SPSA Year ☒ 2017–18

Single Plan for Student Achievement (SPSA) Template

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.

School Name	McKinley Elementary School		
CDS Code	01-61291-6002422		
Revision Date			
Contact Name and Title	Grozelia Ward Principal	Email and Phone	gward@slusd.us (510) 618-4320
The District Governing Board approved this revision of the SPSA on	September 12, 2017		

The School's Mission & Vision Statements

Principal's Message
McKinley Elementary School is a community of learners who share a committed focus on ensuring that every child who comes to our school receives an equitable education within a nurturing and safe environment. The strength of our school lies with the staff who are knowledgable, thoughtful, conscientious, and who share the belief that all students can learn and embrace the skills that will make them life long learners. Our teaching faculty of highly qualified, fully credentialed teachers is dedicated to teaching rigorous core academic curriculum based on the Common Core State Standards and the Next Generation Science Standards that ensures access for all of student subgroups. Educators at McKinley Elementary School collaborate and analyze data regularly to produce deeper learning opportunities for our students that include an analysis of academic performance and language development to determine English Learner program needs as well as other student subgroup needs. Our goal is to make continuous year to year growth for each individual student, so that all are prepared for middle school, high school, college and career and beyond. Education requires collaboration. The McKinley staff, teachers, families, community members, and students will continue to communicate clearly and work effectively to enable our students to succeed academically and to achieve our school-wide site plan goals and objectives.

McKinley Elementary School is made up of a diverse student body. The school serves students in grades TK-5. Additional resources are allocated to serve students in need of math and reading intervention support services. Also support services are offered in Speech and Language, Special Education Resource Program, Adaptive Physical Education, Occupational Therapy, and Counseling. In addition, students receive instruction in Music, Art, and Physical Education.

The McKinley staff is committed to providing an educational program in which the school's resources and services are effectively coordinated to meet the needs of students. Our teachers strive to provide students with explicit direct instruction lessons and project based learning (PBL) opportunities that are combined with blended learning opportunities in our 1:1 (1st-5th grades) and 2:1 (TK/Kindergarten) digital learning environments. It is always our goal to provide academic programs that are culturally responsive, rigorous, personalized and appropriately challenging for all students.

Instruction is focused on Common Core State Standards in English Language Arts and Mathematics, English Language Development Standards, and Next Generation Science Standards. Teachers at McKinley Elementary School differentiate

their instruction by regularly assessing and grouping students within and/or outside of the classroom for instruction in a variety of core academic content areas. Through this process, teachers are able to work together to meet the needs of all students by sharing resources and best instructional practices.

School Mission Statement
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: students, parents, staff and community members. This requires our collective commitment to a common road-map, consistent follow-through, and a continuous improvement mindset.

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

District Vision Statement
The mission of the San Leandro Unified School District is to educate students to achieve academic excellence in order to become confident, collaborative, and engaged citizens in a community rich in heritage and diverse in culture, where we value our traditions and embrace innovation.

District Profile
San Leandro Unified School District is located in the City of San Leandro, which is situated 20 miles southeast of San Francisco. San Leandro is a friendly and diverse city with a colorful heritage and numerous cultural amenities including a 450-berth Marina, two golf courses, and a large community library center. San Leandro is well-known for its quiet, well-defined neighborhoods full of charming and unique older houses on tree-lined streets. San Leandro residents are proud of both their neighborhoods and their city, which can be seen in their active involvement in the city's numerous neighborhood and homeowner's associations.

SCHOOL PROFILE

McKinley Elementary School is San Leandro's most historic public school, celebrating its centennial in 2017. The McKinley School community is committed to meeting the academic, developmental, and social needs of its diverse student population. During the 2016-17 school year, McKinley reflected the surrounding diversity of the San Leandro community. Our student population includes 13.5% African-American, 11.5% Asian, 58.1% Latino, 6.8% White, 3.6% two or more races, 4.1% Filipino, 1.7% Pacific Islander, 0.2% American Indian and 0.4% unknown. During the 2016-17 school year, McKinley had 201 students classified as English Learners. This represents 42.9% of our total population of 468 students. Our English Learners are diverse and represent a variety of languages that are consistent with our district's language demographics. The primary languages represented by our English Learners are Spanish, Cantonese, Filipino, Arabic, Vietnamese and Mandarin.

The McKinley staff love their school and continually work together to help our McKinley Eagles soar to success. This group of dedicated professional believe in working together to continuously improve our ability to meet the varied academic and social emotional needs of our students. For the past two years, McKinley teachers have had focused professional development in the areas of the Common Core Standards, Next Generation Science Standards, Project Based Learning, Eureka Math, and Designated and Integrated ELD. This training has resulted in school-wide teaching and learning practices that have supported the transition to implementing the Common Core Standards that have allowed for deeper learning opportunities for students at each grade level. In addition, to our core academic program of Language Arts, Mathematics, Science, Social Studies, and English Language Development, students in 1st-5th grades have instruction in Physical Education, Art, and Music. Our students have access to a school library, Chrome books and Ipads. Through Title 1 funding, we provide paraeducator support for students in grades TK-5 who are identified as needing urgent intervention in both Language Arts and/or Math.

The McKinley staff believes in building engaging, collaborative partnerships with our parent/guardian community. Staff members encourage parents/guardians to participate in the classroom on an ongoing basis throughout the year. From family dances to field trips, parents/guardians are involved in school life almost daily. Parent universities such as the California PTA's School Smarts Academy, the Parent Teacher Organization (PTO), English Language Advisory Committee (ELAC) and School Site Council (SSC) provide opportunities for parents to plan and participate in building parent leadership capacity that results in highly attended school-wide activities. The School Smarts Academy seven week curriculum includes information for parents to learn about how school's work in order to support/advocate for their children.

This helps to build parents leadership capacity that then lends itself to involving more parents to engage meaningfully as partners in their child's education. Our PTO conducts fund-raisers and provides a variety of community building activities such as the Welcome Back Event, Movie Nights, and Book Fairs. Our ELAC meets regularly and provides a learning forum that educates parents of English Learners regarding the programs available to their students and outlines the monitoring systems in place to help support their children. ELAC also serves as one of the leadership groups that informs the School Site Council of the EL program needs in order to develop the school-wide goals reflected in the Single School Plan for Student Achievement. All parent groups participate in training, contribute to school planning and extend their influence to district-wide groups such as LCAP and DELAC. Parents/guardians receive school and classroom newsletters on a regular basis in addition to messages sent through the teleparent phone system. During the past year, we have improved the McKinley website. The principal conducts Coffee Chats to provide an open forum for parents to receive information and ask pertinent questions on an ongoing basis and provides translation whenever possible for our multilingual community. In addition, one Wednesday every month, 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." In addition to Back to School Night and Open House, McKinley holds a Welcome Event the evening before school starts, where students learn their teacher assignments for the coming year, and parents/guardians get to hear from the principal regarding the year to come.

We also work to form partnerships with the greater community through programs such as the Safe Routes to School, Davis Street, Family Service Counseling & Community Resource Center, ASES After School Programs, San Leandro High School, Kaiser, San Leandro Public Library, and CAP(Child Abuse Prevention Center) to promote healthy practices and student safety.

2017-2018 Plan Summary

REVIEW OF SCHOOL PERFORMANCE The following sections meet the intent of the Elementary and Secondary Education Act (ESEA) of 1965 and the Essential Program Components (EPCs). The CA School Dashboard, which provides information on the state and local indicators of student performance, will be used in the Plan Summary.

