# The Single Plan for Student Achievement

**School:** McKinley Elementary School

**CDS Code:** 01-612910-6002422

**District:** San Leandro Unified School District

**Principal:** Zachary Kahn

**Revision Date:**

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

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

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**The District Governing Board approved this revision of the SPSA on .**

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## School Vision and Mission

**San Leandro Unified School District's Vision and Mission Statements**
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 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.

**McKinley Elementary School's Vision and Mission Statements**
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.

Our school motto is: McKinley Eagles... Soaring to Success

## School Profile

McKinley Elementary School is San Leandro's most historic public school, celebrating its centennial in the year 2017. McKinley serves a diverse population of students with a comprised demographic of 17% African-American, 8 % Asian, 62% Latino, 5% White, 3% two or more races, and 5% other races. 47% of our students are English Learners, 75% are Socioeconomically Disadvantaged, and 6% are students with disabilities.

The McKinley community of teachers, parents, and students love their school and continually work together to help our McKinley Eagles soar to success. The following are in place at McKinley to support our students:

- Teachers are implementing Common Core State Standards and are incorporating 21st Century Learning Skills into their daily instruction.
- Teachers meet weekly to look at student achievement data and plan instruction.
- Ongoing formal and informal assessments are used throughout the year to inform students and families of individual student progress and to guide teachers in their instruction.
- Every teacher has begun providing differentiated instruction so that students receive instruction at their level. This is aided by the incorporation of technology and instructional aides.
- English Language Learners are assessed using the CELDT and receive instruction daily at their language proficiency level during designated ELD time.
- McKinley currently has one device (computer, laptop, or tablet) per every two students. Most classes use technology daily.
- Through the use of programs such as Imagine Learning, Compass Learning, Discovery Education, Raz Kids, and Learning A-Z, students are provided with enriched differentiated instruction.
- Partnerships with Safe Routes to Schools and CAP (Child Abuse Prevention Center) Promote healthy practices and students safety.
- Excellent music, art, and physical education instruction are provided for all 1st through 5th grade student by subject area specialists.
- McKinley's music program currently produces a Winter Sing-A-Long, a Spring Concert, and a Folk Dance Festival.
- McKinley holds an annual Kindergarten/Transitional Kindergarten Orientation in coordination with our community partners (such as Boys and Girls Club and the San Leandro Public Library) and our parent groups (such as PTO and ELAC) each spring to welcome families and help them prepare their children for Elementary School.
- In addition to Back to School Night and Open House, McKinley holds a Welcome Event the evening before school starts, where there is entertainment for families, students learn their teacher assignment for the coming year, and parents/guardians get to hear from the principal regarding the year to come.
- Every Wednesday morning, the entire student population and many parents gather on the blacktop to hear important news from the principal. This is referred to as the "Wednesday Morning Message."
- McKinley maintains a web site with multiple modes of communication including a Twitter feed with photos and captions regarding what is currently happening at McKinley, video recordings of the Wednesday Morning Message mentioned above, and an updated calendar. There is useful information for students and parents, and each teacher maintains a class web site.

- One Wednesday per month after the Wednesday Morning Message, parents gather with the principal to hear a short presentation on a topic and then have a discussion about that topic or any other topics that parents bring up. This is the "Principal-Parent Chat."
- Teachers, parents, staff, and the site administrator form the governing body of the School Site Council, which meets monthly to make important school and budgetary decisions.
- The McKinley Parent Teacher Organization (PTO) holds monthly community events during the school year to build a sense of community and keep families involved in the school. Through their fundraisers, the PTO provides funding for field trips, classroom supplies, books, assemblies, and Soul Shoppe, a bullying reduction program.
- The McKinley ELAC meets at least four times per year to gather input from parents of English Learners and provide them with information to help their students achieve academic success. Translation is provided in English and Chinese. In 2014-15, the ELAC provided each Spanish-speaking child with a Spanish language book.
- In collaboration with McKinley's ELAC leaders, McKinley hosted community District-wide LCAP meetings in monolingual settings to get input from Chinese- and Spanish-speaking families .
- Every teacher at McKinley sends home a weekly folder to parents containing student work, and school and teacher communications with parents. Many teachers send home a weekly progress report for some of all of their students in these folders.
- In 2014-15 McKinley had over 200 volunteers supporting the success of McKinley students through chaperoning on field trips, performing clerical tasks in the office and in classrooms, supporting individual or small groups of students in reading and math, volunteering at community events, and much more.
- Our parent facilitator supports families by facilitating meetings, providing translation, providing parent education, finding volunteer opportunities for interested parents and community members, and helping families to access services at school and in the community.
- McKinley provides after school care through the Boys and Girls Club ASES program until 6:00 P.M. each day. Kindergarten care is provided in a classroom at McKinley and grades 1-5 are walked by Boys and Girls Club staff to the Boys and Girls Club facility at Marina and San Leandro Boulevards. There is also before school care for children who are in late start kindergarten.
- McKinley's Student Study Team meets monthly to analyze student issues, needs, and concerns, both academic and behavioral. Every teacher (except first year teachers) at McKinley serves at some point throughout the year on the Student Study Team as a consulting teacher by supporting other classroom teachers in implementing interventions for struggling students.

## Comprehensive Needs Assessment Components

**Data Analysis**

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

**Surveys**

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

During the spring of 2015, a parent survey was sent home with every child to gather input from parents regarding what types of improvements and services they would like to see at McKinley. All teaching staff completed a different survey during a staff meeting to gain a better understanding regarding possible solutions to challenge areas at McKinley. This data was used in order to make budgetary decisions and guide school-wide goals. 210 out of 519 families turned in a completed survey and all teaching staff completed a survey.

Survey results show the following in relation to Strategic Plan Goals

Goal 1, Student Achievement Access and Equity

- Teachers value collaboration time and would like 3 or more release days per year to collaborate with their grade-level colleagues.
- Staff stated that they need more materials, technology, and professional development to continue working toward effective delivery of Common Core State Standards and 21st Century Competencies.

Goal 2, Technology

- It is important to staff to work toward a 1-to-1 ratio of technology devices to students in order to provide blended learning environments, technology integration, and differentiated instruction throughout the day.

Goal 3, Community and Public Relations

- Parents want to be engaged at McKinley through community events and student performances.
- Parents want parent trainings mostly to focus on the behavioral, social, and emotional health of their children.
- There is not a strong preference for how trainings are delivered, but most parents with a preference prefer them to be delivered by McKinley staff.

Goal 4, School Safety, Health, and Wellness

- Parents want to see more anti-bullying efforts, self-esteem enhancement, and organized activities after school.
- Parents most want to have team sports at McKinley.
- Teachers want more school-wide consistency in discipline and enforcement of school rules in order to support positive student behavior and promote sustainability of improved behavior.

Goal 5, Facilities

- Ventilation and modernization of facilities is important to staff.

## Classroom Observations

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

The principal conducts regular classroom visits, visiting each classroom on average 2-3 times per month. Teachers have four structured days per year to visit each others' classrooms. While at the beginning of the 2014-15 school year many teachers were struggling to teach Common Core State Standards, provide differentiated instruction, and incorporate technology, as the year progressed the teaching of Common Core State Standards, differentiated instruction, and technology integration became a common practice. This was especially true of the time of day when para educators were in classrooms. While McKinley has made and continues to make significant progress toward more consistent instruction over the past two years, there still remain differences in the rigor of instruction and the expectations of students in different classrooms within the same levels. This was true at all grade except for grades 2 and 3.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Not meeting performance goals:

According to STAR Renaissance test data, 5th grade reading and math scores decreased during the school year while 4th grade reading and math scores increased. While there were some gains at 4th grade, we are well below desired levels of proficiency.

- 5th grade reading scores were at 31% at or above grade level in fall and fell to 23% at or above grade level in the spring.
- 5th grade math scores were at 57% at or above grade level in the fall and fell to 34% at or above grade level in the spring.
- 4th grade reading scores were at 39% at or above grade level in the fall and rose to 41% at or above grade level in the spring.
- 4th grade math scores were at 49% at or above grade level in the fall and rose to 63% at or above grade level in the spring.

In both reading and math, there were more White and Asian students scoring at or above grade level than African-American and Latino students.

For grades K-3, DIBELS reading fluency assessments are administered three times per year to all students. In general, McKinley makes gains in helping students to advance toward becoming fluent readers, but many are still below grade level.

- In kindergarten, 49% of students read at or above benchmark at the beginning of the year and 56% read at or above benchmark at the end of the year.
- In 1st grade, 21% of students read at or above benchmark at the beginning of the year and 54% read at or above benchmark at the end of the year.
- In 2nd grade, 64% of students read at or above benchmark at the beginning of the year and 58% read at or above benchmark at the end of the year.
- In 3rd grade, 53% of students read at or above benchmark at the beginning of the year and 67% read at or above benchmark at the end of the year.

