	3	2	4	4	4	4
Monroe	240 (228)	810	799	1	11	4	1	3	2	**5**	3
Roosevelt	365 (356)	855	822	A	33	7	1	6	1	6	1
Washington	265 (240)	752	763	5	-11	2	1	2	1	3	2
Wilson	530 (558)	781	772	5	9	3	2	4	2	3	2
Bancroft	923 (917)	702	714	5	-12	3	1	3	1	3	1
Muir	943 (955)	766	750	5	16	4	2	3	1	4	**3**
SLHS	1,911 (1,942)	702	698	5	4	3	2	4	4	3	2
Lincoln	23 (18)	500	438	18	62	1*	B	B.	B	B.	B

"*" means this API is calculated for a small school; therefore, the API is based on small numbers and are less reliable. = Improvement = Same = Decline

B = means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target, and rank information are not applicable to LEAs.

APPENDIX B: **Academic Achievement Data**

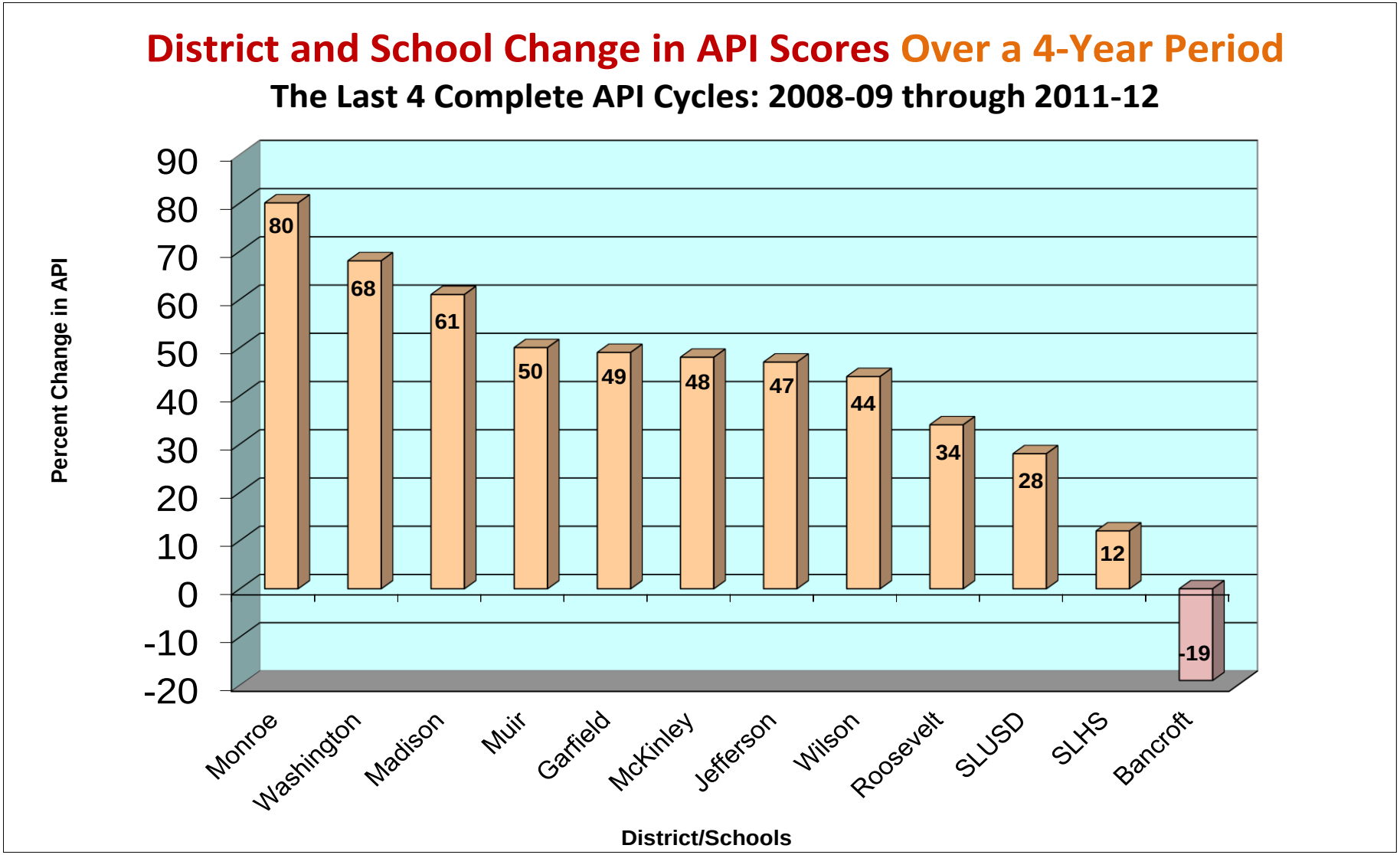
- **API Data 2012**
  - **Student Subgroup Academic Performance Index**

API by Subgroups	School-wide **6,356** (6,412)					African American **1,049** (1,037)					Asian **960** (964)					Filipino **516** (540)					Hispanic/Latino **2,871** (2,818)					Pacific Islander **79** (88)					White **704** (766)					Two or More Races **140** (149)					SED **4,059** (3,572)					EL **2,564** (2,534)					SWD **833** (829)				
	2011 Base API Score	2011-12 Gowth Target	2012 API Target	2012 Growth API Score	2011-12 Growth	2011 Base API Score	2011-12 Gowth Target	2012 API Target	2012 Growth API Score	2011-12 Growth	2011 Base API Score	2011-12 Gowth Target	2012 API Target	2012 Growth API Score	2011-12 Growth	2011 Base API Score	2011-12 Gowth Target	2012 API Target	2012 Growth API Score	2011-12 Growth	2011 Base API Score	2011-12 Gowth Target	2012 API Target	2012 Growth API Score	2011-12 Growth	2011 Base API Score	2011-12 Gowth Target	2012 API Target	2012 Growth API Score	2011-12 Growth	2011 Base API Score	2011-12 Gowth Target	2012 API Target	2012 Growth API Score	2011-12 Growth	2011 Base API Score	2011-12 Gowth Target	2012 API Target	2012 Growth API Score	2011-12 Growth	2011 Base API Score	2011-12 Gowth Target	2012 API Target	2012 Growth API Score	2011-12 Growth	2011 Base API Score	2011-12 Gowth Target	2012 API Target	2012 Growth API Score	2011-12 Growth
SLUSD	737	B	B	743	6	672	D	D	673	1	861	D	D	855	-6	801	D	D	812	11	695	D	D	703	8	665	D	D	670	5	780	D	D	793	13	814	D	D	829	15	706	D	D	712	6	704	D	D	710	6	592	D	D	596	4
Garfield	782	5	787	768	-14	704	5	709	711	7	802	A	A	751	-51	878	A	A	846	-32	754	5	759	755	1						803	A	A	784	-19	854	A	A			747	5	752	741	-6	752	5	757	748	-4	625	9	634	664	39
Jefferson	760	5	765	763	3	741	5	746	725	-16	853	A	A	799	-54	729	5	734	742	13	744	5	749	769	25						809	A	A	763	-46						737	5	742	747	10	750	5	755	777	27	676	6	682	640	-36
Madison	848	A	A	877	29	759	5	764	832	73	919	A	A	928	9	905	A	A	916	11	769	5	774	814	45						853	A	A	886	33	888	A	A	897	9	768	5	773	839	71	852	A	A	884	32	753	5	758	808	55
McKinley	784	5	789	768	-16	750	5	755	729	-21	911	A	A	831	-80	859	A	A	876	17	755	5	760	758	3						829	A	A	758	-71	908	A	A			758	5	763	754	-4	769	5	774	760	-9	628	9	637	590	-38
Monroe	799	1	800	810	11	733	5	738	768	35	881	A	A	880	-1	824	A	A	860	36	747	5	752	762	15						814	A	A	842	28						780	5	785	801	21	817	A	A	810	-7	735	5	740	682	-53
Roosevelt	822	A	A	855	33	711	5	716	724	13	925	A	A	920	-5						769	5	774	821	52						876	A	A	918	42	943	A	A	945	2	701	5	706	748	47	761	5	766	794	33	614	9	623	712	98
Washington	763	5	768	752	-11	767	5	772	744	-23				748							740	5	745	726	-14						851	A	A	849	-2						727	5	732	719	-8	729	5	734	729	0	807	A	A	736	-71
Wilson	772	5	777	781	9	744	5	749	743	-1	857	A	A	881	24	809	A	A	848	39	735	5	740	735	0						799	1	800	781	-18	821	A	A			756	5	761	767	11	760	5	765	774	14	671	6	677	628	-43
Bancroft	714	5	719	702	-12	673	6	679	646	-27	877	A	A	852	-25	768	5	773	764	-4	682	6	688	676	-6	657	7	664	634	-23	775	5	780	791	16	733	5	738	809	76	681	6	687	671	-10	635	8	643	632	-3	550	13	563	552	2
Muir	750	5	755	766	16	663	7	670	701	38	865	A	A	874	9	831	A	A	814	-17	698	5	703	724	26				649		757	5	762	772	15	785	5	790	806	21	720	5	725	734	14	707	5	712	710	3	610	10	620	606	-4
SLHS	698	5	703	702	4	642	8	650	645	3	840	A	A	831	-9	766	5	771	787	21	639	8	647	650	11	636	8	644	637	1	736	5	741	737	1	685	6	691	725	40	670	7	677	674	4	630	9	639	629	-1	476	16	492	499	23
Lincoln	438	18	456	500	18																																																			

