School Year: **2018-19**

School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	McKinley Elementary School
Address	2150 E. 14th St. San Leandro, CA 94577
County-District-School (CDS) Code	01-61291-6002422
Principal	Grozelia Ward
District Name	San Leandro Unified School District
SPSA Revision Date	May 23, 2019
Schoolsite Council (SSC) Approval Date	May 23, 2019
Local Board Approval Date	June 18, 2019

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

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School Vision and Mission

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

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The SPSA was developed with input from all stakeholders groups in the following timeline from October 2018 to May 2019.

October 2018 - SSC Reviewed allowable Title 1 Expenditures
November 2018 - SSC, ELAC, and staff analyzed academic data
Feb 2019- California Healthy Kids Survey distributed to all stakeholders
Feb 2019 - Discussed current budget balances, reviewed projected budget 2019-2010
March 2019 - Analyzed previous SPSA goals to determine what to continue, modify or delete for next SPSA
March/April 2019: SSC, ELAC, and Staff reviewed and analyzed the California Healthy Kids Survey (5th-grade students, families, staff)
April/May 2019 - ELAC, Staff provided input on strategic goals
May 2019 - Draft SPSA approval from Staff, ELAC and SSC

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.4%	0.2%	%	2	1	
African American	14.5%	13.5%	13.84%	69	63	67
Asian	11.8%	11.5%	11.78%	56	54	57
Filipino	5.3%	4.1%	3.93%	25	19	19
Hispanic/Latino	57.1%	58.1%	57.23%	272	272	277
Pacific Islander	1.7%	1.7%	2.07%	8	8	10
White	5.7%	6.8%	5.58%	27	32	27
Multiple/No Response	3.4%	0.4%	0.83%	16	2	4
			Total Enrollment	476	468	484

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	205	201	210	43.1%	42.9%	43.4%
Fluent English Proficient (FEP)	53	47	43	11.1%	10.0%	8.9%
Reclassified Fluent English Proficient (RFEP)	24	9	17	10.9%	4.4%	8.5%

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
484	**74.0%**	**43.4%**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	210	43.4%
Homeless	11	2.3%
Socioeconomically Disadvantaged	358	74.0%
Students with Disabilities	29	6.0%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	67	13.8%
Asian	57	11.8%
Filipino	19	3.9%
Hispanic	277	57.2%
Two or More Races	23	4.8%
Pacific Islander	10	2.1%
White	27	5.6%

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	**Chronic Absenteeism**  Orange	**Suspension Rate**  Blue
Mathematics  Orange		
English Learner Progress  No Performance Color		

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
3	1	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange	 Red	 No Performance Color
63 points below standard	77.8 points below standard	0 Students
Declined -8.6 points	Declined -8 points	
225 students	120 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Red	 No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	75.9 points below standard	119.8 points below standard
4 students	Declined -10.2 points	Maintained 0.1 points
	170 students	19 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Red	 No Performance Color	 No Performance Color	 No Performance Color
93.1 points below standard	0 Students	42.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -20.7 points		Declined -32.6 points	9 students
35 students		19 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange	 No Performance Color	 No Performance Color	 No Performance Color
65 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	78 points below standard
Declined -5.2 points	10 students	4 students	Increased 23.3 points
137 students			11 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
110.8 points below standard	3.8 points below standard	50.3 points below standard
Declined -8.6 points	Maintained -2.2 points	Declined -14.8 points
83 students	37 students	95 students

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	1	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange	 Orange	 No Performance Color
67.6 points below standard	80.6 points below standard	0 Students
Declined -7.1 points	Declined -12.1 points	
225 students	120 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Orange	 No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	76.6 points below standard	133.3 points below standard
4 students	Declined -8.5 points	Maintained 1.9 points
	170 students	19 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Yellow	 No Performance Color	 No Performance Color	 No Performance Color
81 points below standard	0 Students	30 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased 13.2 points		Declined -15.6 points	9 students
35 students		19 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange	 No Performance Color	 No Performance Color	 No Performance Color
76.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	77 points below standard
Declined -16.4 points	10 students	4 students	Increased 19.1 points
137 students			11 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
102.3 points below standard	32 points below standard	54.3 points below standard
Declined -15.8 points	Maintained -1.3 points	Maintained 0.4 points
83 students	37 students	95 students

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	**Level 4 Well Developed**	**Level 3 Moderately Developed**	**Level 2 Somewhat Developed**	**Level 1 Beginning Stage**
185	33%	38.9%	18.4%	9.7%

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
2	2	1	1	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Orange	 Red	 No Performance Color
14.9% chronically absent	14.7% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0.2%	Increased 3.2%	0 students
505 students	217 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 No Performance Color	 Orange	 Red
30.8% chronically absent	16.2% chronically absent	26.3% chronically absent
13 students	Maintained 0.2%	Increased 9.2%
	377 students	38 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
			
Orange	No Performance Color	Green	No Performance Color
15.3% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	5.1% chronically absent	15% chronically absent
Increased 7.6%	1 students	Declined 3.4%	Increased 5%
72 students		59 students	20 students

Hispanic	Two or More Races	Pacific Islander	White
			
Yellow	No Performance Color	No Performance Color	No Performance Color
16.8% chronically absent	7.1% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	27.6% chronically absent
Declined 0.7%	Increased 2.1%	10 students	Increased 5%
286 students	28 students		29 students

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	0	1	5

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 Blue	 Blue	 No Performance Color
0.6% suspended at least once	0% suspended at least once	0 Students
Declined -1%	Maintained 0%	
524 students	220 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Blue	 Blue
0% suspended at least once	0.3% suspended at least once	0% suspended at least once
14 students	Declined -1.1%	Declined -7.5%
	389 students	41 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Green	 No Performance Color	 Blue	 No Performance Color
1.3% suspended at least once	Less than 11 Students - Data 1 students	0% suspended at least once	0% suspended at least once
Declined -3.1%		Maintained 0%	Maintained 0%
79 students		61 students	22 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Blue	 No Performance Color	 No Performance Color	 Orange
0.3% suspended at least once	0% suspended at least once	Less than 11 Students - Data 10 students	3.2% suspended at least once
Declined -1.1%	Maintained 0%		Maintained 0.2%
290 students	30 students		31 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
0.9% suspended at least once	1.6% suspended at least once	0.6% suspended at least once

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Goal #1 Teach Learn and Achieve

Goal Statement

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.