Meeting performance goals:
The third grade team meets regularly to analyze reading fluency assessment results and groups students during reading instruction according to areas of need. As a result, close to 70% of third grade students are reading at or above benchmark. In one 1st grade classroom 24% of students were at or above benchmark in reading fluency at the beginning of the year and 68% were at or above benchmark in reading fluency at the end of the year. In one 4th grade classroom 56% of students were at or above grade level in math at the beginning of the year and 76% of students were at or above grade level in math at the end of the year.

## Description of Barriers and Related School Goals

Lack of differentiated instruction:
Barrier: McKinley has not traditionally provided differentiated instruction or a significant amount of intervention within the classroom. Goal: Increase the level of differentiation and intervention occurring in each classroom.

Lack of tier 2 interventions
Barrier: McKinley has traditionally lacked sufficient tier 2 interventions, interventions for students who are slightly below grade level. Goal: Increase tier 2 interventions. This includes interventions such as alternative or additional instruction and/or instructional materials that meet the needs of students who are below grade level.

Teacher collaboration
Barrier: McKinley has traditionally had a staff that has worked independently, not collaboratively, on instruction and classroom mangement. Time has not been allocated for peer observation. Collaboration time has not been allocated for supporting struggling students while keeping them in the general education environment to the maximum extent possible. Goal: Increase collaboration opportunities, peer observation opportunities, and support options.

Student Achievement Access and Equity
Barrier: Many students may not have multiple opportunities to participate in various enrichment activities outside of school hours. Goal: Provide multiple opportunities to participate in enrichment activities during school hours or extended school hours such as school assemblies and/or school excursions.

## School and Student Performance Data

**Academic Performance Index by Student Group**

| PROFICIENCY LEVEL | API GROWTH BY STUDENT GROUP | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | All Students | | | White | | | African-American | | | Asian | | |
| | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 |
| **Number Included** | 272 | 278 | | 17 | 13 | | 51 | 48 | | 22 | 24 | |
| **Growth API** | 768 | 775 | | 758 | 877 | | 729 | 747 | | 831 | 820 | |
| **Base API** | 784 | 769 | | 829 | 752 | | 750 | 730 | | 911 | 831 | |
| **Target** | 5 | 5 | | | | | | | | | | |
| **Growth** | -16 | 6 | | | | | | | | | | |
| **Met Target** | No | Yes | | | | | | | | | | |

| PROFICIENCY LEVEL | API GROWTH BY STUDENT GROUP | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Hispanic | | | English Learners | | | Socioeconomically Disadvantaged | | | Students with Disabilities | | |
| | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 |
| **Number Included** | 157 | 168 | | 143 | 162 | | 213 | 233 | | 28 | 24 | |
| **Growth API** | 758 | 752 | | 760 | 751 | | 754 | 761 | | 590 | 527 | |
| **Base API** | 755 | 759 | | 769 | 761 | | 758 | 755 | | 628 | 590 | |
| **Target** | 5 | 5 | | 5 | 5 | | 5 | 5 | | | | |
| **Growth** | 3 | -7 | | -9 | -10 | | -4 | 6 | | | | |
| **Met Target** | No | No | | No | No | | No | Yes | | | | |

**Conclusions based on this data:**

1. African-American students, Hispanic students, English Learners, students with disabilities, and Socioeconomically Disadvantaged students generally have lower test scores than white and Asian students.
2. While many subgroups showed growth in API from 2012-2013, the API for English Learners and students with disabilities decreased.

## School and Student Performance Data

**English-Language Arts Adequate Yearly Progress (AYP)**

| AYP PROFICIENCY LEVEL | ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | All Students | | | White | | | African-American | | | Asian | | |
| | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 |
| **Participation Rate** | 100 | 99 | | 100 | 93 | | 100 | 100 | | 100 | 100 | |
| **Number At or Above Proficient** | 116 | 136 | | 7 | 7 | | 20 | 23 | | 14 | 14 | |
| **Percent At or Above Proficient** | 42.6 | 48.9 | | 41.2 | 53.8 | | 39.2 | 47.9 | | 63.6 | 58.3 | |
| **AYP Target: ES/MS** | **78.4** | **89.2** | **100.0** | **78.4** | **89.2** | **100.0** | **78.4** | **89.2** | **100.0** | **78.4** | **89.2** | **100.0** |
| **AYP Target: HS** | **77.8** | **88.9** | **100.0** | **77.8** | **88.9** | **100.0** | **77.8** | **88.9** | **100.0** | **77.8** | **88.9** | **100.0** |
| **Met AYP Criteria** | No | Yes | | -- | -- | | No | -- | | -- | -- | |

| AYP PROFICIENCY LEVEL | ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Hispanic | | | English Learners | | | Socioeconomically Disadvantaged | | | Students with Disabilities | | |
| | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 |
| **Participation Rate** | 100 | 99 | | 100 | 100 | | 100 | 99 | | 100 | 100 | |
| **Number At or Above Proficient** | 58 | 75 | | 50 | 66 | | 79 | 108 | | 1 | 4 | |
| **Percent At or Above Proficient** | 36.9 | 44.6 | | 35.0 | 40.7 | | 37.1 | 46.4 | | 3.6 | 16.7 | |
| **AYP Target: ES/MS** | **78.4** | **89.2** | **100.0** | **78.4** | **89.2** | **100.0** | **78.4** | **89.2** | **100.0** | **78.4** | **89.2** | **100.0** |
| **AYP Target: HS** | **77.8** | **88.9** | **100.0** | **77.8** | **88.9** | **100.0** | **77.8** | **88.9** | **100.0** | **77.8** | **88.9** | **100.0** |
| **Met AYP Criteria** | No | No | | No | No | | No | Yes | | -- | -- | |

**Conclusions based on this data:**

1. All student groups increased in the percentage at or above proficient except for Asians from 2012 to 2013.
2. Fewer English learners and Students with Disabilities score advanced or proficient than other subgroups in 2013.

## School and Student Performance Data

**Mathematics Adequate Yearly Progress (AYP)**

| AYP PROFICIENCY LEVEL | MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | All Students | | | White | | | African-American | | | Asian | | |
| | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 |
| **Participation Rate** | 100 | 99 | | 100 | 93 | | 100 | 100 | | 100 | 100 | |
| **Number At or Above Proficient** | 146 | 146 | | 8 | 11 | | 21 | 18 | | 13 | 14 | |
| **Percent At or Above Proficient** | 53.7 | 52.5 | | 47.1 | 84.6 | | 41.2 | 37.5 | | 59.1 | 58.3 | |
| **AYP Target: ES/MS** | **79.0** | **89.5** | **100.0** | **79.0** | **89.5** | **100.0** | **79.0** | **89.5** | **100.0** | **79.0** | **89.5** | **100.0** |
| **AYP Target: HS** | **77.4** | **88.7** | **100.0** | **77.4** | **88.7** | **100.0** | **77.4** | **88.7** | **100.0** | **77.4** | **88.7** | **100.0** |
| **Met AYP Criteria** | No | No | | -- | -- | | No | -- | | -- | -- | |

| AYP PROFICIENCY LEVEL | MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Hispanic | | | English Learners | | | Socioeconomically Disadvantaged | | | Students with Disabilities | | |
| | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 |
| **Participation Rate** | 100 | 99 | | 100 | 100 | | 100 | 99 | | 100 | 100 | |
| **Number At or Above Proficient** | 86 | 85 | | 76 | 82 | | 109 | 116 | | 7 | 8 | |
| **Percent At or Above Proficient** | 54.8 | 50.6 | | 53.1 | 50.6 | | 51.2 | 49.8 | | 25.0 | 33.3 | |
| **AYP Target: ES/MS** | **79.0** | **89.5** | **100.0** | **79.0** | **89.5** | **100.0** | **79.0** | **89.5** | **100.0** | **79.0** | **89.5** | **100.0** |
| **AYP Target: HS** | **77.4** | **88.7** | **100.0** | **77.4** | **88.7** | **100.0** | **77.4** | **88.7** | **100.0** | **77.4** | **88.7** | **100.0** |
| **Met AYP Criteria** | Yes | No | | No | No | | No | No | | -- | -- | |

**Conclusions based on this data:**

1. While overall ELA scores increased from 2012-2013, mathematics scores generally decreased during the same time period.
2. McKinley's achievement gap is not as great in mathematics as in ELA.

## School and Student Performance Data

**CELDT (All Assessment) Results**

| Grade | 2013-14 CELDT (All Assessment) Results | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Advanced | | Early Advanced | | Intermediate | | Early Intermediate | | Beginning | | Number Tested |
| | # | % | # | % | # | % | # | % | # | % | # |
| **K** | | | 3 | 5 | 17 | 27 | 21 | 34 | 21 | 34 | 62 |
| **1** | 1 | 3 | 10 | 34 | 9 | 31 | 7 | 24 | 2 | 7 | 29 |
| **2** | 3 | 6 | 13 | 27 | 14 | 29 | 10 | 20 | 9 | 18 | 49 |
| **3** | 1 | 3 | 11 | 28 | 19 | 49 | 8 | 21 | | | 39 |
| **4** | 3 | 12 | 3 | 12 | 11 | 44 | 5 | 20 | 3 | 12 | 25 |
| **5** | 3 | 20 | 7 | 47 | 3 | 20 | | | 2 | 13 | 15 |
| **Total** | 11 | 5 | 47 | 21 | 73 | 33 | 51 | 23 | 37 | 17 | 219 |

**Conclusions based on this data:**

1. The greatest percentage of English Learners are Early Advanced and Intermediate with very few students scoring Advanced. This indicates that perhaps many students are not progressing beyond Intermediate and Early Advanced.