= Not numerically significant; = Target met; = Target met but API went Down; = No Longer Numerically Significant Subgroup; ( ) = Number of student in the district in prior year;
= No Growth API Targets for LEAs; = Target not met; = New Numerically Significant Subgroup; = Targets set by CDE; follows number of students in current year

APPENDIX B: Academic Achievement Data

- **API Data 2012**
  - **Schoolwide 4-Year Trends in Academic Performance Index**

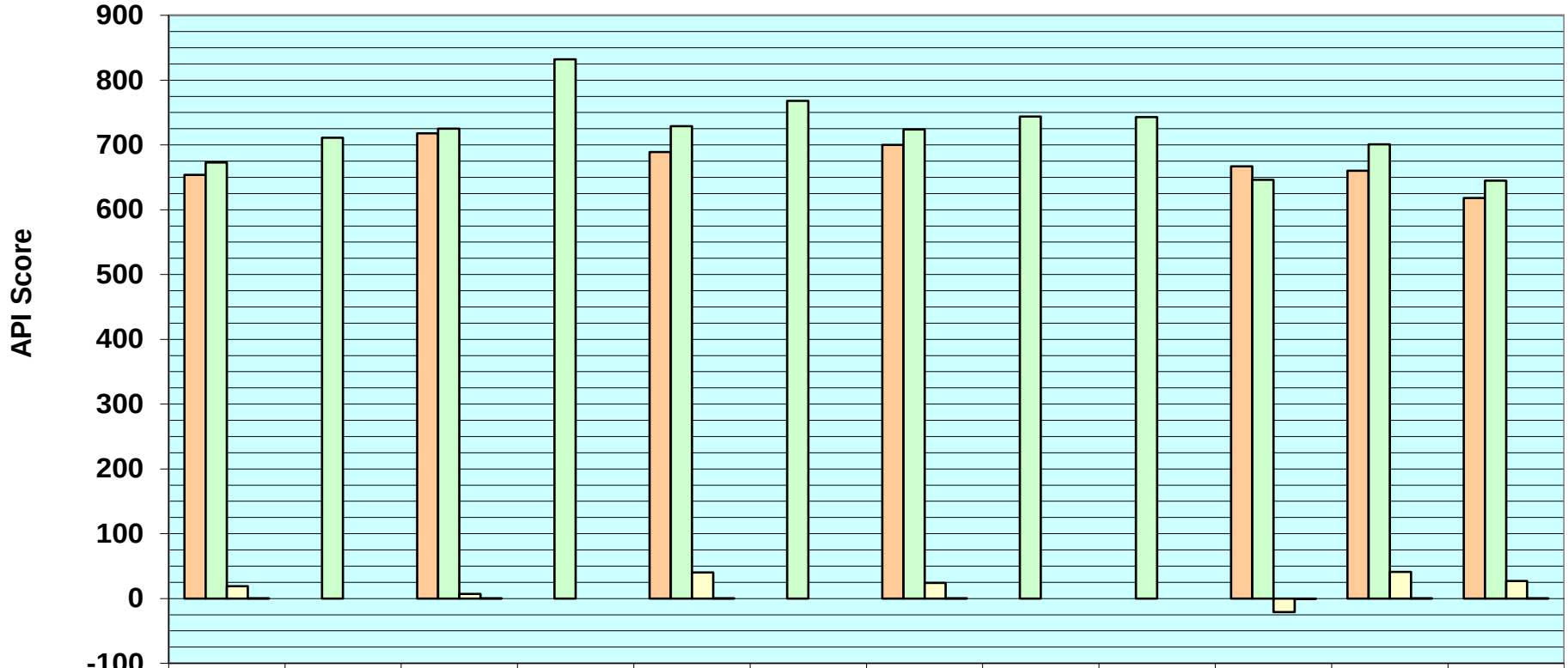


APPENDIX B: **Academic Achievement Data**

- API Data 2012
  - Subgroup 4-Year Trends in Academic Performance Index

African American Growth Subgroup API Trends by District & School Over a 4-Year Period

The Last 4 Complete API Cycles: 2008-09 through 2011-12



	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	SLHS
African American 2008 Base API	654		718		689		700			667	660	618
African American 2012 Growth API	673	711	725	832	729	768	724	744	743	646	701	645
API Difference	19		7		40		24			-21	41	27
% API Difference	2.91%		0.97%		5.81%		3.43%			-3.15%	6.21%	4.37%