GREATEST PROGRESS

In this section, respond to each question based on a review of the performance data from the state indicators and local performance indicators included in the CA School Dashboard, progress toward district and school goals, local self-assessment tools, stakeholder input, and other information.

1. What progress is the school most proud of and how does the school plan to maintain or build upon that success?

2. How have the actions/services for pupils who are low income, English learners, foster youth, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) led to improved student performance?

3. Title I Schools: Specify which Title I funded actions and services have increased performance for students (e.g. Title I funds were used for Thinking Maps Training which contributed to a 5% increase in the percentage of students who scored a 4 on the district writing exam). When responding, think in general categories: instructional materials, additional staff, professional development, parent engagement, etc. Actions/Services that required a significant expenditure should be addressed separately. Stipulate the area of improvement the funds addressed that led to increased student success.

1. In analyzing the CA Dashboard Equity report, the McKinley community was most proud of our English Learner progress. In English Language Arts, all students scored within the yellow band including our significant groups of English Learners, Socioeconomically disadvantaged, and Hispanic. Our English Learner's (EL) scores increased by 18.9 points and our Reclassified English Proficient (RFEP) students scores increased by 7.2 points. In Mathematics all students scored within the yellow band including our significant groups of English Learners and Hispanic students. Our English Learners' scores increased by 16.3 points.

In addition, our California English Language Development Test (CELDT) scores have also increased. In comparing three years of CELDT data (2015-2017), we discovered that a fewer percent of students are scoring at the Beginning, Early Intermediate, and Intermediate Levels. There are more students scoring at the Early Advanced and Advanced Levels. The increase scores on CELDT have qualified 21 students to move from EL status to RFEP. This represents an increase in the number of students who will now be monitored as Reclassified English Proficient (RFEP) at our site for 4 years following their reclassification date. In analyzing our local district data, our 2nd-5th grade students have shown and increase in scaled scores in our STAR Renaissance Reading and Mathematics tests over the course of the year.

As a site, we believe these increases in scores are a result of better teacher and student understanding of the Common Core, English Language Development (ELD) Standards, and online summative tests. Combined with a more rigorous and aligned mathematics curriculum, online blended learning platforms that serve as an individualized learning pathway for students, differentiated instruction as a means of immediate intervention and the assistance of site funded classroom para-educators. During the 2015-2016 school year, all McKinley teachers completed a three day training in implementing the new ELD standards not just during designated ELD but throughout the entire instructional day across all content areas as defined by integrated ELD. McKinley teachers have also implemented Imagine Learning, a special online platform that supports EL students in acquiring English. Additionally two site funded staff members provided access to Imagine Learning for 30 of our newcomers in Grades 3 -5 in our extended day space two to three times a week. Fifty percent of McKinley classroom teachers have participated in Project Based Learning Training and have implemented projects that they developed during training sessions.

McKinley has seen an increase in the number of parents engaged in their students' education. Attendance and membership in parent groups have increased. Parent attendance continues to remain high for our National PTA School Smarts Academy Program. We believe this is related to better communication with families, more engaging/relevant parent education topics, and the work of our Parent Facilitator.

Moving forward for 2017-18, we plan to continue to build on our successes and implement our new site goals over this next SPSA cycle. The majority of our goals fall under the Strategic Plan and Site Goal #1 Teach, Learn and Achieve. We have outlined action items in this area ranging from full implementation of project-based learning to monitoring the progress of English Language Learners. In addition, we plan to build more of a college and career oriented culture, provide positive behavior intervention support and social emotional learning opportunities for students, continue to strengthen the school to home connection and continue to improve the appearance of our school

facilities.

2. Based on our annual evaluation of our implementation of the previous SPSA cycle, we believe that providing a smaller teacher to student ratio with the addition of support staff helped staff to provide more in class interventions for students in need. We base this in seeing fewer students scoring in the "need for urgent intervention" category on our district assessments. Also, identifying the students who scored in the urgent need of intervention in Language Arts or Math through STAR Renaissance assessments assisted staff in making decisions on which students to serve in the Eagle Learning Academies. Staff also leveraged the the district blended learning platforms more frequently since we moved to a 2:1 student to device ratio in TK/K and a 1:1 ratio in 1st-5th grades. Also, our parent facilitator in collaboration with our district instructional coaches provided parent trainings to help parents utilize our blended learning programs at home. In addition, we provided more science learning opportunities through the use of Mystery Science and the Next Generation Science Standards(NGSS), our Kindergarten STEAM studio, and we served 208 students in the STEAM focused classes during the instructional and extended day learning space. With the assistance of an an additional online platform, ELLevation, the site administrator has utilized the features to support the teachers in reviewing a student's proficiency level and monitoring current, reclassified and exited students. Ellevation has supported intentional monitoring of progress being made and identifying which students who are currently identified as English Learners who may intervention services.

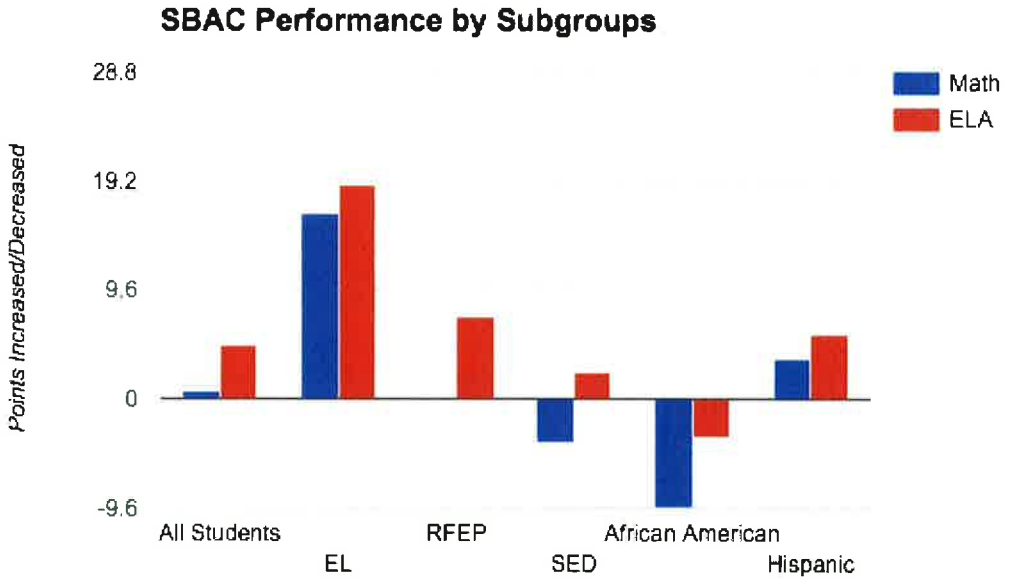
3. As a Title 1 school, the majority of our funding supported the hiring of two para-educators and an additional staff member. These staff members pushed into classrooms (TK-2) and supported the teachers in providing intervention services to students during the instructional day. Additionally, our para-educators provided targeted intervention for our newcomers in our extended day learning space. Over the course of the last two years of funding these site positions, we have seen an increase in student achievement on local assessments. Our staff feels strongly that lowering the class size ratio for a concentrated period of time 3-4 times a week with focused intervention aligned to the instruction helped students better access the core curriculum and close gaps for certain skill areas.