## School and Student Performance Data

**Title III Accountability (School Data)**

| AMAO 1 | Annual Growth | | |
|---|---|---|---|
| | 2011-12 | 2012-13 | 2013-14 |
| **Number of Annual Testers** | 154 | 168 | 148 |
| **Percent with Prior Year Data** | 100% | 99.4% | 100.0% |
| **Number in Cohort** | 154 | 167 | 148 |
| **Number Met** | 102 | 97 | 71 |
| **Percent Met** | 66.2% | 58.1% | 48.0% |
| **NCLB Target** | 56.0 | 57.5 | 59.0 |
| **Met Target** | **Yes** | **Yes** | **No** |

| AMAO 2 | Attaining English Proficiency | | | | | |
|---|---|---|---|---|---|---|
| | 2011-12 | | 2012-13 | | 2013-14 | |
| | Years of EL instruction | | Years of EL instruction | | Years of EL instruction | |
| | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More |
| **Number in Cohort** | 195 | 19 | 200 | 14 | 196 | 13 |
| **Number Met** | 34 | -- | 53 | -- | 35 | -- |
| **Percent Met** | 17.4% | -- | 26.5% | -- | 17.9% | -- |
| **NCLB Target** | 20.1 | 45.1 | 21.4 | 47.0 | 22.8 | 49.0 |
| **Met Target** | **No** | * | **Yes** | * | **No** | -- |

| AMAO 3 | Adequate Yearly Progress for English Learner Subgroup | | |
|---|---|---|---|
| | 2011-12 | 2012-13 | 2013-14 |
| **English-Language Arts** | | | |
| Met Participation Rate | Yes | Yes | |
| Met Percent Proficient or Above | No | No | |
| **Mathematics** | | | |
| Met Participation Rate | Yes | Yes | |
| Met Percent Proficient or Above | No | No | |

## School and Student Performance Data

**Title III Accountability (District Data)**

| AMAO 1 | Annual Growth | | |
|---|---|---|---|
| | 2011-12 | 2012-13 | 2013-14 |
| **Number of Annual Testers** | | 1,792 | 1,763 |
| **Percent with Prior Year Data** | | 99.9 | 100.0 |
| **Number in Cohort** | | 1,791 | 1,763 |
| **Number Met** | | 1,013 | 957 |
| **Percent Met** | | 56.6 | 54.3 |
| **NCLB Target** | 56.0 | 57.5 | 59.0 |
| **Met Target** | | **No** | **No** |

| AMAO 2 | Attaining English Proficiency | | | | | |
|---|---|---|---|---|---|---|
| | 2011-12 | | 2012-13 | | 2013-14 | |
| | Years of EL instruction | | Years of EL instruction | | Years of EL instruction | |
| | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More |
| **Number in Cohort** | | | 1,568 | 615 | 1,553 | 598 |
| **Number Met** | | | 399 | 246 | 369 | 210 |
| **Percent Met** | | | 25.4 | 40.0 | 23.8 | 35.1 |
| **NCLB Target** | 20.1 | 45.1 | 21.4 | 47.0 | 22.8 | 49.0 |
| **Met Target** | | | **Yes** | **No** | **Yes** | **No** |

| AMAO 3 | Adequate Yearly Progress for English Learner Subgroup at the LEA Level | | |
|---|---|---|---|
| | 2011-12 | 2012-13 | 2013-14 |
| **English-Language Arts** | | | |
| Met Participation Rate | | Yes | Yes |
| Met Percent Proficient or Above | | No | No |
| **Mathematics** | | | |
| Met Participation Rate | | Yes | Yes |
| Met Percent Proficient or Above | | No | No |
| **Met Target for AMAO 3** | | **No** | **No** |

## Planned Improvements in Student Performance

**School Goal #1**

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

| |
|---|
| **SUBJECT: Student Achievement, Access & Equity** |
| **LCAP GOAL:** |
| SLUSD will ensure social justice through access to a high quality and comprehensive instructional program in which all students meet or exceed national standards and demonstrate career and college readiness in 21st century learning environments. Access to career and college readiness through consistent high quality instruction will close the opportunity gap by creating equitable outcomes for students, particularly for those who have been historically underserved. |
| **LEA GOAL:** |
| Same as LCAP Goal |
| **SCHOOL GOAL #1:** |
| McKinley Elementary will ensure social justice through access to a high quality and comprehensive instructional program in which all students meet or exceed national standards and demonstrate career and college readiness in 21st century learning environments. Access to career and college readiness through consistently high quality instruction will close the opportunity gap by creating equitable outcomes for students, particularly for those who have been historically underserved. |
| **Data Used to Form this Goal:** |
| Parent survey, staff survey, ELAC survey, DIBELS assessments, Renaissance STAR assessments, attendance from parent engagement events, observational and assessment data of 2014-15 para educator program goals, COST referrals |
| **Findings from the Analysis of this Data:** |
| A majority of McKinley students are not meeting grade level standards as is shown through DIBELS assessment and Renaissance STAR assessments.<br><br>Parent survey results show that McKinley can do a better job engaging and educating parents as attendance at parent education events was never more than 1/3 of the McKinley community for education events targeting specific areas and never more than 75% of the McKinley community for Back to School Night and Open House. As the English Learner parent survey showed, many parents are unaware of how to support the educational progress of their students. Parents are most interested in engaging in community events, student performances, parent education events, and awards ceremonies. Parents and teachers desire support of para educators. They also desire differentiated instruction and support in helping students learn how to use technology, which para educators can provide.<br><br>Staff survey results show that teachers value collaboration time and would like 3 or more release days per year to collaborate with their grade-level colleagues. Staff say they need more materials, technology, and professional development to continue working toward effective instruction of Common Core State Standards and 21st century competencies.<br><br>COST referral data shows several McKinley teachers do not use the COST/FAST/SST process to access support for struggling students. |