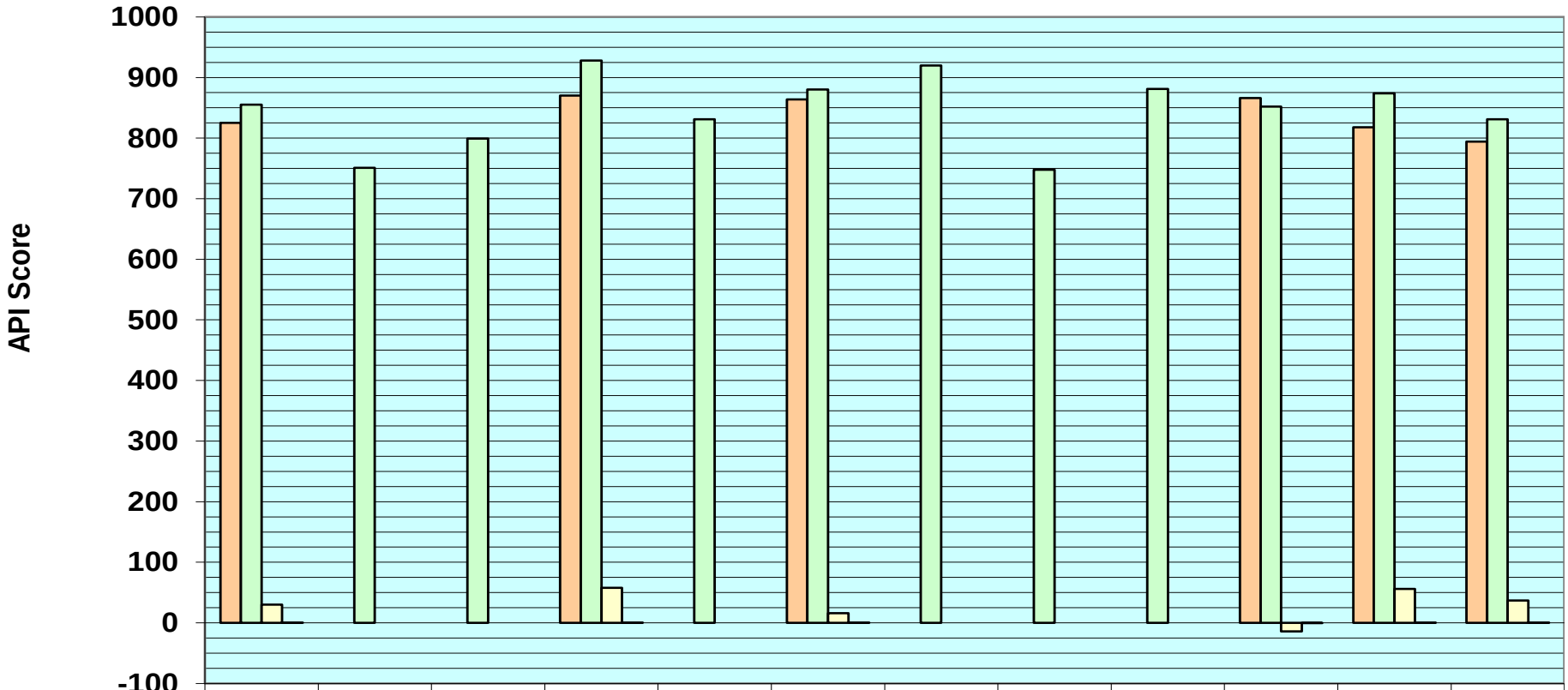
District/School

APPENDIX B: **Academic Achievement Data**

- API Data 2012
  - Subgroup 4-Year Trends in Academic Performance Index

Asian Growth Subgroup API Trends by District & School Over a 4-Year Period

The Last 4 Complete API Cycles: 2008-09 through 2011-12



	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	SLHS
Asian 2008 Base API	825			870		864				866	818	794
Asian 2012 Growth API	855	751	799	928	831	880	920	748	881	852	874	831
API Difference	30			58		16				-14	56	37
% API Difference	3.64%			6.67%		1.85%				-1.62%	6.85%	4.66%

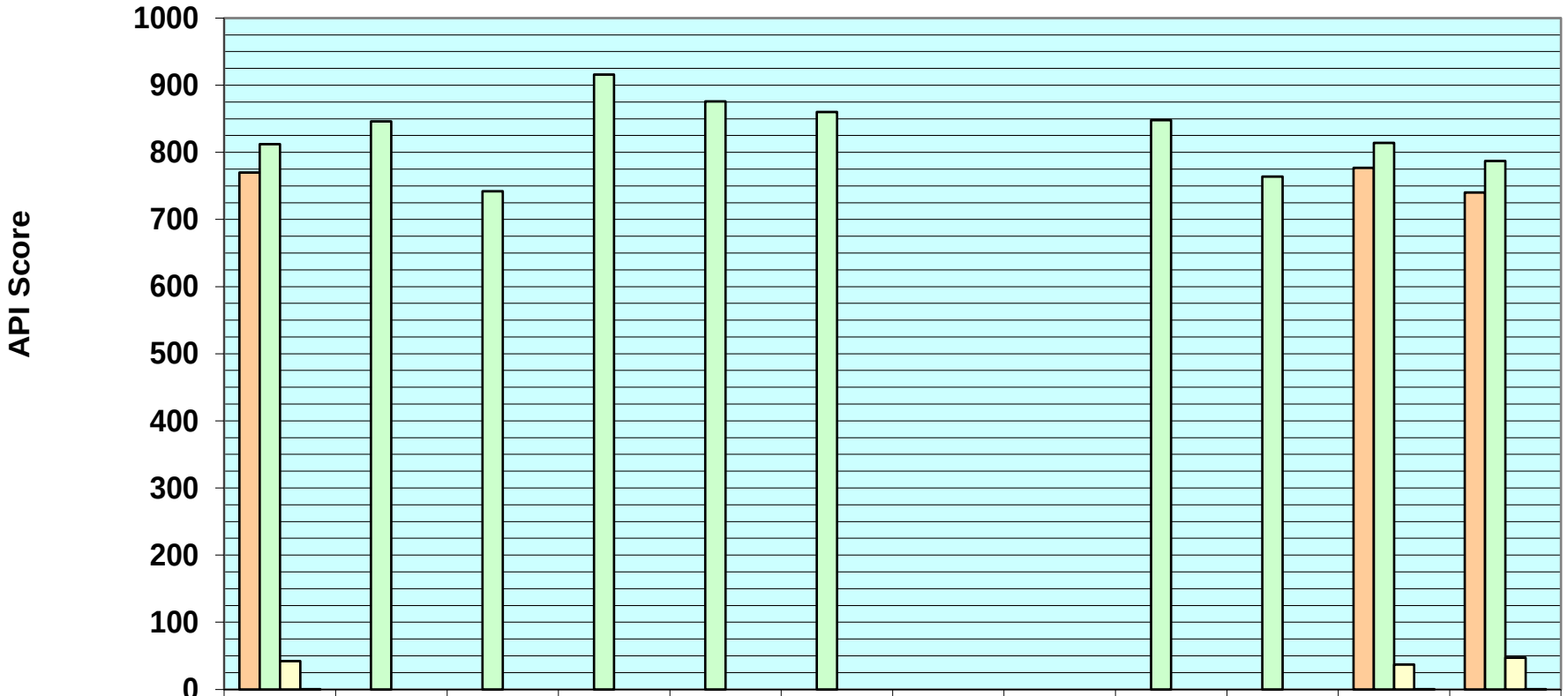
District/School

APPENDIX B: Academic Achievement Data

- **API Data 2012**
  - **Subgroup 4-Year Trends in Academic Performance Index**

Filipino Growth Subgroup API Trends by District & School Over a 4-Year Period

The Last 4 Complete API Cycles: 2008-09 through 2011-12



	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	SLHS
Filipino 2008 Base API	770										777	740
Filipino 2012 Growth API	812	846	742	916	876	860			848	764	814	787
API Difference	42										37	47
% API Difference	5.45%										4.76%	6.35%