GREATEST NEEDS

In this section, respond to each question based on any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category (or) where the school received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that need significant improvement based on the school's review of local performance indicators or other local indicators.

1. What are the areas of greatest need in which the overall performance was in the "Red" or Orange" performance category or where the school received a "Not Met" or "Not Met for Two or More Years" rating?

Despite all students being in the yellow on the academic indicators on the CA Dashboard for Equity Report, the report indicates we maintained a status of either low or vey low for all significant student groups. Our student group in the most need of support are our African American students who have declined in performance this past year in English Language Arts and math. We want all McKinley students to demonstrate positive growth at a rate of 2-5% that meet or exceed standards on the state summative assessments in English Language Arts and Math. Similarly while our suspension rates fell into the yellow level for all students, our students with disabilities, African American, and Hispanic students were in the orange performance category indicating a high rate of suspension which has increased over the past year.



2. What steps is the school planning to take to address these areas of greatest need for improvement?

The following actions outlined in our SPSA will be taken to improve the areas of greatest needs for improvements:

Improving School Climate:
Implement a multitiered intervention framework for academic and behavioral support to provide Tier 1 instructional and behavioral supports in all classrooms for all students; develop and implement Tier 2 instructional and behavioral interventions for students identified through formative and summative assessments (i.e growth on state, district, classroom) and track disciplinary actions(i.e office referrals, behavior contracts, check in check out referrals. in-house or out of school suspensions). Assure that this framework is meaningfully communicated to the entire school community including parent/guardians as a way to support implementation.

Strengthen the connection between general education and special education services including co-teaching to improve options for our students with special needs and provide ongoing professional development for staff on differentiation of instruction strategies for our diverse learners.

Include students' cultural references in all aspects of teaching and learning.

Implement Toolbox Social Emotional Learning curriculum, Positive Behavior intervention Support (PBIS) and Wellness practices school wide.

For EL Students-
Ensuring access to systematic language development opportunities through the instructional day for our English Learners(EL) by identifying and implementing best practices in ELD instruction school-wide through a focus on designated and integrated ELD to assure that the instruction is connected to the Common Core ELA standards.

Provide names of English Learners(EL) and English Proficiency Levels(EPL) to staff prior to the first day of the school year in order to begin English Language Development (ELD) instruction at the start of the school year and provide accurate designated ELD leveled instruction.

Provide names of Reclassified Fluent English Proficient (RFEP) students to staff prior to the first day of the school year in order to begin the RFEP monitoring process at the start of the school year and provide any intervention services that may be needed.

Provide ongoing TK-5 parent education opportunities co-constructed with site leadership, parent facilitator, and parent leaders (i.e. Coffee & Conversation, Annual Title 1 Meeting, ELAC, School Site Council, PTO, School Smarts Academy) for parents to deepen their knowledge about English learner pathways and their intended educational outcomes.

PERFORMANCE GAPS

In this section, respond to each question based on any state indicator or local indicator for any LCFF designated student group, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) who were two or more performance levels below the "all student" performance.

1. What are the areas in which performance for any student group was two or more performance levels below the "all student" performance?

Analysis of our Spring CA Dashboard data release demonstrated that our African American Students met the definition of a performance gap.

Academic Indicator for ELA for African American Students (Red)
Academic Indicator for Math for African American Students (Red)

Even though only our African American students met the definition of a performance gap, we are concerned about our student groups who have a performance level of yellow or orange:

Suspension Indicator for Students with Disabilities (Orange)
Suspension Indicator for African American Students (Orange)
Suspension Indicator for Hispanics (Orange)

Academic Indicator for ELA for English Learners (Yellow)
Academic Indicator for ELA for Socioeconomically Disadvantaged (Yellow)
Academic Indicator for ELA for Hispanic (Yellow)

Academic Indicator for Math for English Learners (Yellow)
Academic Indicator for Math for Hispanics (Yellow)
Academic Indicator for Math for Socioeconomically Disadvantaged(Orange)

2. What steps is the school planning to take to address these areas with the greatest need for improvement?

For EL Students-
Ensuring access to systematic language development opportunities through the instructional day for our English Learners(EL) by identifying and implementing best practices in ELD instruction school-wide through a focus on designated and integrated ELD to assure that the instruction is connected to the Common Core ELA standards.

Provide names of English Learners(EL) and English Proficiency Levels(EPL) to staff prior to the first day of the school year in order to begin English Language Development (ELD) instruction at the start of the school year and provide accurate designated ELD leveled instruction.

Provide names of Reclassified Fluent English Proficient (RFEP) students to staff prior to the first day of the school year in order to begin the RFEP monitoring process at the start of the school year and provide any intervention services that may be needed.

Provide ongoing TK-5 parent education opportunities co-constructed with site leadership, parent facilitator, and parent leaders (i.e. Coffee & Conversation, Annual Title 1 Meeting, ELAC, School Site Council, PTO, School Smarts Academy) for parents to deepen their knowledge about English learner pathways and their intended educational outcomes.

In order to decrease suspension rates, our action steps include the following:

Implement a multitiered intervention framework for academic and behavioral support to provide Tier 1 instructional and behavioral supports in all classrooms for all students; develop and implement Tier 2 instructional and behavioral interventions for students identified through formative and summative assessments (i.e growth on state, district, classroom) and track disciplinary actions(i.e office referrals, behavior contracts, check in check out referrals. in-house or out of school suspensions). Assure that this framework is meaningfully communicated to the entire school community including parent guardians as a way to support implementation.

Strengthen the connection between general education and special education services including co-teaching to improve options for our students with special needs and provide ongoing professional development for staff on differentiation of instruction strategies for our diverse learners.

Include students' cultural references in all aspects of teaching and learning.

Implement Toolbox Social Emotional Learning curriculum, Positive Behavior intervention Support (PBIS) and Wellness practices school wide.

Implement a consistent plan of re-entry interventions for suspended students including a mandated parent, teacher, student, and principal reentry meeting, reengagement plan that outlines academic and behavioral supports, behavioral contract, and COST referral to help implement effective interventions.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the school will increase or improve services for low-income students, English learners, and foster youth. If previously addressed, indicate section.

Title I Schools must specify Title I funded actions and services that were used to address these increased or improved services.

These increased or improved services are outlined in the Plan Summary Greatest Needs and Plan Summary Performance Gaps section of the SPSA.

OVERALL EFFECTIVENESS OF ACTIONS/SERVICES

In this section, respond to each question based on any state indicator or local indicator for which performance for students who are low income, English learners, or Foster youth was two or more performance levels below the "all student" performance.

1. What barriers or challenges minimized the effectiveness of actions and services intended to increase or improve student success?

2. What corrective measures will you take to address these challenges?

Title I Schools: Also answer both questions based specifically on any Title I funded actions and services.

1. At McKinley, we have seen an increase in the numbers of students who have experienced traumas that affect their ability to learn and/or behave at school. We have seen an increase in the number of students who spectrum like and/or ADD behaviors that need to be addressed/supported. These increased student needs have resulted in more students in need of counseling and/or increases in suspensions, check in check out referrals, or office referrals. There have been challenges with supporting these student needs with the resources that are currently available.

2. In order to support these students while maintaining a safe and nurturing learning environment for students, teachers have requested additional training for working with students and families with high emotional needs, spectrum like and/or ADD behaviors. We have set goals in our SPSA to continue to expand our PBIS and SEL programs, implement more opportunities for wellness breaks and improve our COST referral process at the site level.