| How the School will Evaluate the Progress of this Goal: |
|---|
| • Student progress on state-wide assessments, district-wide assessments, and other standardized assessments<br>• Attendance at parent education events<br>• Google form filled out by teachers for Title 1 sponsored field trips and enrichment<br>• Attendance records from after school intervention program and assessment data for students participating<br>• Assessment and/or observational data from class time supported by para educators<br>• COST/FAST/SST notes and referrals<br>• Learning walk feedback Google Form submitted by teachers<br>• Agendas from grade-level collaboration time<br>• Record of which awards given; parent attendance at awards ceremonies<br>• Collaboration agendas<br>• Principal classroom visit notes<br>• Invoices from supplemental materials ordered |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| Leadership Team:<br>Enable leadership team to continuously monitor SPSA goals, and to plan and implement strategies to meet SPSA goals. | 2015-16 | Principal, one elected teacher from each grade level and special education | Hourly compensation for meetings and retreat | 1000-1999: Certificated Personnel Salaries | Title I | 4000 |
| Learning walks:<br>Teachers will participate in structured peer observation to enhance instruction by learning from each other | 2015-16 | Principal, leadership team, all teachers | Substitute teachers to release teachers while they observe their peers | 1000-1999: Certificated Personnel Salaries | Title I | 2100 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| COST/FAST/SST Enhancement: All teachers will participate in the COST/FAST/SST process. Clerk will take notes, contact parents, and complete other clerical tasks associated with process. Having all teachers participate in the process serves to increase a shared sense of responsibility for all students among teachers and to help implement effective interventions while removing the responsibility of clerical tasks from teachers. | 2015-16 | Principal, all teachers, clerk | Substitute teachers and additional hourly pay so teachers may participate in meetings | 1000-1999: Certificated Personnel Salaries | Title I | 2000 |
| | | | Clerk salary | 2000-2999: Classified Personnel Salaries | Title I | 2000 |
| Grade-level team collaboration: Grade level teams will meet for full day release or after school hours in addition to their regular weekly collaboration time in order to plan Common Core aligned instruction and plan for how to meet the needs of all students. | 2015-16 | All teachers | Substitute teachers or teacher hourly pay | 1000-1999: Certificated Personnel Salaries | Title I | 5500 |
| After school intervention/tutoring: Provide an after school targeted intervention program for students who are below grade level and drop-in tutoring for students who need occasional help with homework or occasional additional support with concepts covered in class This program is so that students who are below grade-level approach or reach grade level and students who are at or above grade level stay at or rise above their current levels. | 2015-16 | Principal, Department of Teaching, Learning and Educational Equity + Coaches, Para educators, teachers | Para Educators | 2000-2999: Classified Personnel Salaries | Title I | 10400 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| Para educators:<br>Para educators will support differentiation, technology integration, and project-based learning so that all students (those above, on, and below grade level) receive instruction at their level. | 2015-16 | Principal, Department of Teaching, Learning and Educational Equity + Coaches, Para educators, teachers | Para educator salaries | 2000-2999: Classified Personnel Salaries | Title I | 18597 |
| Field trips and enrichment:<br>Provide students in every class with additional real world, relevant enrichment activities for our students to connect them with their communities and environments, and increase engagement and excitement among students. | 2015-16 | Teachers | Contracts for transportation and providers of field trips and enrichment activities | 5000-5999: Services And Other Operating Expenditures | Title I | 9000 |
| Conferences and Workshops:<br>Some teachers will engage in additional learning opportunities to empower them and the McKinley community to overcome barriers and to improve student achievement. | 2015-16 | Principal, teachers, classified staff | Registration fees (SSC to determine a portion of carryover to use for this in Fall 2015) | 5000-5999: Services And Other Operating Expenditures | Title I | |
| Monthly awards program for McKinley students:<br>Provide incentives for students who make progress toward academic and behavioral goals. Through awards ceremonies, encourage parent involvement and pair awards ceremonies with parent education so that parents who come to see awards ceremonies further learn how to support the success of their children. | 2015-16 | Principal, teachers, clerk | Pay clerk to track and create awards<br>Purchase awards, metals, and other prizes | 2000-2999: Classified Personnel Salaries<br>4000-4999: Books And Supplies | Title I<br>Title I | 2000<br>1000 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| Parent education:<br>Provide parent education so that parents are empowered to support their children in meeting the school goals. | 2015-16 | Principal, parent facilitator, teachers | Incentives for parents (food, etc)<br>Child care | 4000-4999: Books And Supplies<br>5000-5999: Services And Other Operating Expenditures | Title I<br>Title I | 500<br>500 |
| Common Core State Standards Supplemental Materials:<br>Grade-level teams will purchase supplemental materials to support the teaching of Common Core State Standards | 2015-16 | Principal, Teachers | Books and materials (SSC to determine a portion of carryover to use for this in Fall 2015) | 4000-4999: Books And Supplies | Title I | |
| Collaboration to plan intervention for struggling students:<br>Encourage early intervention through the use staff meeting time to look at academic and/or behavior data of the most struggling students in each class. Allow for collaboration and problem solving among teachers and encourage teachers to fill out COST referrals for additional intervention as needed. | 2015-16 | Principal, Teachers | No additional expenditure | | | 0 |
| Collaboration Time:<br>Encourage effective, efficient, and cohesive use of collaboration time by providing up to once monthly trainings to teachers on a topic that can support them in collaboration | 2015-16 | Principal, Teachers, Department of Teaching, Learning and Educational Equity + Coaches | No additional expenditure | | | 0 |
| Principal Classroom Visits:<br>The principal will regularly visit classrooms and provide timely feedback to teachers in order to encourage ongoing reflection and professional growth. | 2015-16 | Principal, Teachers | No additional expenditure | | | 0 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| Instructional Coaches:<br>Teachers will use instructional coaches to support their instruction in the areas of Common Core State Standards, 21st century competencies, differentiation, technology integration, project based learning, and behavior management. | 2015-16 | Instructional Coaches | Funded by SLUSD Ed. Services Department | | | 0 |
| Attendance:<br>Continue SART and SARB meetings for families who are chronically absent.<br>Continue to encourage good attendance at kindergarten orientation, during Wednesday Morning Message, on marquee, on website, etc.<br>Continue school-wide practice of awarding 15-minutes of additional recess when classes spell P-E-R-F-E-C-T A-T-T-E-N-D-A-N-C-E, earning one letter for each day of perfect attendance.<br>Continue to award attendance Eagle to the class with the most improved attendance each month.<br>Office staff will continue to provide monthly attendance reports to teachers and teachers will continue to follow up with parents and students with poor attendance. | 2015-16 | Office staff, principal, teachers, parent facilitator | No additional expenditure | | | 0 |

## Planned Improvements in Student Performance

**School Goal #2**

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

| **SUBJECT: Technology** |
|---|
| **LCAP GOAL:** |
| Every school in the District utilizes 21st century technology to support, improve and enhance student learning and to meet the Common Core State Standards (CCSS). |
| **LEA GOAL:** |
| Same as LCAP Goal |
| **SCHOOL GOAL #2:** |
| Every classroom at McKinley will use 21st century technology to support, improve and enhance student learning and to meet the Common Core State Standards. McKinley will also use technology in order to enhance collaboration and to extend learning beyond the classroom |
| **Data Used to Form this Goal:** |
| Technology replacement rate from 2014-15 and remaining technology in use. |
| **Findings from the Analysis of this Data:** |
| During the 2014-15 school year, we had to replace 6 broken projectors and 3 broken document cameras. We still have many of the same models that have been breaking currently in use. |
| **How the School will Evaluate the Progress of this Goal:** |
| • Percentage of classrooms possessing and using document cameras and projectors.<br>• Usage rates of educational websites and data management websites |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| Replacement projectors and document cameras:<br>Keep technology current and supplement district-provided technology by replacing these technologies as they break. These technologies will be used to display videos, web sites, realia, and other educational materials that enrich a 21st century learning environment. | 2015-16 | Principal, office staff | Replacement projectors and document cameras (SSC to determine a portion of carryover to use for this in Fall 2015) | 4000-4999: Books And Supplies | Title I | |
| Educational websites:<br>Teachers will use educational websites such as Discovery Education, Newsela, Spelling City, Compass Learning, Imagine Learning, and Raz Kids, to provide an engaging educational environment and differentiated instruction. | 2015-16 | Principal, Teachers | Web site subscriptions paid by SLUSD | | | 0 |
| Illuminate Data Management System:<br>Teachers will use Illuminate to enter and analyze student test data (DIBELS, District interim assessments, and teacher created assessments) | 2015-16 | Principal, Teachers | Illuminate subscription paid by SLUSD | | | 0 |
| Renaissance Place:<br>Teachers will use Renaissance Place to administer Reading and Math benchark tests and analyze student test results. | 2015-16 | Principal, Teachers | Renaissance Place subscription paid by SLUSD | | | 0 |
| Google Suite:<br>Teachers and staff will use the Google Suite to collaborate so that collaboration occurs in an efficient and effective manner. | 2015-16 | Principal, teachers, classified staff | Google Suite subscription paid by SLUSD | | | 0 |

## Planned Improvements in Student Performance

**School Goal #3**

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

| |
|---|
| **SUBJECT: Community & Public Relations** |
| **LCAP GOAL:** |
| All students, staff members, parents and community members will be able to communicate with district schools and departments in a clear, accessible, and efficient manner. |
| **LEA GOAL:** |
| Same as LCAP Goal |
| **SCHOOL GOAL #3:** |
| All students, parents, and community members will be able to communicate with McKinley school staff in a clear, accessible, and efficient manner. Parents and community members will be involved in supporting the educational goals of McKinley students. |
| **Data Used to Form this Goal:** |
| Attendance rate at 2014-15 Welcome Event, rate of usage for Weekly Folders in 2014-15, rates of volunteerism as reported by teachers, PTO, and parent facilitator, web site hits, feedback from parents in attendance at education events |
| **Findings from the Analysis of this Data:** |
| • 80-90% attendance rate of families for 2014-15 Welcome Event<br>• 100% of teacher use Weekly Folders<br>• Volunteerism increased in 2014-15<br>• Parents at education events often cited "Reminder phone calls" as a reason for attending the event. |
| **How the School will Evaluate the Progress of this Goal:** |
| • Sign in at Welcome Event<br>• Teacher rates of usage for Weekly Folders<br>• Staff and PTO reporting of volunteerism rates<br>• Web site hits<br>• Parent facilitator log of activities |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| Welcome Event:<br>Encourage parent engagement and parent education through providing a welcome event before school starts. Strengthen the existing sense of community and working together at McKinley through the Welcome Event. | August 2015 | Principal, office staff, teachers | PBIS materials and brochures for parent education | 5000-5999: Services And Other Operating Expenditures | Title I | 500 |
| Weekly folders:<br>Increase home-school connections through each teacher sending home a weekly communications folder for each student containing student work, documents to be read by parents, and documents to be signed and returned by parents. | 2015-16 | Teachers, principal | Replacement Weekly Folders | 4000-4999: Books And Supplies | Title I | 300 |
| Volunteerism and Involvement:<br>Maintain high levels of volunteerism and involvement at McKinley through continued recognition of McKinley's volunteers and involved parents. Maintain and encourage the expansion and enhancement of existing active parent groups: PTO and ELAC. Encourage the creation of additional parent groups as need and desire arises. | 2015-16 | Parent facilitator | Snacks and treats for volunteers and involved parents | 4000-4999: Books And Supplies | Title I | 700 |
| | | | Certificates and other forms of recognition for May volunteer appreciation event | 4000-4999: Books And Supplies | Title I | 300 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| School web site:<br>To keep parents connected to the school, maintain multiple methods of communication through the McKinley web site, including frequent pictures and descriptions of day-to-day happenings at McKinley (Twitter or similar), spoken updates (video recording of Wednesday Morning Message or similar), and a calendar of upcoming events. Maintain and enhance teacher web sites. | 2015-16 | Principal, office staff, teachers | Web site contract paid by SLUSD | | | 0 |
| Blackboard Connect messages:<br>Continue to provide reminder messages through Blackboard Connect to remind parents of upcoming events the night before those events. | 2015-16 | Principal, office staff | Blackboard Connect contract paid by SLUSD | | | 0 |
| Marquee:<br>Continue to keep marquee up to date with upcoming events. | 2015-16 | Principal, office staff | No additional expense | | | 0 |
| Principal's Message:<br>Continue the distribution of a printed principal's message containing upcoming dates and a message from the principal in English and Spanish. | 2015-16 | Principal, office staff, teachers | No additional expense | | | 0 |
| Parent Facilitator:<br>Parent facilitator will continue to encourage parent involvement and volunteerism, connect families with resources and services, provide parent education and empowerment, provide translation, and support parent groups. | 2015-16 | Parent facilitator, Principal | Parent facilitator is funded by SLUSD | | | 0 |