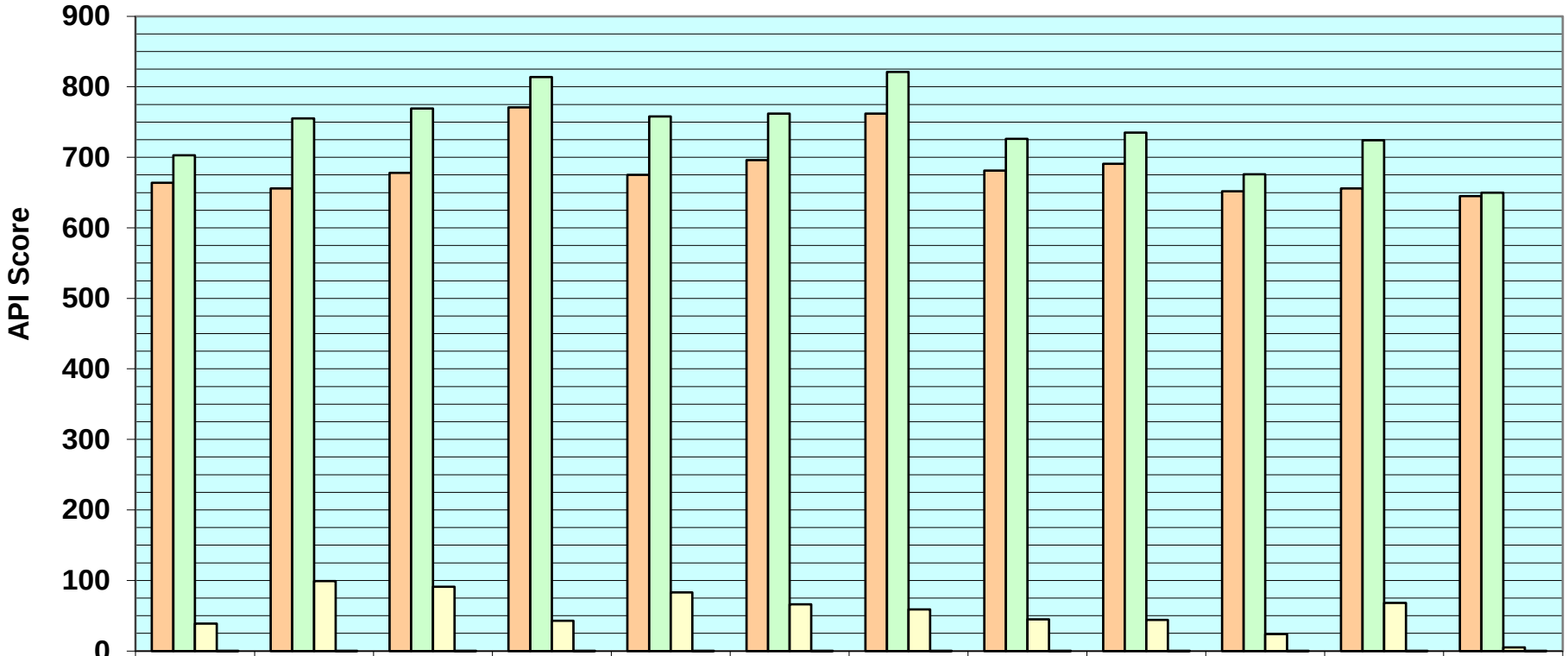
District/School

APPENDIX B: Academic Achievement Data

- **API Data 2012**
  - **Subgroup 4-Year Trends in Academic Performance Index**

Hispanic/Latino Growth Subgroup API Trends by District & School Over a 4-Year Period

The Last 4 Complete API Cycles: 2008-09 through 2011-12



	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	SLHS
Hispainc/Latino 2008 Base API	664	656	678	771	675	696	762	681	691	652	656	645
Hispanic/Latino 2012 Growth API	703	755	769	814	758	762	821	726	735	676	724	650
API Difference	39	99	91	43	83	66	59	45	44	24	68	5
% API Difference	5.87%	15.09%	13.42%	5.58%	12.30%	9.48%	7.74%	6.61%	6.37%	3.68%	10.37%	0.78%

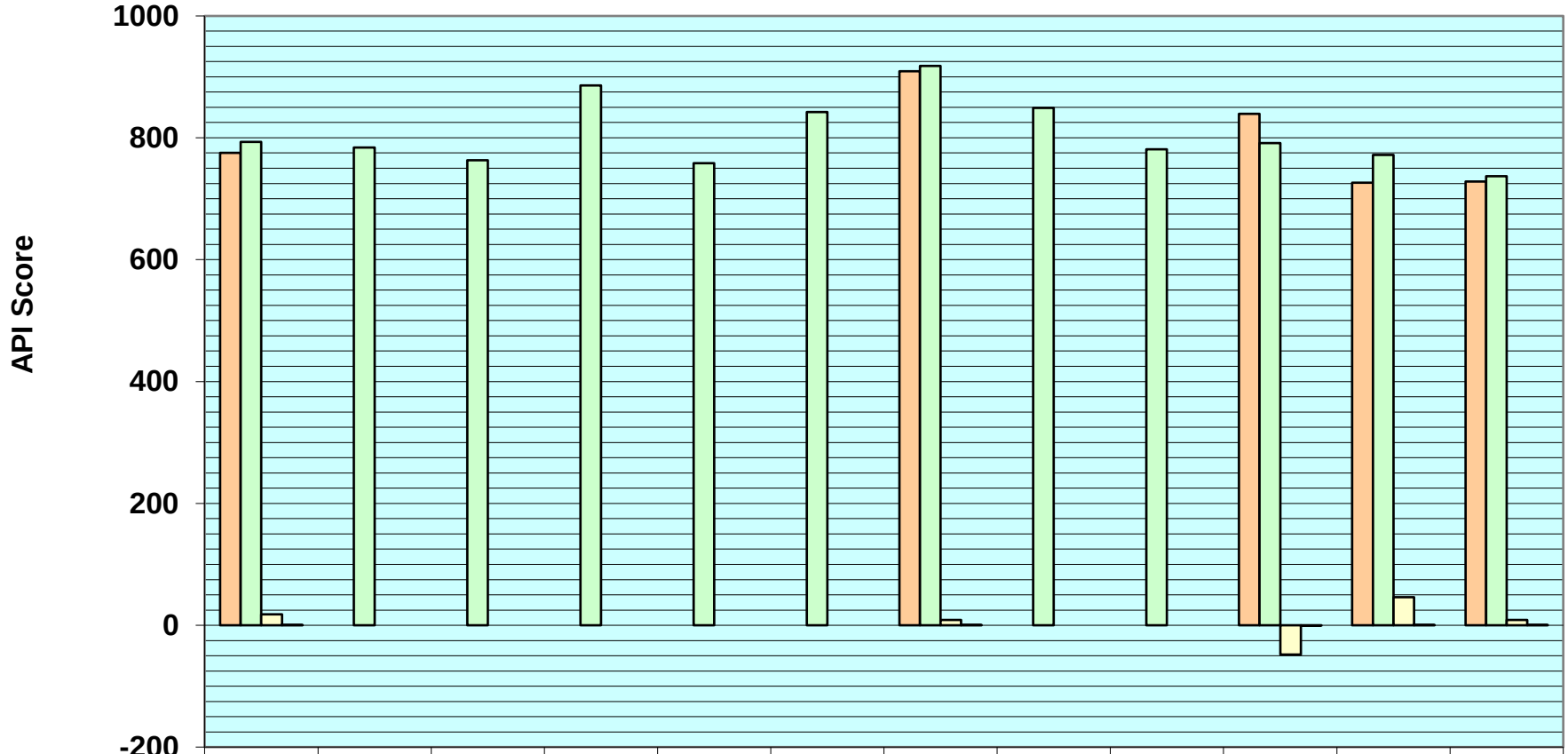
District/School

APPENDIX B: **Academic Achievement Data**

- API Data 2012
  - Subgroup 4-Year Trends in Academic Performance Index

White Growth Subgroup API Trends by District & School Over a 4-Year Period

The Last 4 Complete API Cycles: 2008-09 through 2011-12



	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	SLHS
White 2008 Base API	775						909			839	726	728
White 2012 Growth API	793	784	763	886	758	842	918	849	781	791	772	737
API Difference	18						9			-48	46	9
% API Difference	2.32%						0.99%			-5.72%	6.34%	1.24%

District/School

APPENDIX B: **Academic Achievement Data**

- API Data 2012
  - Subgroup 4-Year Trends in Academic Performance Index

Two or More Races Growth Subgroup API Trends by District & School Over a 4-Year Period

The Last 4 Complete API Cycles: 2008-09 through 2011-12



	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	SLHS
Two or More Races 2008 Base API	748											
Two or More Races 2012 Growth API	829			897			945			809	806	725
API Difference	81											
% API Difference	10.83%											