TITLE I SCHOOL SECTION ONLY

Place an "X" in the box next to each statement to signify completion.

X Parents have received and completed the School/Parent Compact.

X Parents have received a copy of the Parent Involvement Activities.

I. **INVOLVEMENT GOVERNANCE STAKEHOLDER GROUPS –** Briefly describe how School Site Council (SSC), English Language Advisory (ELAC), and school community were involved in developing the overall plan, specifically the goals and objectives, as well as those that relate to parent engagement.

The SPSA was developed with input from all stakeholders groups in the following timeline from March 2017 to June 2017.

March 2017 - SSC, STAFF, Instructional Leadership Team and ELAC reviewed allowable Title 1 Expenditures
April 2017 - SSC and Instructional Leadership Team developed Parents' Needs Assessment; ELAC provided input; District Strategic Plan approved
May 2017 - McKinley's SPSA goals aligned to to District's Strategic Plan based on staff survey and Parents' Needs Assessment
June 2017 - Draft SPSA approval from Staff and SSC

II. **INVOLVEMENT GOVERNANCE – MONITORING SPSA –** Briefly describe the process used to monitor the SPSA during the school year and specify stakeholder's involvement in this process.

The McKinley Staff, SSC and ELAC reviewed the SPSA goals and budgets at the start of the school year. All subsequent actions and/or purchases were aligned to the SPSA goals throughout the year.

III. **PARENT INVOLVEMENT –** Briefly describe your parent involvement activities.

McKinley School provided these parent involvement events throughout the year:
PTO membership and volunteering for ongoing school-wide events such as Book Fairs, 25 Mile Club, Movie Nights, Family Dances, Field Trips, Outdoor Education, Centennial Celebration, Beautification Day, Talent Showcase, Clothing Exchange, Game Room, VIP Recess, etc..
School Smarts Academy
Family Technology Night
Annual Title 1 Meeting
School Site Council
English Language AdvisoryCommittee
English Language Learner Parent Survey
Parent Needs Assessment
School/Parent Compact
School/Parent Compact Survey
Monthly Coffee and Conversation with the Principal
Wednesday Morning Messages - school wide
Welcome Back Event
Anti-Bullying Club (ABC)

IV. **ELEMENTARY SCHOOLS –** Briefly describe strategies used to assist preschool children and parents in their transition to your elementary school program: State Preschool, Head Start, and Transitional Kindergarten programs, if applicable.

McKinley provided a Transitional Kindergarten class to help bridge the leap between pre-school and Kindergarten. Our Transitional Kindergarten students were provided with a curriculum focused on Kindergarten academic readiness skills as well as social emotional learning.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	84	58	84	56	84	56	100.0	96.6
Grade 4	93	76	92	73	92	73	98.9	96.1
Grade 5	96	82	96	81	96	81	100.0	98.8
All Grades	273	216	272	210	272	210	99.6	97.2

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard		% Standard Met		% Standard Nearly		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2387.0	2397.3	13	7	18	23	31	36	38	34
Grade 4	2438.5	2405.3	13	7	22	11	27	27	38	55
Grade 5	2432.1	2473.8	3	12	23	28	20	23	54	36
All Grades	N/A	N/A	10	9	21	21	26	28	44	42

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	12	9	39	54	49	38
Grade 4	13	7	48	42	39	51
Grade 5	7	14	35	36	57	51
All Grades	11	10	41	43	49	47

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	11	9	54	55	36	36
Grade 4	17	11	46	36	37	53
Grade 5	9	19	39	49	52	32
All Grades	13	13	46	46	42	40

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	4	11	69	64	27	25
Grade 4	9	5	57	66	35	29
Grade 5	5	10	57	62	38	28
All Grades	6	9	61	64	33	28

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	14	11	58	57	27	32
Grade 4	16	4	60	44	24	52
Grade 5	9	32	53	51	38	17
All Grades	13	17	57	50	30	33

Conclusions based on this data:

1. The percentage of 5th grade students scoring in "Above or At Standard" increased from 2014-2015 to 2015-2016 in English Language Arts.
2. The percentage of students scoring in "Below Standard" decreased from 2014-2015 to 2015-2016 in English Language Arts for all grades.
3. We will continue to identify students scoring in the below or standard nearly met are in order to increase student achievement overall.

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	84	58	84	57	84	57	100.0	98.3
Grade 4	93	76	92	73	92	73	98.9	96.1
Grade 5	96	82	96	81	96	81	100.0	98.8
All Grades	273	216	272	211	272	211	99.6	97.7

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard		% Standard Met		% Standard Nearly		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2381.1	2387.6	2	5	23	12	27	39	48	44
Grade 4	2437.7	2408.7	9	1	15	10	39	36	37	53
Grade 5	2417.3	2447.9	1	6	4	9	28	33	67	52
All Grades	N/A	N/A	4	4	14	10	32	36	51	50

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	8	7	38	35	54	58
Grade 4	9	4	33	25	59	71
Grade 5	1	12	19	23	80	64
All Grades	6	8	29	27	65	65

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	5	11	45	51	50	39
Grade 4	8	4	57	47	36	49
Grade 5	3	4	29	33	68	63
All Grades	5	6	43	43	51	52

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	6	9	58	58	36	33
Grade 4	11	7	46	33	43	60
Grade 5	2	5	33	44	65	51
All Grades	6	7	45	44	49	49

Conclusions based on this data:

1. The percentage of 5th grade students scoring in "Above or At Standard" increased from 2014-2015 to 2015-2016 in Math.
2. The percentage of 3rd & 4th grade students scoring in "Above or At Standard" decreased from 2014-2015 to 2015-2016 in Math.
3. We will continue to identify students scoring in the below or standard nearly met are in order to increase student achievement overall.

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K					50	63	***	25	13		25		***		25
1	4	5	25	35	29	33	31	49	25	23	10	17	8	7	
2	7		12	30	41	43	32	44	31	20	11	12	11	4	2
3	3	13	4	27	36	44	49	34	26	22	11	22		6	4
4	9	3	8	13	37	31	48	47	50	22	10	8	9	3	4
5	20	14	4	47	27	60	20	50	32		5	4	13	5	
Total	7	7	11	28	35	43	38	43	31	19	10	12	8	5	3

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. These students need to be identified for targeted intervention that addresses their language proficiency needs.
2. The percentage of English Learners at "Advanced or Early Advanced" increased over the past three years (2013 -14 to 2015-16).
3. The percentage of English Learners at "Early Intermediate and Beginning" decreased over the past three years (2013-14 to 2015-16).

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K				5	20	18	27	24	29	34	24	24	34	31	29
1	3	5	26	34	30	33	31	48	26	24	9	15	7	9	
2	6		11	27	41	41	29	44	30	20	11	11	18	4	7
3	3	12	3	28	34	41	49	32	28	21	12	21		10	7
4	12	3	7	12	35	33	44	45	48	20	10	7	12	6	4
5	20	17	4	47	25	60	20	50	32		4	4	13	4	
Total	5	6	9	21	30	36	33	39	31	23	13	15	17	12	9

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. These students need to be identified for targeted intervention that addresses their language proficiency needs.
2. The percentage of English Learners at "Advanced or Early Advanced" increased over the past three years (2013 -14 to 2015-16).
3. The percentage of English Learners at "Early Intermediate and Beginning" decreased over the past three years (2013-14 to 2015-16).