## Planned Improvements in Student Performance

**School Goal #4**

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

| |
|---|
| **SUBJECT: School Safety, Health & Wellness** |
| **LCAP GOAL:** |
| Every student in SLUSD will attend a safe, healthy and supportive school that collaborates with civic and community partners to ensure security, health and wellness, thereby creating campuses that have thriving positive school climates. These positive school climates will ensure inclusiveness, healthy living habits and relationships based upon mutual respect. Students will be provided access to resources and support to promote social and emotional well-being throughout their educational experience. |
| **LEA GOAL:** |
| Same as LCAP Goal |
| **SCHOOL GOAL #4:** |
| McKinley will be a safe, healthy, and supportive school so that all students and families can thrive within school and beyond. Students and families will have access to resources to promote social and emotional well-being throughout their educational experience. |
| **Data Used to Form this Goal:** |
| Parent survey, staff survey, discipline data |
| **Findings from the Analysis of this Data:** |
| • Behavior during unstructured times is a huge concern of staff and parents.<br>• Parents desire team sports at McKinley.<br>• Discipline data shows some students repeatedly get into trouble. |
| **How the School will Evaluate the Progress of this Goal:** |
| • Follow up staff and parent surveys<br>• Discipline data from new data tracking sheet developed through PBIS<br>• SOAR Tickets (to be developed by PBIS incentives/rewards committee)<br>• COST referrals<br>• Count of students engaged in recess/lunch activities and after school team sports |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| School-wide Positive Behavior Intervention and Support (PBIS): Begin implementation of school-wide PBIS by educating parents and students about PBIS and school-wide behavior expectations. Build excitement around PBIS by having rallies, engaging in a school PBIS chant when students are assembled (i.e. at lunch time and Wednesday Morning Message), and creating PBIS videos. Continually teach and reinforce positive behavior through teaching expected behaviors and providing rewards and incentives for positive behavior. Provide signage for McKinley's expected behaviors matrix. Provide incentives for positive behavior. Track progress in improved behavior. | Summer 2015 | Principal, PBIS team, Teachers, Staff | Purchase signage to reinforce McKinley's expected behaviors in all major areas | 4000-4999: Books And Supplies | Title I | 500 |
| | | | Incentives for positive behavior | 4000-4999: Books And Supplies | Title I | 1000 |
| | | | Pay office clerk to enter behavior tracking sheets in Aeries or other behavior data tracking system | 2000-2999: Classified Personnel Salaries | Title I | 2000 |
| Games at lunch and recess and team sports after school:<br>Provide staff to engage students in games and activities during recess and lunch and to engage students in team sports after school | 2015-16 | Principal | Contract with Boys and Girls Club to provide staff | 5000-5999: Services And Other Operating Expenditures | Title I | 19500 |
| FAST/SST/COST:<br>Use FAST/SST/COST process described under Goal #1 to address the needs of students in need of behavior, social, and emotional interventions. | 2015-16 | Teachers, Principal, office clerk | No additional expense | | | 0 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| Free Breakfast and Free and Reduced Lunch:<br>McKinley provides a nutritionally balanced free breakfast for all students and free or reduced price lunch for students who qualify | 2015-16 | District Nutritional Services | Provided by SLUSD and federal program | | | 0 |
| Counseling Interns:<br>Continue to support and provide counseling interns for individual and group counseling for McKinley students referred through COST | 2015-16 | Principal, teachers, staff, COST coordinator, counseling interns, Department of Student Services, Special Education, and Community Wellness | No additional cost | | | 0 |
| Connect families to outside services and resources:<br>Assist families in need of help in obtaining the goods and services they need, which includes but is not limited to food, clothing, shelter, medical services, and mental health services. | 2015-16 | Principal, staff, teachers, parent facilitator | No additional cost | | | 0 |
| Student-Parent Handbook:<br>Update Student-Parent handbook for 2015-16 and send home with all students at the beginning of the school year so that all students and parents are aware of school rules, policies, and procedures. | 2015-16 | Principal, staff, teachers | No additional cost | | | 0 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| Disaster Preparedness:<br>Continue to update Disaster preparedness plan. Train teachers and staff on use and implementation of the new plan. Make parents aware of the new plan and provide opportunities for parents to have questions answered. | 2015-16 | Principal, staff, teachers, Department of Student Services, Special Education, and Community Wellness | No additional cost | | | 0 |
| Harvest of the Month:<br>Continue to educate students about nutritious fruits and vegetables by providing them with sample fruits and vegetables and related educational activities | 2015-16 | Principal, teachers | No additional cost | | | 0 |
| Safe Routes to Schools Program:<br>Continue to encourage walking, riding bikes/scooters/skateboards, and carpooling through monthly Walk and Roll to School Events, participate in International Walk to School Day (October), Golden Sneaker Contest, and National Bike to School Day (May). Continue to collaborate with Safe Routes to improve traffic safety in and around McKinley. | 2015-16 | Principal, teachers, parent facilitator | No additional cost | | | 0 |
| Driveway supervision:<br>Continue to have a consistent staff person supervising car pickup after school to encourage safe driving and pick up of students in the McKinley driveway | 2015-16 | Principal, staff | Cost paid by SLUSD | | | 0 |

## Planned Improvements in Student Performance

**School Goal #5**

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

| **SUBJECT: Facilities** |
|---|
| **LCAP GOAL:** |
| Continue to improve school facilities to ensure facilities are user-friendly, accessible and energy efficient. |
| **LEA GOAL:** |
| Same as LCAP Goal |
| **SCHOOL GOAL #5:** |
| McKinley will continue to improve its facilities so that they are user-friendly, accessible and energy efficient. |
| **Data Used to Form this Goal:** |
| Staff survey, classroom observation, parent and staff complaints, classroom map and room schedule. |
| **Findings from the Analysis of this Data:** |
| • Staff survey data, and staff and parent complaints indicate that classroom temperature is a concern.<br>• Classroom observations and discussions with teachers reveal that many teachers in classroom with entrances from outdoors do not feel comfortable leaving their doors unlocked during the day due to the possibility of an intruder.<br>• The classroom map and room schedule indicate every room is currently in use and that on certain days there is no room available for IEPs, parent meetings, SSTs, or teacher collaboration.<br>• Classroom observations and teacher reports indicate that Room 3 is a difficult room to teach in. |
| **How the School will Evaluate the Progress of this Goal:** |
| • Completion rate of these projects<br>• Percentage of teachers leaving doors unlocked<br>• Classroom observations and teacher report from teacher in Room 3 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| Classroom door locks:<br>Install classroom door locks that can be locked from the inside to ensure that doors can be locked safely if there is an intruder on campus. After the installation of these locks, classroom doors will remain unlocked during the school day while class is in session to facilitate classroom observation. | 2015-16 | Facilities department, teachers, principal | Funded by bond | | | 0 |
| Air Conditioning:<br>Install new HVAC units in main building and primary wing to ensure temperatures conducive to teaching, learning, and working are maintained throughout the school day. | Summer 2015 | Facilities department, principal | Funded by bond | | | 0 |
| Fencing:<br>Install 8-foot high security fencing in place of the current 3-foot high fencing along the east side of McKinley to further secure the McKinley campus from possible intruders. Install security gate at east end of driveway, which may be closed in emergencies. | Summer 2015 | Facilities department, principal | Funded by bond | | | 0 |
| Conference room and counseling room:<br>Convert Room 2 into a conference room and counseling room, by removing current computer desks, installing a floor-to-ceiling partition wall, and installing appropriate furniture | Summer 2015 | Maintenance and operations department, principal | Funded by SLUSD | | | 0 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| Room 3:<br>Make room 3 (currently a classroom, but previously part of the Library) more conducive to teaching by removing bookshelves, installing an additional white board, and moving projector screen. | Summer 2015 | Maintenance and operations department, principal | Funded by SLUSD | | | 0 |

## Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

**Centralized Service Goal #1**

| **SUBJECT: Centralized Services for Planned Improvements in Student Achievement, Access and Equity** |
|---|
| **LCAP/LEA GOAL #1:** |
| SLUSD will ensure social justice through access to a high quality and comprehensive instructional program in which all students meet or exceed national standards and demonstrate career and college readiness in 21st century learning environments. Access to career and college readiness through consistent high quality instruction and the integration of technology will close the opportunity gap by creating more equitable outcomes for students, particularly for those who have been historically underserved. |

| Actions to be Taken to Reach This Goal | Timeline | Department(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| 1.0 Provide competitive salaries for staff in order to attract and retain highly qualified, effective teachers, support staff and administrators who will implement and support outstanding instructional programming that meets the needs of all students, particularly students who have been historically underserved. | 2015-2016 | Human Resources | LEA-wide<br><br>ALL | 1000-1999: Certificated Personnel Salaries<br>2000-2999: Classified Personnel Salaries<br>3000-3999: Employee Benefits | LCFF - Supplemental | 1,400,000 |

| Actions to be Taken to Reach This Goal | Timeline | Department(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| 1.1 Teachers in every classroom implementing the CCSS and technology integration through access to high quality professional development and release time for collaboration and planning. Provide specialist teachers, counselors, and career technical education teachers with professional development that also supports instructional improvement and access to CCSS. (i.e. includes: release time across content areas; district wide professional learning days; after school professional development, and; summer conferences). This investment in professional learning also includes large scale training on technology for all employees in the district in order to ensure we build the organization's capacity to address the digital divide and develop students' and families' digital literacy skills. | 2015-2016 | Teaching, Learning & Educational Equity | LEA-wide<br><br>ALL | 1000-1999: Certificated Personnel Salaries<br><br>2000-2999: Classified Personnel Salaries<br>4000-4999: Books And Supplies<br>5000-5999: Services And Other Operating Expenditures<br>5800: Professional/Consulting Services And Operating Expenditures | Common Core<br><br>LCFF - Supplemental | 66,000<br><br>275,000 |

| Actions to be Taken to Reach This Goal | Timeline | Department(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| 1.2 Hire and develop instructional coaches to support teachers in the implementation of CCSS, differentiation for all students (English Learners, Special Education, Gifted, etc.) technology integration, and a learning environment that promotes the 21st century competencies. Instructional coaches support the continuous improvement of instruction and the implementation of the district's instructional reform initiatives. Instructional coaches will be organized and deployed by content area expertise in the areas of Language Arts, Mathematics, Science and English Language Development in order to support the implementation of the new standards in all of these curricular areas. | 2015-2016 | Teaching, Learning & Equity and Human Resources | LEA-wide<br><br>ALL | 1000-1999: Certificated Personnel Salaries<br><br>3000-3999: Employee Benefits | LCFF - Supplemental | 425,000 |
| 1.3 Professional development for administrators in leading and/or supporting the implementation of CCSS, differentiation, technology integration and a learning environment that promotes the 21st century competencies. Through high quality professional development, site and district leaders acquire the skills and mindset to serve all students to create more equitable educational outcomes. | 2015-2016 | Educational Services | LEA-wide<br><br>ALL | 4000-4999: Books And Supplies<br><br>5000-5999: Services And Other Operating Expenditures | LCFF - Supplemental | 25,000 |

| Actions to be Taken to Reach This Goal | Timeline | Department(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| 1.4 Provide BTSA (Beginning Teacher Support and Assessment) induction support to new teachers with an emphasis on differentiation in order to meet the needs of all students, particularly for those who have been historically underserved. | 2015-2016 | Teaching, Learning & Equity and Human Resources | LEA-wide<br><br>ALL | 1000-1999: Certificated Personnel Salaries<br>3000-3999: Employee Benefits<br>4000-4999: Books And Supplies<br>5000-5999: Services And Other Operating Expenditures | Title II Part A: Improving Teacher Quality | 200,000 |
| 1.5 Linking literacy to achievement by creating, implementing and sustaining a culture of literacy through access to technology, multimedia and culturally and linguistically responsive literature in a multimedia community center. Transform all libraries as multimedia community centers available before, during, and after school. These libraries will help close the digital divide by ensuring access to technology to all students. | 2015-2016 | Technology, Assessment, Research & Evaluation | LEA-wide<br><br>ALL | 1000-1999: Certificated Personnel Salaries<br>2000-2999: Classified Personnel Salaries<br>4000-4999: Books And Supplies<br>5000-5999: Services And Other Operating Expenditures | LCFF - Supplemental | 900,000 |
| 1.6 Implementing Compass Learning personalized learning software for differentiation, acceleration and intervention. The implementation of this software will allow teachers to teach smaller groups while students are on their personalized learning pathway on the computer. The software is used in the district's English Language Arts and Mathematics intervention classes. Continue to provide professional development on how to design a blended learning environment using instructional software. | 2015-2015 | Technology, Assessment, Research & Evaluation and Teaching, Learning and Equity | LEA-wide | 4000-4999: Books And Supplies | LCFF - Supplemental | 60,000 |

| Actions to be Taken to Reach This Goal | Timeline | Department(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| 1.7 Implementing Renaissance Learning to support diagnostic reading assessments and students reading text at their designated reading level; increase library circulation rates to promote a culture of literacy through the Accelerated Literacy 360 program. | 2015-2016 | Technology, Assessment, Research & Evaluation | LEA-wide | 5800: Professional/Consulting Services And Operating Expenditures | LCFF - Supplemental | 106,000 |
| 1.8 Implement a district & classroom assessment data management system; create or use pre-built CCSS assessments; implement a CCSS aligned TK-12 Report Card | 2015-2016 | Technology, Assessment, Research & Evaluation | LEA-wide | 5800: Professional/Consulting Services And Operating Expenditures | LCFF - Supplemental | 48,000 |
| 1.9 Implement Discovery Education Streaming and Science to enhance CCSS lessons with real world and digital learning | 2015-2016 | Technology, Assessment, Research & Evaluation and Teaching, Learning and Equity | LEA-wide | 5800: Professional/Consulting Services And Operating Expenditures | LCFF - Supplemental | 35,000 |
| 1.10 Implement robust elective courses in the master schedule grades 6-12 (include new courses like robotics, computer science coding, etc.) | 2015-2016 | Teaching, Learning and Equity | Targeted-secondary schools | 4000-4999: Books And Supplies | LCFF - Supplemental | 30,000 |
| 1.11 Purchase and repair instruments to expand and ensure access to instrumental courses, especially to students who have been historically underserved and have limited access to music education. | 2015-2016 | Teaching, Learning and Equity | LEA-wide | 4000-4999: Books And Supplies | LCFF - Supplemental | 20,000 |

| Actions to be Taken to Reach This Goal | Timeline | Department(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| 1.12 Implement Gifted and Talented Education (GATE) enrichment experiences for GATE identified students. Implement online gate testing to create efficiency in the GATE identification process. Provide acceleration and differentiation to students who are identified GATE with an aim of including students in the GATE program who have been historically underrepresented. | 2015-2016 | Teaching, Learning and Equity and Technology, Assessment, Research & Evaluation | LEA-wide<br><br>ALL | 1000-1999: Certificated Personnel Salaries<br>2000-2999: Classified Personnel Salaries<br>3000-3999: Employee Benefits<br>4000-4999: Books And Supplies | LCFF - Supplemental | 100,000 |
| 1.13 Begin providing teachers with training and the capacity for course development in STEAM programming. | 2015-2016 | Teaching, Learning and Equity | Targeted-secondary schools<br><br>ALL | 1000-1999: Certificated Personnel Salaries<br>3000-3999: Employee Benefits<br>4000-4999: Books And Supplies<br>5800: Professional/Consulting Services And Operating Expenditures | LCFF - Supplemental | 10,000 |
| 1.14 Provide professional development for CCSS aligned project based learning. Continue to support project based learning as a pedagogical approach across content areas in order to create real world, relevant learning experiences. | 2015-2016 | Teaching, Learning and Equity | LEA-wide<br><br>ALL | 1000-1999: Certificated Personnel Salaries<br>3000-3999: Employee Benefits<br>4000-4999: Books And Supplies<br>5700-5799: Transfers Of Direct Costs<br>5800: Professional/Consulting Services And Operating Expenditures | LCFF - Supplemental | 150,000 |