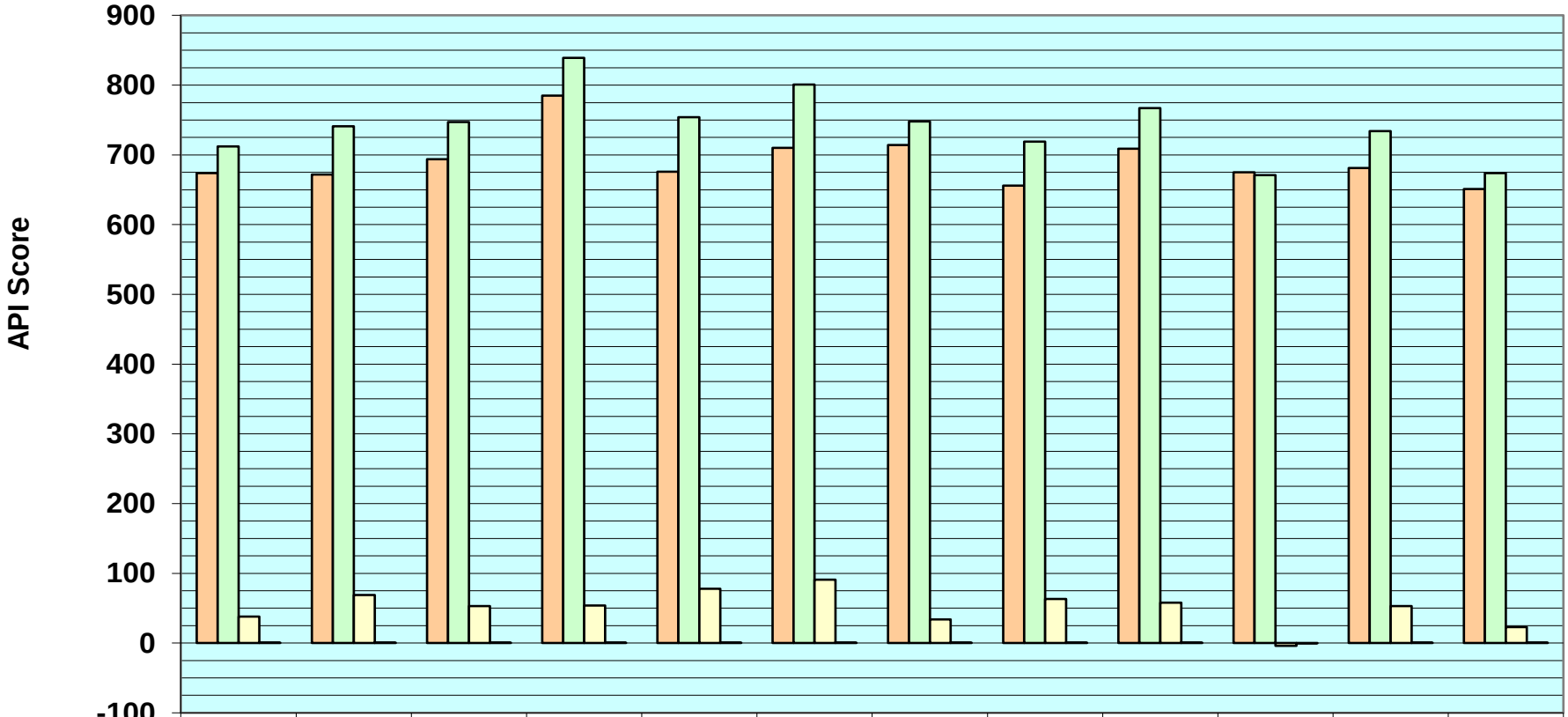
District/School

APPENDIX B: **Academic Achievement Data**

- API Data 2012
  - Subgroup 4-Year Trends in Academic Performance Index

Socio-economically Disadvantaged Growth Subgroup API Trends by District & School Over a 4-Year Period

The Last 4 Complete API Cycles: 2008-09 through 2011-12



	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	SLHS
SED 2008 Base API	674	672	694	785	676	710	714	656	709	675	681	651
SED 2012 Growth API	712	741	747	839	754	801	748	719	767	671	734	674
API Difference	38	69	53	54	78	91	34	63	58	-4	53	23
% API Difference	5.64%	10.27%	7.64%	6.88%	11.54%	12.82%	4.76%	9.60%	8.18%	-0.59%	7.78%	3.53%

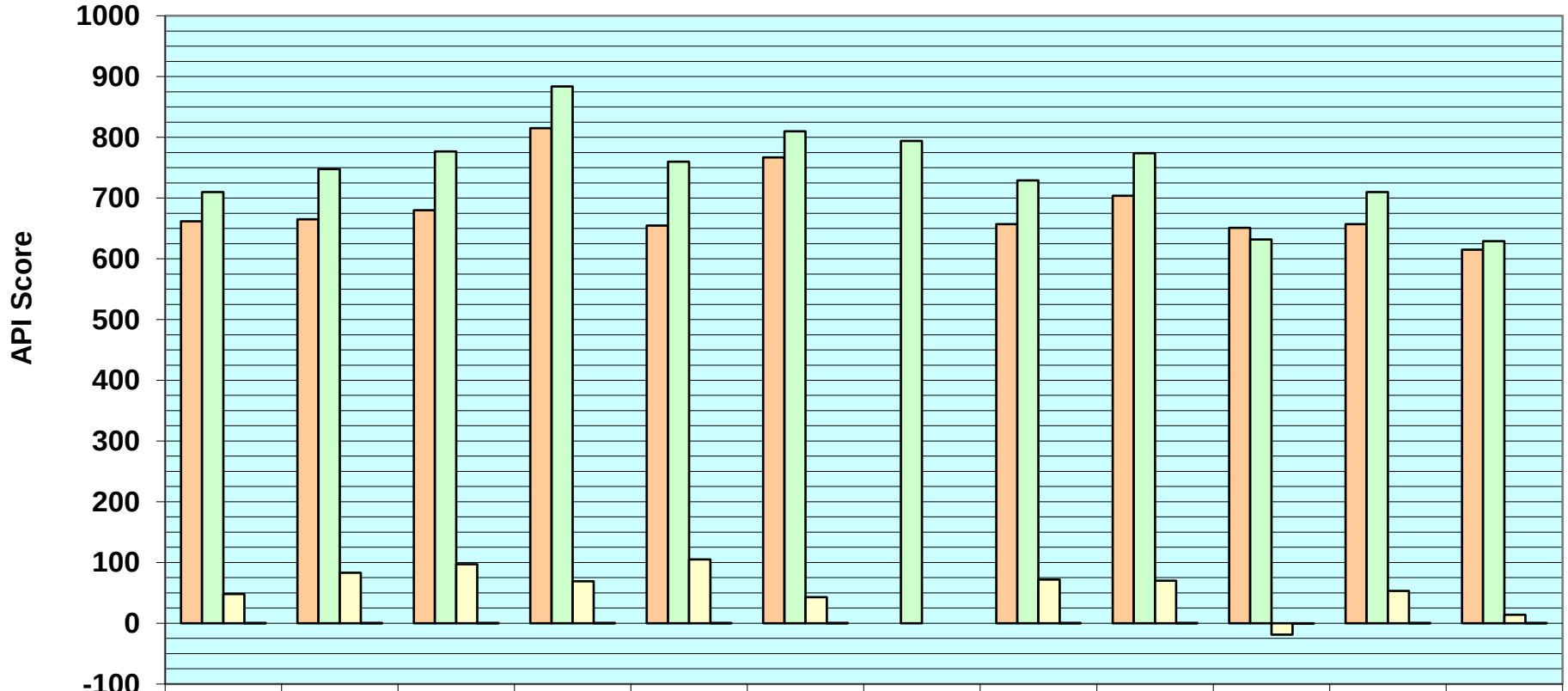
District/School

APPENDIX B: **Academic Achievement Data**

- API Data 2012
  - Subgroup 4-Year Trends in Academic Performance Index

English Learners Growth Subgroup API Trends by District & School Over a 4-Year Period