English Learners/Fluent-English-Proficient

Students Reclassified from English Learner (EL) to Fluent English Proficient (RFEP) within each reporting year		
Reporting Year	**Number Reclassified**	**Percent of previous year's ELs Reclassified**
2016-17	21	4.4%
2015-16	24	10.9%
2014-15	31	14.0%

Conclusions based on this data:

1. The reclassification rates of English Learners will need to increase in order to ensure access to college going course programming.

2. McKinley's reclassification rates are declining.
3. Daily systematic designated and integrated ELD is needed to increase rates of reclassification.

Stakeholder Engagement

SPSA Year ☒ 2017–18

INVOLVEMENT PROCESS FOR SPSA AND ANNUAL UPDATE

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

March 2017 - SSC, STAFF, Instructional Leadership Team and ELAC reviewed allowable Title 1 Expenditures
April 2017 - SSC and Instructional Leadership Team developed Parents' Needs Assessment; ELAC provided input; District Strategic Plan approved
May 2017 - McKinley's SPSA goals aligned to to District's Strategic Plan based on staff survey and Parents' Needs Assessment
June 2017 - Draft SPSA approval from Staff and SSC

IMPACT ON SPSA AND ANNUAL UPDATE

How did these stakeholders impact the SPSA for the upcoming year?

The McKinley Staff, and ELAC all reviewed the SPSA goals and budgets at the start of the school year. All subsequent actions and/or purchases were aligned to the SPSA goals throughout the year. McKinley Staff and community were given opportunities to give input to the 2017-2018 SPSA goals. Professional development was provided for all stakeholders as to how the SPSA goals were aligned to the district's strategic goals. Input sessions and feedback feedback are a result of careful and academic and language data analysis that guided the programmatic decisions made on the timeline and activities outlined above. Our ELAC families provided input to EL goals. We believe that the goals outlined in the SPSA will improve EL student achievement at our school and will reflect an analysis of how the goals were met as a result of our annual evaluation.

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 1

DISTRICT GOAL: Goal #1: Teach, Learn, and Achieve
Expectation: Every classroom and program in the district will provide students with engaging, responsive and personalized learning experiences that emphasize academic excellence, global competencies (i.e. critical thinking, problem solving, communication, collaboration, and creativity) and civic engagement.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:
McKinley Elementary School will provide every student with engaging, responsive and personalized learning experiences that emphasize academic excellence, global competencies (i.e critical thinking, problem solving, communication, collaboration, and creativity) and civic engagement. We will continue to implement quality instruction that is aligned with newly adopted standards in ELA, Math, ELD, Science and Social Studies. In addition, we will utilize a multitiered intervention framework for academic and behavioral support to increase performance outcomes school wide.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17
1.1 We want to continue to develop an engaging and rigorous curriculum in order for students to gain mastery of the standards in all subject areas. Many of our students are still scoring at the nearly met standard and below standard ranges on state summative assessments and we need to increase students to the met or exceeded range.	CA Dashboard Academic Indicators Data, CELDT Results, District Assessment Data	CA Dashboard Academic Indicators Data, CELDT Results, District Assessment Data
1.2 We want to continue to identify students in need of urgent intervention so we can provide the needed services to those students. 1.2a Identify students who are ELs and have not met minimum growth targets to prioritize intervention for academic and language proficiency achievement.	CA Dashboard Academic Indicators Data, CELDT Results, District Assessment Data	CA Dashboard Academic Indicators Data, CELDT Results, District Assessment Data
1.3 Same as 1.1	Same as 1.1	Same as 1.1
1.4 We need to provide opportunities for deeper learning through the use of project-based learning and	N/A	District Strategic Plan Action Item

provide planning time for staff in order to accomplish this. 1.4a We need to provide opportunities to support ELs in the implementation with project based learning by providing professional development for staff that includes an emphasis on ELD.		
1.5 We need to utilize the blending learning suite and student devices to provide intervention and/or enrichment opportunities for students. This also helps staff to differentiate instruction to help meet the needs of diverse learners.	CA Dashboard Academic Indicators Data, CELDT Results, District Assessment Data	CA Dashboard Academic Indicators Data, CELDT Results, District Assessment Data
1.6 McKinley staff has had training in the past on culturally relevant teaching and learning(CRTL) strategies. However, we need to review CRTL strategies and apply them to PBL.	Staff Survey	Staff Needs Assessment
1.7 We need to engage in courageous conversations that challenge current practices and foster improvement and growth through conversation, listening to and acting on feedback, and providing feedback that will lead to improvements in student achievement and well-being.	CA Dashboard Academic Indicators Data, CELDT Results, District Assessment Data; Staff Survey	CA Dashboard Academic Indicators Data, CELDT Results, District Assessment Data, Staff Survey, Parent Needs Assessment
1.8 We need to increase the overall achievement of our EL students and the rates of reclassification prior to our students entering middle school. A focus will be placed on ensuring access to systematic language development instruction throughout the instructional day for our English Learners. Identifying and implementing best practices to support the delivery of Designated and Integrate ELD Instruction. Prioritize time during staff meetings and collaboration time for teachers to collaborate and have access to instructional coaches that have expertise with language acquisition strategies. 1.8a Provide student academic achievement data and roster of English Learners (EL) and English Proficiency Levels (EPL) to staff prior to the first day of the school year in order to begin Designated English Language Development (ELD) instruction at the start of the school year. 1.8b Provide names of students who are close to meeting the set criteria for becoming Reclassified Fluent English Proficient (RFEP) and also provide teachers with rosters of students to staff prior to the first day of the school year in order to begin the RFEP monitoring	CA Dashboard Academic Indicators Data, CELDT Results, District Assessment Data	CA Dashboard Academic Indicators Data, CELDT Results, District Assessment Data

process at the start of the school year. This will be facilitated by utilizing the ELLevation platform by the administrator.		
1.9 Same as 1.8	Same as 1.8	Same as 1.8
1.10 Same as 1.8	Same as 1.8	Same as 1.8
1.11 We need to purchase classroom and office materials that supplement the implementation of the the school wide instructional program as well as funding for special projects for staff hourly pay.	Budget Allocations	Budget Allocations
1.12 We need to continue to implement and expand the options in Positive Behavior Intervention Supports (PBIS) and Social Emotional Learning (SEL) programs as well as academic interventions.	CA Dashboard Academic indicators; CELDT Results, District Assessment Data	CA Dashboard Academic indicators; CELDT Results, District Assessment Data
1.13 Staff wants to continue to have access to a para-educator who collaborates with the classroom teacher to provide interventions to identified students.	CA Dashboard Academic indicators; CELDT Results, District Assessment Data, Staff Survey	CA Dashboard Academic indicators; CELDT Results, District Assessment Data, Staff Survey
1.14 Same as 1.12	Same as 1.12	Same as 1.12
1.15 We want to continue to provide and look for ways to serve more students in our STEAM focused extended day learning spaces.	Staff Survey	Staff Survey, Parent Needs Assessment
1.16 We need to continue to leverage our library before, during and after school to support high quality innovative program during the instructional day and in extended learning spaces by linking literacy to student achievement.	CA Dashboard Academic Indicators; District Assessment Data	Staff Survey, Parent Needs Assessment, CA Dashboard Academic Indicators

PLANNED ACTIONS / SERVICES

Action **1**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☒ Modified ☐ Unchanged

1.1 Support the effective, consistent implementation of newly adopted standards in ELA, Math, ELD, Science and Social Studies and provide time for staff to collaborate on newly adopted programs during staff meetings and/or professional learning community (PLC) times and promote an instructional delivery model that develops the global competencies (i.e. critical thinking, problem-solving, communication, collaboration, and creativity).
1.1a Many of our EL students are still scoring at the nearly met standard and below standard range on state summative assessments and we need to increase the number of students scoring in met or exceeded standard.. This will include the support of having access to an instructional coach with expertise in language acquisition strategies who can offer professional development for staff, administration and parents to address the diverse needs of English Language Learners.