| Actions to be Taken to Reach This Goal | Timeline | Department(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| 1.15 Provide professional development and support to counselors grades 6-12 in order to better support students with accessing career and college pathways so that the district closes the opportunity gap for all its students. | 2015-2016 | Technology, Assessment, Research & Evaluation | Targeted-secondary schools | 5800: Professional/Consulting Services And Operating Expenditures | LCFF - Supplemental | 25,000 |
| 1.16 Provide summer school enrichment classes, intervention, credit recovery, and expanded alternative education options in order to increase graduation rates. In addition, implement pre-kindergarten summer learning opportunities to prepare our youngest learners for school. Through extended learning opportunities at all levels, students will be able to have access to intervention and acceleration outside of the regular school year. | 2015-2016 | Teaching, Learning and Equity | LEA-wide<br><br>ALL | 1000-1999: Certificated Personnel Salaries<br>2000-2999: Classified Personnel Salaries<br>3000-3999: Employee Benefits | LCFF - Base | 400,000 |
| 1.17 Purchase a variety of texts for classroom libraries and secondary courses as supplemental instructional materials to teach CCSS. | 2015-2016 | Teaching, Learning and Equity | LEA-wide | 4000-4999: Books And Supplies | LCFF - Supplemental | 40,000 |
| 1.18 Class size reduction to 27:1 (approaching 24:1 by 2021) | 2015-2016 | Human Resources | Targeted-elementary schools<br><br>ALL | 1000-1999: Certificated Personnel Salaries<br>3000-3999: Employee Benefits | LCFF - Base | 400,000 |
| 1.19 Fund salaries of Educational Services Division staff in order to ensure effective implementation of initiatives, systems, procedures, and support that align to district improvement efforts articulated in the strategic action plan. | 2015-2016 | Human Resources | LEA-wide<br><br>ALL | 1000-1999: Certificated Personnel Salaries<br>2000-2999: Classified Personnel Salaries<br>3000-3999: Employee Benefits | LCFF - Supplemental | 410,000 |

| Actions to be Taken to Reach This Goal | Timeline | Department(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| 1.20 Increase academic counselor staffing by one full time position to improve the secondary counseling program. | 2015-2016 | Human Resources | Targeted-secondary schools<br>ALL | 1000-1999: Certificated Personnel Salaries<br>3000-3999: Employee Benefits | LCFF - Supplemental | 100,000 |
| 1.21 Increase music teacher staffing by one full time position in order to expand elementary music instruction and ensure more access to enriching music education. | 2015-2016 | Human Resources | Targeted-elementary schools<br>ALL | 1000-1999: Certificated Personnel Salaries<br>3000-3999: Employee Benefits | LCFF - Supplemental | 50,000 |
| 1.22 Improve and expand bilingual alternative programming in order to increase student achievement levels while simultaneously promoting biliteracy and biculturalism. Explore dual immersion programming at target elementary sites. | 2015-2016 | Teaching, Learning and Equity | Targeted-elementary schools<br>English Learners | 5800: Professional/Consulting Services And Operating Expenditures<br>1000-1999: Certificated Personnel Salaries<br>3000-3999: Employee Benefits | LCFF - Supplemental | 25,000 |
| 1.23 Implementation of Imagine Learning Language Development blended learning tool in order to promote ongoing language assessment and targeted language development instruction | 2015-2016 | Technology, Assessment, Research and Evaluation & Teaching, Learning and Equity | LEA-wide<br>English Learners<br>Redesignated fluent English proficient | 5800: Professional/Consulting Services And Operating Expenditures | LCFF - Supplemental | 250000 |
| 1.24 Implement TK-12 online typing curriculum in order to build digital literacy skills. | 2015-2016 | Technology, Assessment, Research and Evaluation | LEA-wide | 5800: Professional/Consulting Services And Operating Expenditures | LCFF - Supplemental | 20,000 |

| Actions to be Taken to Reach This Goal | Timeline | Department(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| 1.25 Support arts specialists and art integration via professional learning and supplies to enhance arts education across TK-12 programming; all with the aim of closing the opportunity gap by providing consistent access to enriching visual arts programming. | 2015-2016 | Teaching, Learning and Equity | LEA-wide<br><br>ALL | 1000-1999: Certificated Personnel Salaries<br>2000-2999: Classified Personnel Salaries<br>3000-3999: Employee Benefits | LCFF - Supplemental | 20,000 |
| 1.26 Provide access to outdoor education programming during key transitional periods in our students' educational pathway in order to build community, life skills, and enhance classroom learning. | 2015-2016 | Teaching, Learning and Equity | LEA-wide at target grade levels<br><br>ALL | 5800: Professional/Consulting Services And Operating Expenditures<br>1000-1999: Certificated Personnel Salaries<br>3000-3999: Employee Benefits | LCFF - Supplemental | 30,000 |
| 1.27 Provide after school enrichment classes in science, computer technologies, and visual and performing arts. | 2015-2016 | Teaching, Learning and Equity | LEA-wide<br><br>ALL | 5800: Professional/Consulting Services And Operating Expenditures<br>1000-1999: Certificated Personnel Salaries<br>3000-3999: Employee Benefits | LCFF - Supplemental | 100,000 |

| Actions to be Taken to Reach This Goal | Timeline | Department(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| 1.28 Implemented a centralized Avid programming across secondary schools and into elementary schools, in order to foster a college going culture and necessary instructional support for students who have been historically marginalized from the college pathway. | 2015-2016 | Teaching, Learning and Equity | LEA-wide<br>Low income pupils<br>English Learners<br>Foster Youth<br>Redesignated fluent English proficient | 5800: Professional/Consulting Services And Operating Expenditures<br>5000-5999: Services And Other Operating Expenditures | LCFF - Supplemental | 50,000 |

## Centralized Services for Planned Improvements in Student Performance

**Centralized Service Goal #2**

| SUBJECT: Centralized Services for Planned Improvements in Technology |
|---|
| **LCAP/LEA GOAL #2:** |
| Every school in the district utilizes 21st century technology to personalize, support, improve and enhance student learning and to meet or exceed the State Common Core Standards.<br>SLUSD will create 21st century learning environments that include opportunities for reducing the class size, personalizing students' learning, encouraging application of the 21st century competencies (critical thinking and problem solving, communication, collaboration, creativity and global competency) and formatively assessing student learning through robust implementation of technology integration. |

| Actions to be Taken to Reach This Goal | Timeline | Department(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| 2.0 Improve the infrastructure of the district to support a seamless 1:1 learning environment by:<br>Connecting to the city's fiber optic loop<br>Upgrading switches and internal fiber<br>Installing new WiFi<br>Increasing Internet bandwidth<br>Adding devices | 2015-2016 | Technology, Assessment, Research & Evaluation | LEA-wide<br><br>ALL | 5000-5999: Services And Other Operating Expenditures<br>6000-6999: Capital Outlay | Other | 5,000,000 |
| 2.1 Ongoing payments, replacement and refresh of student and teacher devices in order to continue to maximize access to technology and technology integrated instruction with the aim of eliminating the digital divide. | 2015-2016 | Technology, Assessment, Research & Evaluation | LEA-wide<br><br>ALL | 5000-5999: Services And Other Operating Expenditures | LCFF - Supplemental<br><br>Common Core | 604,000<br><br>525,000 |

| Actions to be Taken to Reach This Goal | Timeline | Department(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| 2.2 Provide pilot TK-3 classrooms with devices to promote small group instruction, differentiated instruction, create authentic products that demonstrate student learning, deliver online assessments, migrate to digital techbooks and establish a blended learning environment. | 2015-2016 | Technology, Assessment, Research & Evaluation | LEA-wide | 5000-5999: Services And Other Operating Expenditures | LCFF - Supplemental | 100,000 |
| 2.3 Provide stipends for teacher leaders who will serve as technology integrators and specialists at sites to support digital learning in the classroom. | 2015-2016 | Technology, Assessment, Research & Evaluation & Human Resources | LEA-wide<br>ALL | 1000-1999: Certificated Personnel Salaries<br>3000-3999: Employee Benefits | LCFF - Supplemental | 40,000 |
| 2.4 Implement a TK-12 digital curriculum focused on developing students' digital citizenship skills and understanding of internet safety. | 2015-2016 | Technology, Assessment, Research & Evaluation | LEA-wide | 5800: Professional/Consulting Services And Operating Expenditures | LCFF - Supplemental | 12,000 |
| 2.5 Implement softwares (i.e. Gaggle and Synergyze) to support the implementation of Google applications for education in order for students to have digital tools for communication, collaboration, and creativity. | 2015-2016 | Technology, Assessment, Research & Evaluation | LEA-wide | 5800: Professional/Consulting Services And Operating Expenditures | LCFF - Supplemental | 59,500 |
| 2.6 Increase technology support services | 2015-2016 | Technology, Assessment, Research & Evaluation and Human Resources | LEA-wide<br>ALL | 2000-2999: Classified Personnel Salaries<br>3000-3999: Employee Benefits<br>5800: Professional/Consulting Services And Operating Expenditures<br>5000-5999: Services And Other Operating Expenditures | LCFF - Supplemental | 140,000 |