The Last 4 Complete API Cycles: 2008-09 through 2011-12



	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	SLHS
EL 2008 Base API	662	665	680	815	655	767		657	704	651	657	615
EL 2012 Growth API	710	748	777	884	760	810	794	729	774	632	710	629
API Difference	48	83	97	69	105	43		72	70	-19	53	14
% API Difference	7.25%	12.48%	14.26%	8.47%	16.03%	5.61%		10.96%	9.94%	-2.92%	8.07%	2.28%

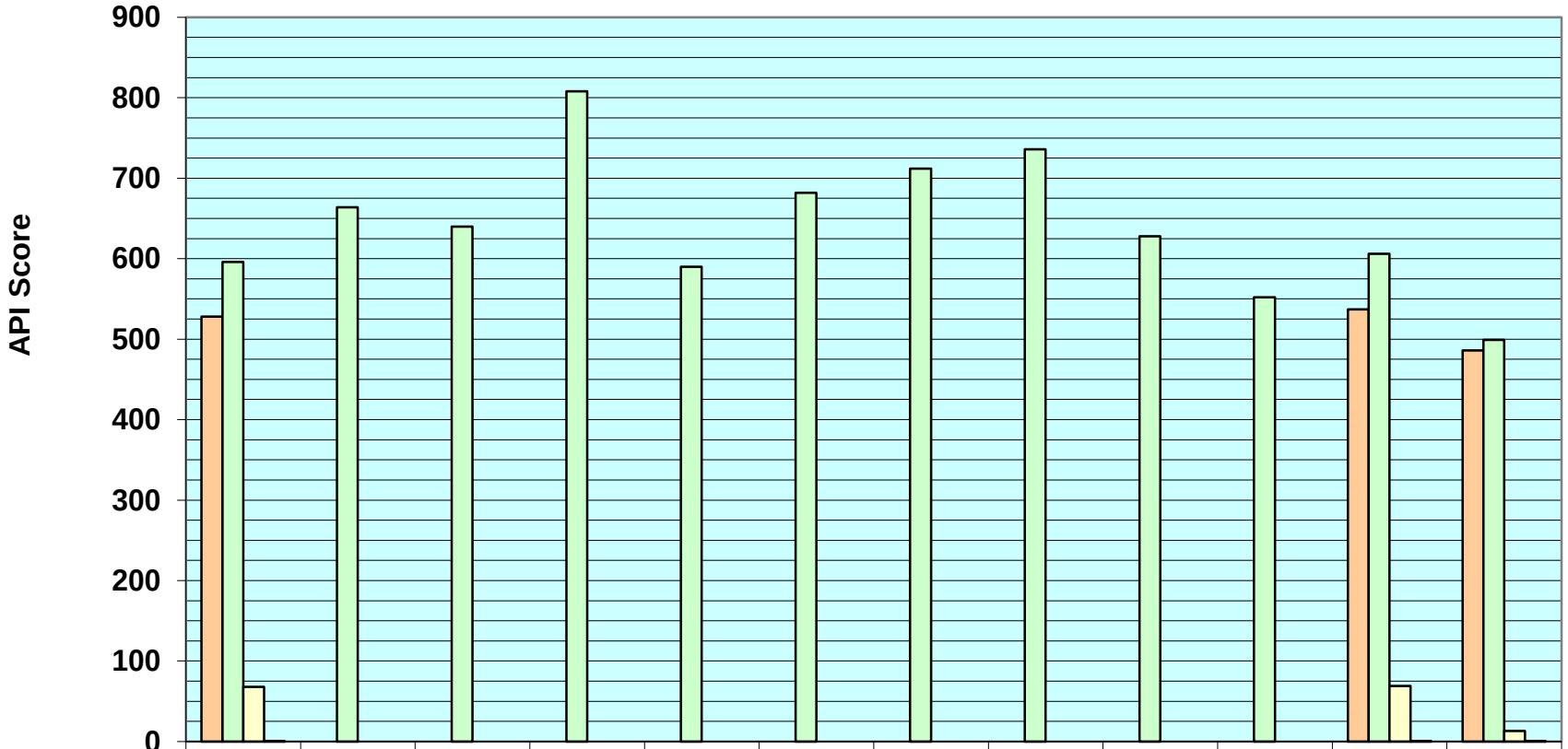
District/School

APPENDIX B: **Academic Achievement Data**

- API Data 2012
  - Subgroup 4-Year Trends in Academic Performance Index

Students with Disabilities Growth Subgroup API Trends by District & School Over a 4-Year Period

The Last 4 Complete API Cycles: 2008-09 through 2011-12



	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	SLHS
SWD 2008 Base API	528					0					537	486
SWD 2012 Growth API	596	664	640	808	590	682	712	736	628	552	606	499
API Difference	68										69	13
% API Difference	12.88%										12.85%	2.67%

District/School

APPENDIX B: Academic Achievement Data

- **AMAO Data CELDT 2013**
  - **SLUSD Annual Measurable Achievement Objective (AMAO) #1**

2012-13 AMAO 1 - Annual Growth
English Learners Making Annual Progress in Learning English

	Number of Annual CELDT Takers	Number in Cohort	Percent with Prior CELDT Scores	Number in Cohort Meeting AMAO 1	Percent Making Annual Growth (AMAO 1)	ELA Annual Growth Goal for 2012-13 AMAO 1	
						Minimum Goal	Stretch Goal
SLUSD	1,789	1,774	99.2%	1,003	56.5%	67.0%	68.0%
Garfield	131	130	99.2%	92	70.8%	72.0%	73.0%
Jefferson	211	210	99.5%	107	51.0%	73.5%	74.5%
Madison	91	91	100.0%	69	75.8%	73.0%	74.0%
McKinley	168	165	98.2%	95	57.6%	67.2%	68.2%
Monroe	98	96	98.0%	55	57.3%	70.2%	71.2%
Roosevelt	66	66	100.0%	46	69.7%	63.5%	64.5%
Washington	158	158	100.0%	71	44.9%	70.9%	71.9%
Wilson	277	273	98.6%	179	65.6%	71.7%	72.7%
Bancroft	155	153	98.7%	87	56.9%	63.2%	64.2%
Muir	131	131	100.0%	51	38.9%	68.3%	69.3%
Lincoln	17	17	100.0%	--	--	--	--
SLHS	283	282	99.6%	143	50.7%	57.5%	59.0%

2013-14 CDE AMAO Targets	59.0%
2012-13 CDE AMAO Targets	57.5%
2011-12 CDE AMAO Targets	56.0%
2010-11 CDE AMAO Targets	54.6%

01/05/2013 Chaja

APPENDIX B: Academic Achievement Data

- **AMAO Data CELDT 2013**
  - **SLUSD Annual Measurable Achievement Objective (AMAO) #2**