2017-18

Action 2

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

1.2 Assess student learning through a robust, balanced assessment system that includes formative, diagnostic, interim, summative and performance based assessments, tools to inform teaching and respond to students' needs and analyze state, district and site data on an ongoing basis to ensure that students' needs (strengths and/or challenges are identified with special attention to students who are in the the opportunity gap) and addressed through differentiated classroom instruction at the Tier 1 level and/or Tier 2.
1.2a Identify students who are ELs and have not met minimum growth targets to prioritize intervention for academic and language proficiency achievement. The use of Ellevation online platform to support the monitoring of student academic progress to facilitate teachers opportunity to provide feedback on student performances that will inform intervention services.

Action 3

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English ☐ Students with ☐ Foster Youth ☐ Low Income ☐

Learners Disabilities

2017-18

☒ New ☐ Modified ☐ Unchanged

1.3 Improve performance outcomes for students in the area of mathematics through systematic implementation of the board adopted math curriculum by identifying key standards across the Eureka math curriculum in order to better understand the grade level expectations/common core standards in the grade below and above each level (i.e a first grade teacher understands the Kindergarten standards, the first grade standards, and the 2nd grade standards and plans a lesson so he/she can expand on a student's prior knowledge as well as make connections to future lessons.

Action 4

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

2017-18

☒ New ☐ Modified ☐ Unchanged

1.4 Implement Project Based Learning so that every student experiences at least two project-based unit every academic year, provide time for staff to collaborate on grade level Project Based Learning projects during staff meetings, professional learning community (PLC) times and/or release time. Also we need to explore PBL projects that support the implementation of the Next Generation Science Standards across all grade levels.
1.4a We need to provide opportunities to support ELs in the implementation with project based learning by providing professional development for staff that includes an emphasis on ELD standards and language acquisition strategies.

2017-18

Amount	3470.60
Source	Title I
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries This funding will be used to support teacher release time to implement and collaborate on Project-Based Learning with an emphasis on ELD standards and language acquisition strategies.

Action **5**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

1.5 Integrate technology consistently through the district adopted blended learning suite; leverage the connection between the STAR Renaissance Assessments and Compass Learning and other blended learning platforms to provide individualized pathways to help narrow students' skills gaps in Language Arts and Math.

BUDGETED EXPENDITURES

2017-18

Action **6**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

1.6 Review/Implement Culturally Responsive Teaching and Learning Strategies and understand how they apply to both direct instruction as well as projects based learning in order to help narrow the the opportunity gap between our highest and lowest achieving student groups as measured by state, district, and classroom assessments.

BUDGETED EXPENDITURES

2017-18

Action **7**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English ☐ Students with ☐ Foster Youth ☐ Low Income ☐

Learners Disabilities

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☐ Unchanged

1.7 Provide time for staff during Staff Meetings and/or PLC to engage in courageous conversation about race, equity, and social justice so action can be taken to improve the achievement of our lowest performing students as measured by state, district and classroom assessments.

BUDGETED EXPENDITURES

2017-18

Action **8**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

1.8 A focus will be placed on ensuring access to systematic language development instruction throughout the instructional day for our English Learners. Identifying and implementing best practices to support the delivery of Designated and Integrated ELD instruction. Prioritize time during staff meetings and/or PLC for teachers to collaborate and have access to instructional coaches that have expertise with language acquisition strategies.

BUDGETED EXPENDITURES

2017-18

Action **9**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

1.9a Provide student academic achievement data and roster of English Learners (EL) and English Proficiency Levels(EPL) to staff prior to the first day of the school year in order to begin Designated English Language Development (ELD) instruction at the start of the school year.

1.9b Provide names of students who are close to meeting the set criteria for becoming Reclassified Fluent English Proficient(RFEP) prior to the first day of school. In addition, provide staff with the names of students who have been reclassified so staff can begin the RFEP monitoring process at the start of the school year. This will be facilitated by utilizing the ELLevation platform by administrator.

BUDGETED EXPENDITURES

2017-18

Action **10**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

1.10 Provide supports for EL students across all content areas of the curriculum by providing integrated with ELD which identifies key concepts, grammar skills, and vocabulary that is integrated with core subject and support the delivery of the required thirty minutes of daily Designated ELD instruction. This included the use of blended learning platforms designed for EL students such as Imagine Learning. Teachers will also monitor the progress of their EL students and provide intervention to those students.

BUDGETED EXPENDITURES

2017-18

Action **11**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

1.11 Utilize site discretionary funds to purchase classroom and office materials that support the implementation of the school-wide instructional program as well as funding for projects for staff hourly pay.

BUDGETED EXPENDITURES

2017-18

Budget Reference Expenditure Description	0000: Unrestricted This funding will be used to purchase classroom and office material that support the implementation of action items in this SPSA plan.

Action **12**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

1.12 Utilize a multitiered intervention framework for academic and behavioral support. Provide Tier 1 instructional and behavioral supports in all classrooms for all students; develop and implement Tier 2 instructional and behavioral interventions for students through formative and summative assessments (i.e progress on state, district, classroom) and track disciplinary actions (i.e number of office referrals, check in check out referrals, behavior contracts, in house or out of school suspensions).

BUDGETED EXPENDITURES

2017-18

Amount	2449.84
Source	Title I
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries This funding will be used to pay teachers hourly to collaborate and implement interventions that support students' academic and behavioral needs according to the Multi-tiered Integrated Intervention Support System (MIISS) maps utilizing key initiative like PBIS, PBL and SEL.

Action **13**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☒ At risk/Urgent Intervention

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

1.13 Provide site funded general education para-educator to support students identified in need of urgent intervention (based on district assessments) through small group guided reading and mathematics instruction as part of a Tier 2 intervention program

BUDGETED EXPENDITURES

2017-18

Amount	22,897.82
Source	Title I
Budget Reference Expenditure Description	2000-2999: Classified Personnel Salaries This funding will be used to hire two para-educators to support Tier 2 academic intervention to students identified by state, district and/or classroom assessments.

Action **14**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☒ At Risk/Urgent Intervention

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

1.14 Utilize COST process to provide site, district, and community resources for students and their families in need of Tier 3 interventions(i.e Student Success Team (SST), meetings, on-site counseling, special education referrals.

BUDGETED EXPENDITURES

2017-18

Amount	1837.48
Source	Title I

Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries This funding will be used so all teachers can participate in the COST/SST process to implement effective interventions.

Action 15

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

1.15 Provide STEAM focused enrichment experiences to enhance learning outside of the classroom in conjunction with McKinley staff, independent vendors, and/or the ASES after-school care program staff.