## Centralized Services for Planned Improvements in Student Performance

**Centralized Service Goal #3**

| **SUBJECT: Centralized Services for Planned Improvements in Community and Public Relations** |
|---|
| **LCAP/LEA GOAL #3:** |
| All students, staff members, parents and community members will be able to communicate with the district, schools and departments in a clear, accessible, and efficient manner.<br>Improved communication will lead to increased parental involvement and better employee engagement.<br>Strategic partnerships with local business and city partners will contribute to the enrichment of students' educational experiences. |

| Actions to be Taken to Reach This Goal | Timeline | Department(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| 3.0 Hire 12 Parent Facilitators II who will serve as liaisons between the families and schools, provide translation, establish welcoming parent centers, and lead the parent engagement approach (activities, workshops, universities, college and career guidance, etc.) with site administrators at every school. | 2015-2016 | Human Resources & Teaching, Learning and Equity | LEA-wide<br>ALL | 2000-2999: Classified Personnel Salaries<br>3000-3999: Employee Benefits | LCFF - Supplemental | 450,000 |
| 3.1 Implement the PTA School Smarts community engagement program. | 2015-2016 | Teaching, Learning and Equity | LEA-wide | 5800: Professional/Consulting Services And Operating Expenditures | LCFF - Supplemental | 50,000 |
| 3.2 Utilize adopted technologies to enhance the communication approach with families across the district (Websites, Blackboard connect, texting tools, etc.) and set a district standard for communication expectations. | 2015-2016 | Technology, Assessment, Research & Evaluation | LEA-wide | 5800: Professional/Consulting Services And Operating Expenditures | LCFF - Base | 66,000 |

| Actions to be Taken to Reach This Goal | Timeline | Department(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| 3.3 Implementation of communication plan; including the hiring of a Public Information Officer to more effectively and efficiently communicate with our culturally and linguistically diverse parent community in conjunction with district wide translation services in Spanish and Chinese. | 2015-2016 | Superintendent | LEA-wide<br><br>ALL | 2000-2999: Classified Personnel Salaries<br><br>5800: Professional/Consulting Services And Operating Expenditures<br><br>5900: Communications<br><br>3000-3999: Employee Benefits | LCFF - Supplemental | 275,000 |
| 3.4 Work with local San Leandro Education Foundation (SLED) and the City of San Leandro to establish partnerships with business and community partners that can enrich students' learning experiences | 2015-2016 | SLUSD | LEA-wide | | | 0 |

## Centralized Services for Planned Improvements in Student Performance

**Centralized Service Goal #4**

| **SUBJECT: Centralized Services for Planned Improvements in School Safety, Health and Wellness** |
|---|
| **LCAP/LEA GOAL #4:** |
| Every student in SLUSD will attend a safe, healthy and supportive school that collaborates with civic and community partners to ensure best practices in security, health and wellness, thereby creating campuses that have thriving positive school climates. These positive school climates will ensure inclusiveness, healthy living habits and relationships based upon mutual respect.<br>Students will be provided access to resources and support to promote social and emotional well-being throughout their educational experience. |

| Actions to be Taken to Reach This Goal | Timeline | Department(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| 4.0 Implement a district wide Positive Behavior Intervention System through professional development and coaching | 2015-2016 | Student Services, Special Education, & Community Wellness | LEA-wide | 5800: Professional/Consulting Services And Operating Expenditures | LCFF - Supplemental | 175,000 |
| | | | ALL | 5000-5999: Services And Other Operating Expenditures | | |
| 4.1 Mental Health Services at all sites through the Coordination of Services Team (COST) | 2015-2016 | Student Services, Special Education, & Community Wellness | LEA-wide | 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 60,000 |
| | | | ALL | 3000-3999: Employee Benefits | Other | |
| | | | | 5800: Professional/Consulting Services And Operating Expenditures | | |

| Actions to be Taken to Reach This Goal | Timeline | Department(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| 4.2 Implement and support the operations, programming and management of the Student Health and Wellness Center | 2015-2016 | Student Services, Special Education, & Community Wellness | LEA-wide<br><br>ALL | 1000-1999: Certificated Personnel Salaries<br>2000-2999: Classified Personnel Salaries<br>5800: Professional/Consulting Services And Operating Expenditures<br>3000-3999: Employee Benefits | LCFF - Supplemental<br><br>Other | 315,000 |
| 4.3 Increased nursing and health support services | 2015-2016 | Student Services, Special Education, & Community Wellness | LEA-wide<br><br>ALL | 1000-1999: Certificated Personnel Salaries<br>3000-3999: Employee Benefits | LCFF - Supplemental | 90,000 |
| 4.4 Foster youth behavioral and health services | 2015-2016 | Student Services, Special Education, & Community Wellness | LEA-wide<br><br>Foster Youth | 5800: Professional/Consulting Services And Operating Expenditures | LCFF - Supplemental | 60,000 |

## Centralized Services for Planned Improvements in Student Performance

**Centralized Service Goal #5**

| SUBJECT: Centralized Services for Planned Improvements in Facilities |
|---|
| **LCAP/LEA GOAL #5:** |
| Continue to improve school district facilities and infrastructures to ensure facilities are user friendly, accessible and energy efficient. |

| Actions to be Taken to Reach This Goal | Timeline | Department(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| 5.0 Maintenance and Operations will ensure students have access to safe and clean facilities according to a common standard of practice across the district through training and streamlining of processes. | 2015-2016 | Business and Operations Division | LEA-wide<br><br>ALL | 5000-5999: Services And Other Operating Expenditures<br>5800: Professional/Consulting Services And Operating Expenditures | LCFF - Base | 12,500 |
| 5.1 Implement a deferred maintenance plan | 2015-2016 | Business and Operations Division | LEA-wide | 6000-6999: Capital Outlay | Other | 450,000 |
| 5.2 Maintenance and Operations routine maintenance | 2015-2016 | Business and Operations Division | LEA-wide<br><br>ALL | 1000-1999: Certificated Personnel Salaries<br>2000-2999: Classified Personnel Salaries<br>3000-3999: Employee Benefits<br>4000-4999: Books And Supplies<br>5000-5999: Services And Other Operating Expenditures<br>6000-6999: Capital Outlay | LCFF - Base | 2,400,000 |

| Actions to be Taken to Reach This Goal | Timeline | Department(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| 5.3 Complete the following bond projects:<br>Bancroft Middle School painting, parking lot repair, and door replacement<br>Fencing<br>Air Conditioning at McKinley and Muir<br>Security Cameras<br>Portable ramps<br>Partial funding for remodeling of Health and Wellness Center | 2015-2016 | Business and Operations Division | LEA-wide and targeted schools<br><br>ALL | 1000-1999: Certificated Personnel Salaries<br>2000-2999: Classified Personnel Salaries<br>3000-3999: Employee Benefits<br>4000-4999: Books And Supplies<br>5000-5999: Services And Other Operating Expenditures<br>6000-6999: Capital Outlay | Other | 3,700,000 |

## Summary of Expenditures in this Plan

**Total Allocations and Expenditures by Funding Source**

| Total Allocations by Funding Source | | |
|---|---|---|
| **Funding Source** | **Allocation** | **Balance (Allocations-Expenditures)** |
| Title I | 82314 | -83.00 |

| Total Expenditures by Funding Source | |
|---|---|
| **Funding Source** | **Total Expenditures** |
| Title I | 82,397.00 |

## Summary of Expenditures in this Plan

**Total Expenditures by Object Type**

| Object Type | Total Expenditures |
|---|---|
| 1000-1999: Certificated Personnel Salaries | 13,600.00 |
| 2000-2999: Classified Personnel Salaries | 34,997.00 |
| 4000-4999: Books And Supplies | 4,300.00 |
| 5000-5999: Services And Other Operating Expenditures | 29,500.00 |

## Summary of Expenditures in this Plan

**Total Expenditures by Object Type and Funding Source**

| Object Type | Funding Source | Total Expenditures |
|---|---|---|
| 1000-1999: Certificated Personnel Salaries | Title I | 13,600.00 |
| 2000-2999: Classified Personnel Salaries | Title I | 34,997.00 |
| 4000-4999: Books And Supplies | Title I | 4,300.00 |
| 5000-5999: Services And Other Operating | Title I | 29,500.00 |

## Summary of Expenditures in this Plan

**Total Expenditures by Goal**

| Goal Number | Total Expenditures |
|---|---|
| **Goal 1** | 57,597.00 |
| **Goal 3** | 1,800.00 |
| **Goal 4** | 23,000.00 |

## School Site Council Membership

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

| Name of Members | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Students |
|---|---|---|---|---|---|
| Zachary Kahn | X | | | | |
| Suzanne O'Young Yee | | X | | | |
| Katherine Spear | | X | | | |
| Andrew Grossman | | X | | | |
| Jennifer Amate | | | X | | |
| Cynthia Lopez | | | | X | |
| Sabra Schnur | | | | X | |
| Jody LI | | | | X | |
| Sulaiman Shareef | | | | X | |
| Philip Grunow | | | | X | |
| **Numbers of members of each category:** | **1** | **3** | **1** | **5** | |

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

## Recommendations and Assurances

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

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

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

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

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

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

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

6. This SPSA was adopted by the SSC at a public meeting on 5/21/15.

Attested:

| | | |
|---|---|---|
| Zachary Kahn | | |
| Typed Name of School Principal | Signature of School Principal | Date |
| | | |
| Typed Name of SSC Chairperson | Signature of SSC Chairperson | Date |