	2011-12 AMAO 2 - English Learners Attaining English Proficiency									
	Less than 5 years					5 Years or More				
	Number in Cohort	Number Attain English Proficiency Level	Percent Attaining English Proficiency Level (AMAO 2)	Attaining English Proficiency Goal for 2011-12 AMAO 2 < 5 Years		Number in Cohort	Number Attain English Proficiency Level	Percent Attaining English Proficiency Level (AMAO 2)	Attaining English Proficiency Goal for 2012-13 AMAO 2 > 5 Years	
				Minimum Goal	Stretch Goal				Minimum Goal	Stretch Goal
SLUSD	1,713	451	26.3%	27.3%	28.3%	712	325	45.6%	47.0%	49.0%
Garfield	164	43	26.2%	27.2%	28.2%	12	--	--	47.0%	49.0%
Jefferson	277	88	31.8%	32.8%	33.8%	30	18	60.0%	61.0%	62.0%
Madison	137	43	31.4%	32.4%	33.4%	12	--	--	47.0%	49.0%
McKinley	195	34	17.4%	21.4%	22.4%	19	--	--	47.0%	49.0%
Monroe	132	35	26.5%	27.5%	28.5%	20	--	--	47.0%	49.0%
Roosevelt	85	22	25.9%	26.9%	27.9%	8	--	--	47.0%	49.0%
Washington	177	34	19.2%	21.4%	22.4%	24	--	--	47.0%	49.0%
Wilson	364	113	31.0%	32.0%	33.0%	42	23	54.8%	55.8%	56.8%
Bancroft	25	--	--	21.4%	22.8%	158	80	50.6%	51.6%	52.6%
Muir	37	12	32.4%	33.4%	34.4%	134	69	51.5%	52.5%	53.5%
Lincoln	0	--	--	21.4%	22.8%	24	--	--	47.0%	49.0%
SLHS	120	23	19.2%	21.4%	22.4%	229	76	33.2%	47.0%	49.0%
2013-14 CDE AMAO Targets			22.8%					49.0%		
2012-13 CDE AMAO Targets			21.4%					47.0%		
2011-12 CDE AMAO Targets			20.1%					45.1%		
2010-11 CDE AMAO Targets			18.7%					43.2%		

No data are reported if there are less than 30 in the cohort.

10/11/2012 Chaja

APPENDIX B: Non-Academic Data

- **School-wide 2011-12 Healthy Kids Survey: Protective Factors (Developmental Supports)**
  - **MCKINLEY Elementary Summary of Resilience – promoting Protective Factors, School Connectedness, and Internal Strengths (High, Moderate, and Low Scale Scores)**

Percent of students scoring High (H), Moderate (M), and Low (L) (%)	Grade 5		
	H	M	L
Protective Factors (Developmental Supports)			
School Environment	64	33	2
Caring Relationships: Adults in School	60	38	2
High Expectations: Adults in School	62	38	0
Meaningful Participation	18	76	7
Home Environment	78	20	2
Caring Relationships: Adults in Home	64	36	0
High Expectations: Adults in Home	91	9	0
Meaningful Participation	24	71	4
Peer Environment			
High Expectations: Pro-social peers	44	56	0
School Connectedness	53	40	7
Internal Strengths			
Empathy	42	49	9
Problem Solving	42	49	9
Goals and Aspirations	70	30	0

APPENDIX B: Non-Academic Data

- **2011-12 & 2012-13 Average Attendance Data**

Monthly Attendance Summary 2011-2012												
School	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Year Average
Garfield	98.12%	97.00%	96.84%	96.56%	95.45%	94.82%	95.39%	96.56%	96.96%	97.22%	95.90%	96.44%
Jefferson	99.78%	97.84%	96.86%	97.31%	96.38%	95.51%	96.50%	95.39%	97.35%	97.18%	97.18%	97.03%
Madison	97.90%	97.92%	98.01%	97.33%	95.88%	96.60%	95.08%	96.46%	96.75%	97.12%	96.11%	96.83%
McKinley	97.07%	97.11%	96.56%	96.69%	95.62%	94.95%	94.66%	96.73%	96.65%	96.92%	95.27%	96.20%
Monroe	98.19%	97.75%	97.96%	97.56%	95.63%	95.98%	95.04%	96.89%	97.73%	97.14%	97.24%	97.01%
Roosevelt	98.96%	97.72%	97.21%	96.65%	96.01%	95.32%	95.54%	95.77%	95.72%	96.88%	96.29%	96.06%
Washington	97.69%	96.67%	96.95%	96.33%	94.79%	95.31%	95.65%	94.75%	95.66%	96.79%	96.03%	96.20%
Wilson	97.72%	96.35%	97.33%	96.85%	95.42%	95.22%	96.17%	95.35%	95.91%	95.93%	95.95%	95.87%
Bancroft	98.05%	97.54%	96.54%	96.53%	95.83%	95.06%	95.00%	95.00%	95.27%	95.59%	94.20%	96.86%
Muir	98.40%	97.67%	97.34%	97.11%	96.34%	95.76%	96.39%	96.70%	96.27%	97.22%	96.29%	95.34%
SLHS	97.77%	96.67%	95.87%	95.67%	94.32%	94.83%	95.09%	94.54%	94.15%	94.94%	94.90%	96.38%
SLUSD Average	98.15%	97.29%	97.04%	96.78%	95.61%	95.40%	95.50%	95.83%	96.22%	96.63%	95.94%	96.40%

Monthly Attendance Summary 2012-13												
School / Enrollment	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	YTD Average
Garfield (423)	96.17%	97.80%	97.28%	96.56%	95.88%	94.91%	95.49%	95.81%				96.24%
Jefferson (623)	99.11%	97.91%	96.62%	96.52%	94.68%	94.66%	95.59%	95.71%				96.35%
Madison (417)	97.82%	98.08%	97.63%	97.81%	96.99%	97.43%	96.53%	97.24%				97.44%
McKinley (455)	96.85%	97.50%	97.31%	96.31%	96.13%	95.68%	94.84%	96.08%				96.34%
Monroe (357)	96.50%	97.89%	98.02%	96.98%	96.77%	96.20%	95.44%	95.01%				96.60%
Roosevelt (527)	95.38%	97.27%	97.32%	96.86%	95.96%	96.19%	95.48%	96.02%				96.31%
Washington (434)	96.56%	97.10%	96.91%	96.54%	95.75%	95.33%	94.50%	94.65%				95.92%
Wilson (807)	97.47%	97.11%	96.95%	96.08%	96.22%	94.96%	95.34%	95.48%				96.20%
Bancroft (961)	98.68%	97.82%	97.06%	96.47%	95.85%	95.56%	95.20%	95.46%				96.51%
Muir (976)	98.63%	97.82%	97.67%	96.97%	96.87%	96.48%	96.52%	96.51%				97.18%
SLHS (2567)	97.21%	97.02%	96.21%	95.57%	95.02%	95.05%	94.27%	94.95%				95.66%
Lincoln (117)	n/a	87.54%	87.05%	81.00%	86.00%	85.95%	86.90%	82.90%				85.33%
SLUSD Average	97.31%	96.74%	97.18%	95.31%	95.18%	94.87%	94.68%	94.65%				95.74%

APPENDIX B: Non-Academic Data

- 2011-12 Total Suspensions Data by Race/Ethnicity
- 2012-13 Year-to-Date Total Suspensions Data by Race/Ethnicity (through March)

SLUSD Total Suspensions for 2011-12: August 2011 through June 2012														
Race/Ethnicity	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	FTK	SLHS	Lincoln	ACE
Native American	0	0	0	1	1	0	0	3	52	15	34	28	0	N/A
Asian	0	0	2	1	3	0	0	3	1	5	10	34	0	N/A
Pacific Islander	0	0	0	0	0	0	0	0	5	8	8	18	0	N/A
Filipino	0	0	1	0	1	0	0	1	1	3	3	25	0	N/A
Hispanic / Latino	1	0	0	7	0	8	10	39	18	48	99	228	12	N/A
African American	2	4	0	11	8	12	9	8	110	80	111	192	14	N/A
White	3	1	1	1	1	5	5	8	34	31	38	61	1	N/A
Other	0	0	0	0	0	0	0	0	1	4	2	24	0	N/A
SLUSD Total	6	5	4	21	14	25	24	62	222	194	305	610	27	N/A