BUDGETED EXPENDITURES

2017-18

Amount	16,240
Source	Supplemental and Concentration
Budget Reference Expenditure Description	5000-5999: Services And Other Operating Expenditures This funding will be used to offer enrichment experiences that will enhance learning outside of the classroom.
Source	Supplemental and Concentration
Budget Reference Expenditure Description	4000-4999: Books And Supplies This funding will be used to purchase books supplies that support implementation of newly adopted standards in ELA, Math, ELD, Science and Social Studies.

Action 16

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 17

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 18

Students to be Served ☐ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 19

Students to be Served ☐ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 20

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 2

DISTRICT GOAL: GOAL #2: Equity and Inclusion through College and Career Readiness
Expectation: All schools will create inclusive environments and more equitable outcomes for all students through actions and services that promote the development of our students' college and career readiness and positive personal development.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:
McKinley School will create inclusive environments and more equitable outcomes for all students through actions and services that promote the development of our students' college and career readiness and positive personal development. In addition, we will increase the reclassification rates of English Learners in order to ensure access to college going course programming. Also we will implement strategic parent education efforts about how to support student success at home.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17
2.1 We want to continue to develop a college going and career development culture at McKinley. Students and parents need to know that elementary school is not too early to start thinking and planning for the future for students. 2.1a We want to continue to develop a clear definition for parents around the EL pathways that students can experience as an EL learner in elementary and those available to them as secondary students.	ELAC SPSA input; McKinley Survey	ELAC and SSC SPSA input, McKinley Needs Assessment, Staff Survey, EL Parent Survey results
2.2 Same as 2.1	Same as 2.1	Same as 2.1
2.3 We are seeing increased numbers of students coming to McKinley with spectrum-like behaviors and/or ADD. The majority of these students are in general education without special education support. We need more professional development in this area to improve instruction in order to support these students.	COST and SST Referral rates	COST and SST Referral Rates, Staff Survey

2.4 We need to continue to increase our EL reclassification rates in order for students to be on on the RFEP path prior to entering middle school. We want to identify students at risk for Long Term English Language status and provide interventions so they can meet the reclassification criteria.	EL Reclassification Rates, CA Dashboard for EL students	EL Reclassification Rates, CA Dashboard for EL students
2.5 Parents want to learn strategies about how to best support their students at home (this is an ongoing need).	ELAC and SSC input	Parent Needs Assessment, ELAC and SSC input
2.6 We want to continue and strengthen our wellness message to students and their families.	Physical Education Tests criteria	Health and Wellness Coordinator Logs, Physical Education Test Criteria

PLANNED ACTIONS / SERVICES

Action **1**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

2.1 Inspire students to think about their futures by providing experiences for them to learn about college and career options. Create a plan for community partners to talk with our students about their work and how to prepare for careers in those areas.
2.1a Provide parents with a clear definition of EL programs pathways and college and career options opportunities that may be available for their students at the elementary and secondary levels.

BUDGETED EXPENDITURES

2017-18

Action **2**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

2.2 Provide K-5 parent education opportunities (i.e. Coffee & Conversations, Annual Title 1 Meeting, ELAC, School Site Council, School Smarts Academy) for parents to learn about college and career options and how SLUSD pathways work to support them.

BUDGETED EXPENDITURES

2017-18

Action **3**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☐ English Learners ☒ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

2.3 Strengthen the connection between general education and special education services to improve the options for our students with special needs and provide ongoing professional development for staff on inclusion strategies for our diverse learners.

BUDGETED EXPENDITURES

2017-18

Action **4**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

2.4 Ensure that EL students continue to make growth on state and district assessments in order to reclassify them as RFEP as soon as they meet district criteria for reclassification in 1st through 5th grades. Monitor and complete the reclassification process with the support of ELLevation online platform.

BUDGETED EXPENDITURES

2017-18

Action **5**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

2.5 Provide K-5 parent eduction opportunities (i.e Coffee & Conversation, Annual Title 1 Meeting, ELAC, School Site Council, School Smarts Academy) for parents to learn about how to support their child's learning at home.

BUDGETED EXPENDITURES

2017-18

Amount	944.07
Source	Title I
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries This funding will be used to pay teachers hourly to collaborate and deliver parent training workshops around McKinley's high need areas (i.e Academic and behavioral interventions).
Amount	319.19
Source	Title I
Budget Reference Expenditure Description	2000-2999: Classified Personnel Salaries This funding will be used to pay for child care for parent engagement meetings.

Action **6**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

2.6 Promote prevention and intervention programs that focus on health, wellness and positive social development by implementing opportunities for movement throughout the day; Toolbox Social Emotional Learning (SEL) curriculum and Positive Behavior Intervention Support(PBIS).

BUDGETED EXPENDITURES

2017-18

Action 7

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 8

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 9

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 10

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 11

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 12

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 13

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 14

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 15

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 16

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 17

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 18

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 20

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 3

DISTRICT GOAL: GOAL #3: Collaborative and Engaged District Culture
Expectation: All staff and district partners effectively collaborate and remain fully engaged around our goals of student learning in order to provide outstanding educational experiences to all students.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:
McKinley staff and district partners effectively collaborate and remain fully engaged around our goals of student learning in order to provide outstanding educational experiences to all students. We will enhance new employee onboarding and mentorship experiences at McKinley. Also we will promote health and wellness efforts for students, families and employees that support improved teaching and learning in the classroom.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17
3.1 We want to provide students with a social emotional learning curriculum and movement.	Discipline logs, SST Notes, COST notes	CA Dashboard Suspension Rates, SST and Cost Referral rates
3.2 We strive to improve communication between all stakeholder groups at McKinley. We need to continue to improve our website and utilization of our school database and offer multilingual communication whenever possible in the language represented in our school. 3.2a Provide multilingual communication whenever possible in the represented languages at school.	Surveys	McKinley Needs Assessment, Staff Survey, EL parent Survey Data

PLANNED ACTIONS / SERVICES

Action 1

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

Promote health and wellness efforts for students, families and employees that support improved teaching and learning in the classroom and provide opportunities for all students to engage in activities in and out of the classroom that focus on movement(i.e daily Toolbox community circle meetings; walking/running club).

BUDGETED EXPENDITURES

2017-18

Action **2**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

3.2 Continue to develop and/or implement best practices in communicating information between all stakeholder groups in the McKinley Community (i.e site website, social media, Google classroom, Remind text, teleparent messages, staff newsletters, classroom newsletters, school-wide newsletter, etc.)
3.2a Provide multilingual communication whenever possible in the represented language at the school.

BUDGETED EXPENDITURES

2017-18

Action **3**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 4

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 5

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 6

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 7

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 8

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 4

DISTRICT GOAL: GOAL #4: Family and Community Involvement
Expectation: SLUSD will actively engage with families and the community at large to build reciprocal relationships that promote and support the positive social, emotional and academic development of our students.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:
McKinley will actively engage with families and the community at large to build reciprocal relationships that promote and support the positive social, emotional and academic development of our students. We will deepen the understanding of the English Learner pathways and their intended educational outcomes for our English Learner parents. In addition, we want to improve parent feedback loops.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17
4.1 We want to increase participation in parent education opportunities and work towards establishing parent focus groups and ensure that existing groups reflect the school's demographics.	Event Sign In Sheets, Parent Facilitator Log,	Staff Survey, Parent Needs Assessment, Event Sign in Sheets, Parent Facilitator Log
4.2 We are a diverse school and need translated primary language documents so parents have a better understanding of school events, expected behaviors and procedures.	Demographics	Demographics
4.3 Parents would like more information on EL programs and pathways in order to better support their students learning.	ELAC	McKinley Needs Assessment, EL Parent Survey, ELAC and SSC input, and District Strategic Plan Expectation
4.4 We are always striving to improve communication between all stakeholder groups at McKinley. 4.4a We are striving to improve communication and feedback loops wth parents who have identified EL students.	ELAC and SSC input,	Parent needs assessment, ELAC and SSC input, EL parent Survey and District Strategic Plan expectation

PLANNED ACTIONS / SERVICES

Action 1

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☒ Low Income ☒ At Risk/Urgent Intervention

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

4.1 Utilize the services of our parent facilitator and staff to help systematize parent engagement efforts at McKinley and provide targeted outreach/support to families of students in the opportunity gap which include parents of English Learners, African Americans and Latinos.