SLUSD YTD Suspensions for 2012-13: August 2012 through March 2013														
Race/Ethnicity	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	FTK	SLHS	Lincoln	ACE
Native American	1	0	0	0	0	0	0	0	31	4	4	25	0	0
Asian	0	2	3.5	0	0	0	0	3	2	5	1	17	1	0
Pacific Islander	0	0	0	0	0	0	0	0	5	2	2	9	0	0
Filipino	0	0	1	0	1	0	0	0	2	5	2	11	0	0
Hispanic / Latino	1	3	2	0	0	2	1	20	3	35	21	130	1	3
African American	5	6	1.5	2	0	2	5	10	95	35	67	125	3	2
White	1	6	1	2	1	1	6	1	18	22	20	25	1	3
Other	0	0	0	0	0	0	0	0	0	11	2	58	0	0
SLUSD Total	8	17	9	4	2	5	12	34	156	119	119	400	6	8

Appendix C: STUDENT ACADEMIC LEARNING GOALS

- **MCKINLEY Elementary Worksheet**

McKinley Elementary Worksheet for 2013 NCLB AYP Targets and 2013 Safe Harbor Targets

			2012 AYP Results							2013 NCLB AYP Targets				2013 Safe Harbor Targets			
McKinley Elementary Subgroups	**Criteria**	**Subject**	Is Subgroup **Numerically Significant** in 2012 AYP?	Students in 2012 **Subgroup**	**Percent** of Students at **Proficient or Advance in 2012**	Met 2012 AYP Target?	2012 # of Students at Proficient or Advance	# of Students Needed to Meet Target (2011-12)	Surpassed 2012 AYP Proficiency Target by the # of Students Indicated Below	# of Students Needed at Proficient or Advanced to Make 2013 AYP Target Based on Current Subgroup Population	**Additional Students Needed** at Proficient or Advance to Meet 2013 AYP	**Additional Percent of Students Needed** to Meet 2013 AYP Proficiency Target	**2013 AYP Target**	**Number of Students not at Proficiency** 2012	**Additional Students Needed** to Make 2013 **Safe Harbor Target**	**Additional Percent of Students Needed** to Move to Proficiency to Qualify for 2013 **Safe Habor**	**Total Percent of Students Needed** at Proficiency to Qualify for 2013 **Safe Habor** Based on 2012 STAR Demographics
School-wide	% Proficient	ELA	N/A	272	42.6%	No	116	213	-97	243	127	46.6%	89.2%	156	16	5.7%	48.3%
		Math		272	53.7%	No	146	215	-69	243	97	35.8%	89.5%	126	13	4.6%	58.3%
African American	% Proficient	ELA	Yes	51	39.2%	No	20	40	-20	45	25	50.0%	89.2%	31	3	6.1%	45.3%
		Math		51	41.2%	No	21	40	-19	46	25	48.3%	89.5%	30	3	5.9%	47.1%
Asian	% Proficient	ELA	No	22	63.6%	--	14	17	-3	20	6	25.6%	89.2%	8	1	3.6%	67.2%
		Math		22	59.1%	--	13	17	-4	20	7	30.4%	89.5%	9	1	4.1%	63.2%
Filipino	% Proficient	ELA	No	15	66.7%	--	10	12	-2	13	3	22.5%	89.2%	5	1	3.3%	70.0%
		Math		15	73.3%	--	11	12	-1	13	2	16.2%	89.5%	4	0	2.7%	76.0%
Hispanic / Latino	% Proficient	ELA	Yes	157	36.9%	No	58	123	-65	140	82	52.3%	89.2%	99	10	6.3%	43.2%
		Math		157	54.8%	Yes	86	124	-38	141	55	34.7%	89.5%	71	7	4.5%	59.3%
White	% Proficient	ELA	No	17	41.2%	--	7	13	-6	15	8	48.0%	89.2%	10	1	5.9%	47.1%
		Math		17	47.1%	--	8	13	-5	15	7	42.4%	89.5%	9	1	5.3%	52.4%
Socio-economically Disadvantaged	% Proficient	ELA	Yes	213	37.1%	No	79	167	-88	190	111	52.1%	89.2%	134	13	6.3%	43.4%
		Math		213	51.2%	No	109	168	-59	191	82	38.3%	89.5%	104	10	4.9%	56.1%
English Learners	% Proficient	ELA	Yes	143	35.0%	No	50	112	-62	128	78	54.2%	89.2%	93	9	6.5%	41.5%
		Math		143	53.1%	No	76	113	-37	128	52	36.4%	89.5%	67	7	4.7%	57.8%
Students with Disabilitites	% Proficient	ELA	No	28	3.6%	--	1	22	-21	25	24	85.6%	89.2%	27	3	9.6%	13.2%
		Math		28	25.0%	--	7	22	-15	25	18	64.5%	89.5%	21	2	7.5%	32.5%

11-Oct-12 Chaja

2012 AYP Targets: ELA = 78.4% Math = 79.0%

2013 AYP Targets: ELA = 89.2% Math = 89.5%

= Target Met or Surpassed
= Target Not Met
= Safe Harbor
= Not Numerically Significant

Appendix C: STUDENT ACADEMIC LEARNING GOALS

- **MCKINLEY Elementary 2013 Safe Harbor Goals**

McKinley Elementary for 2013 NCLB AYP Targets and 2013 Safe Harbor Targets

				2012 AYP NCLB Results				2013 AYP NCLB Targets			2013 AYP Safe Harbor Targets	
McKinley Elementary Subgroups	**Criteria**	**Subject**		Is Subgroup **Numerically Significant** in 2012 AYP?	Students in 2012 **Subgroup**	**Percent** of Students at **Proficient or Advance in 2012**		**Additional Percent of Students Needed** to Meet 2013 AYP Proficiency Target	**2013 AYP Target**		**Additional Percent of Students Needed** to Move to Proficiency to Qualify for 2013 **Safe Habor**	**Total Percent of Students Needed** at Proficiency to Qualify for 2013 **Safe Habor** Based on 2012 STAR Demographics
School-wide	% Proficient	ELA		N/A	272	42.6%		46.6%	89.2%		5.7%	48.3%
		Math			272	53.7%		35.8%	89.5%		4.6%	58.3%
African American	% Proficient	ELA		Yes	51	39.2%		50.0%	89.2%		6.1%	45.3%
		Math			51	41.2%		48.3%	89.5%		5.9%	47.1%
Asian	% Proficient	ELA		No	22	63.6%		25.6%	89.2%		3.6%	67.2%
		Math			22	59.1%		30.4%	89.5%		4.1%	63.2%
Filipino	% Proficient	ELA		No	15	66.7%		22.5%	89.2%		3.3%	70.0%
		Math			15	73.3%		16.2%	89.5%		2.7%	76.0%
Hispanic / Latino	% Proficient	ELA		Yes	157	36.9%		52.3%	89.2%		6.3%	43.2%
		Math			157	54.8%		34.7%	89.5%		4.5%	59.3%
White	% Proficient	ELA		No	17	41.2%		48.0%	89.2%		5.9%	47.1%
		Math			17	47.1%		42.4%	89.5%		5.3%	52.4%
Socio-economically Disadvantaged	% Proficient	ELA		Yes	213	37.1%		52.1%	89.2%		6.3%	43.4%
		Math			213	51.2%		38.3%	89.5%		4.9%	56.1%
English Learners	% Proficient	ELA		Yes	143	35.0%		54.2%	89.2%		6.5%	41.5%
		Math			143	53.1%		36.4%	89.5%		4.7%	57.8%
Students with Disabilitites	% Proficient	ELA		No	28	3.6%		85.6%	89.2%		9.6%	13.2%
		Math			28	25.0%		64.5%	89.5%		7.5%	32.5%

2012 AYP Targets:	ELA = 78.4% Math = 79.0%	**2013 AYP Targets:**	ELA = 89.2% Math = 89.5%

= Target Met or Surpassed
= Target Not Met
= Safe Harbor
= Not Numerically Significant

11-Oct-12 Chaja

APPENDIX D: Other Data, Charts, etc.