BUDGETED EXPENDITURES

2017-18

Action **2**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☐ Unchanged

4.2 Utilize site and district resources to provide translation services to our parents community for Spanish and/or other identified languages (when possible).

BUDGETED EXPENDITURES

2017-18

Action **3**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

4.3 Provide K-5 parent education opportunities (i.e coffee and conversation, Annual Title 1 Meeting, ELAC, School Site Council, School Smarts Academy) for parents to deepen their knowledge about English Learner pathways and their intended educational outcomes.

BUDGETED EXPENDITURES

2017-18

Action **4**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

4.4 Provide opportunities for parents to provide feedback on school-wide programs and procedures.
4.4a Provide opportunities for EL parents to collaboratively construct their vision for best practices through encouraging input and feedback on EL programming and services. Develop multiple ways to gather input such as but not limited to EL Parent Survey and annual analysis of programs with the support and shared facilitation of the site administrator and parent facilitator.

BUDGETED EXPENDITURES

2017-18

Action **5**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

2.5 Promote local civic engagement opportunities and programs both inside and outside the classroom for students to develop a strong sense of citizenship.

BUDGETED EXPENDITURES

2017-18

Action 6

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 7

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 8

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 9

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 10

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 11

ACTIONS/SERVICES

2017-18

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ACTIONS/SERVICES

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ACTIONS/SERVICES

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ACTIONS/SERVICES

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BUDGETED EXPENDITURES

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ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 17

ACTIONS/SERVICES

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BUDGETED EXPENDITURES

Action 18

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 20

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 5

DISTRICT GOAL: Strategic Plan Goal #5- Facilities: Continue to improve school district facilities and infrastructures to ensure facilities are user friendly, accessible and energy efficient.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:
McKinley Elementary School Staff will effectively maintain and improve its facilities and technology infrastructure in order to provide an optimal learning environment for all students. We will utilize the following Measure J1 bond projects successfully: HVAC and library modernization.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17
5.1 Families are in need of technology devices beyond a smart phone and access to low cost/no cost internet in their homes.	Free and/or Reduced Lunch Rates	Family Tech Night Attendance and Comments
5.2 Our school is in need of upgrades such as new portables, paint, bathrooms, parking structure, library modernization and HVAC, etc.	McKinley Parent Needs Assessment/Staff Survey	Measure J1 Needs Assessment

PLANNED ACTIONS / SERVICES

Action **1**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

Facilitate opportunities that create access to internet and devices at home for students and their families (i.e Family Tech Nights)

BUDGETED EXPENDITURES

2017-18

Source Bond Monies

Action **2**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

Continue to improve the appearance of our school site with staff, district, and community support and input.

BUDGETED EXPENDITURES

2017-18

Action **3**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **4**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 5

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 6

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 7

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 8

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 9

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 6

DISTRICT GOAL: To achieve improvement in the overall educational program, district schools will include research-based, school-wide behavioral support systems and practices that will lead to decreased suspension and expulsion rates and an increased sense of safety and school connectedness by students, parents, and teachers

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17

PLANNED ACTIONS / SERVICES

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 7

DISTRICT GOAL: To increase the percentage of students who meet the UC/CSU "a-g" requirements and graduate from high school college and career ready, the overall learning environment provides quality instruction and guidance in a broad course of study (e.g. English, math, social studies, science, visual and performing arts, health, physical education, world languages, etc.).

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17

PLANNED ACTIONS / SERVICES

Action 11

Students to be Served ☐ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

BUDGETED EXPENDITURES

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 8

DISTRICT GOAL: To demonstrate student preparedness for college and career readiness, students will earn passing grades in a broad course of study, which include Career Technical Education (CTE) course pathway completion; access to Academic and CTE dual enrollment; and the opportunity to participate in programs related to magnet themes.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17

PLANNED ACTIONS / SERVICES

Eight State Priorities 2017-18

I. Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

II. **Implementation of State Standards**: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)

III. **Parent involvement:** efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

IV. **Pupil achievement**: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

V. **Pupil engagement**: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

VI. **School climate**: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

VII. **Course access:** pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

VIII. **Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

SPSA Expenditure Summary

Total Expenditures by Funding Source				
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2017-18 Total
All Funding Sources	82,397.00	0.00	70,067.00	70,067.00
	0.00	0.00	0.00	0.00
Base	0.00	0.00	16,408.00	16,408.00
Supplemental and Concentration	0.00	0.00	21,740.00	21,740.00
Title I	82,397.00	0.00	31,919.00	31,919.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type				
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2017-18 Total
All Expenditure Types	82,397.00	0.00	70,067.00	70,067.00
	0.00	0.00	0.00	0.00
0000: Unrestricted	0.00	0.00	16,408.00	16,408.00
1000-1999: Certificated Personnel Salaries	13,600.00	0.00	8,701.99	8,701.99
2000-2999: Classified Personnel Salaries	34,997.00	0.00	23,217.01	23,217.01
4000-4999: Books And Supplies	4,300.00	0.00	5,500.00	5,500.00
5000-5999: Services And Other Operating Expenditures	29,500.00	0.00	16,240.00	16,240.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source					
Object Type	**Funding Source**	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2017-18 Total**
All Expenditure Types	All Funding Sources	82,397.00	0.00	70,067.00	70,067.00
		0.00	0.00	0.00	0.00
0000: Unrestricted	Base	0.00	0.00	16,408.00	16,408.00
1000-1999: Certificated Personnel Salaries	Title I	13,600.00	0.00	8,701.99	8,701.99
2000-2999: Classified Personnel Salaries	Title I	34,997.00	0.00	23,217.01	23,217.01
4000-4999: Books And Supplies	Supplemental and Concentration	0.00	0.00	5,500.00	5,500.00
4000-4999: Books And Supplies	Title I	4,300.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	0.00	0.00	16,240.00	16,240.00
5000-5999: Services And Other Operating Expenditures	Title I	29,500.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	**2017-18**	**2017-18 Total**
Goal 1	68,803.74	68,803.74
Goal 2	1,263.26	1,263.26
Goal 3	0.00	0.00
Goal 4	0.00	0.00
Goal 5	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

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
Grozelia Ward	X				
Malika Campbell		X			
Cashel O'Boyle		X			
Michelle Thompson		X			
Karen Flores			X		
Rebecca Au				X	
Amber Lai				X	
Mike Rogala				X	
Guadalupe Garcia				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:

Typed Name	Signature	Date
Grozelia Ward	Grozelia Ward	8/15/17
Typed Name of School Principal	Signature of School Principal	Date
Wai Ka Au	Au Wai Ka	8/15/17
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date