Goal was informed by

Developed with input from all stakeholder groups including district office staff, SSC, ELAC, staff, California Healthy Kids Survey, and parent engagement meetings.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCFF Priority 1 - Basic Conditions • Compliance with Williams textbook and materials audit • Appropriately Assigned Teachers as indicated on the CA State Dashboard LCFF Priority 2 - Implementation of State Standards • Implementation of core academic standards reported to the local governing board and indicated on CA State Dashboard LCFF Priority 4 - Pupil Achievement • Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard	LCFF Priority 1 - Basic Conditions • Maintain 100% Williams Audit • Maintain 100% of all teachers appropriate assigned LCFF Priority 2 - Implementation of State Standards • Maintain a comprehensive core curriculum TK-12 as reported to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year.	LCFF Priority 1 - Basic Conditions • Maintain 100% Williams Audit • Maintain 100% of all teachers appropriate assigned LCFF Priority 2 - Implementation of State Standards • Maintain a comprehensive core curriculum TK-12 as reported to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year.

Metric/Indicator	Baseline	Expected Outcome
• English Learner Reclassification rate is factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator will be reported annually via the CA State Dashboard • Attendance rates	• Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate by 0.5% to 2% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year	• Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate by 0.5% to 2% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year

Planned Strategies/Activities

Strategy/Activity 1

1.1 Support the effective, consistent implementation of standards in ELA, Math, ELD, Science and Social Studies and provide time for staff to collaborate on all adopted programs during staff meetings and/or collaboration times and promote an instructional delivery model that develops the global competencies (i.e. critical thinking, problem-solving, communication, collaboration, and creativity) to improve performance outcomes for all students in all curricular areas.
1.1a Instructional rounds by Principal - Principal will conduct weekly classroom visits in order to document evidence of PBL, NGSS, Math and ELA and provide teachers with support.

Students to be Served by this Strategy/Activity

All students

Timeline

2019- 2020 Ongoing

Person(s) Responsible

Principal, teachers, central office, interventionist, district coaches, multi media specialist

Proposed Expenditures for this Strategy/Activity

Amount	3537.36
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries

Description	This funding will be used to provide grade level release time focused on Common Core Standards.
Amount	5,500
Source	Supplemental and Concentration"
Budget Reference	4000-4999: Books And Supplies
Description	This funding will be used to purchase books supplies that support implementation of newly adopted standards in ELA, Math, ELD, Science and Social Studies.

Strategy/Activity 2

1.2 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 EL students in the proficient and advanced ranges on state summative assessments and identify students who are ELs and have not met minimum growth targets to prioritize intervention for academic and language proficiency achievement. Prioritize time during staff meetings and collaboration time for teachers to share best practices to support the delivery of Designated and Integrated ELD Instruction throughout the school day and/or provide time for a specialist to provide training.

1.2a 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.

Students to be Served by this Strategy/Activity

English Learners

Timeline

2019- 2020 Ongoing

Person(s) Responsible

Principal, Teachers, Instructional Coaches, Central Office, ELD para educator

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Unrestricted
Budget Reference	0000: Unrestricted
Description	Prioritize time during staff meetings and collaboration time for teachers to share best practices to support the delivery of Designated and Integrated ELD using centrally funded resources

Strategy/Activity 3

1.3 Improve academic achievement outcomes for students by promoting a positive culture of teaching and assessment in ELA and Math through systematic implementation of blended learning platforms in order to differentiate and facilitate personalized and real-world learning through the use of programs such as Raz Kids, Compass Learning, NewsELA, Words Their Way, Spelling City and Being a Writer.

Students to be Served by this Strategy/Activity

All Students

Timeline

2019- 2020 Ongoing

Person(s) Responsible

Principal, teachers, instructional coaches, intervention specialists, central office support staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Supplemental and Concentration"
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Systematic implementation of blended learning platforms and monitoring using centralized resources

Strategy/Activity 4

1.4 Continue to implement Project Based Learning so that every student experiences at least two project based units every academic year. Provide time for staff to collaborate on grade level and school-wide Project Based Learning projects during staff meetings and other job-embedded collaboration times. PBL Projects will include ELD standards and language acquisition strategies for our multi language learners at grade levels.

Students to be Served by this Strategy/Activity

All Students

Timeline

2019- 2020 Ongoing

Person(s) Responsible

Principal, teacher instructional coaches, central office

Proposed Expenditures for this Strategy/Activity

Amount	3537.36
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	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.

Strategy/Activity 5

1.5 Implement Culturally Responsive Teaching and Learning strategies as in the First 15 Days Structured Language Protocols and understand how they apply to both direct instruction, differentiated instruction as well as project-based learning in order to increase engagement of all students especially those students in the opportunity gap.

Students to be Served by this Strategy/Activity

All Students

Timeline

2019- 2020 Ongoing

Person(s) Responsible

Principal and teachers, instructional para professionals

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Supplemental and Concentration"
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Implement Culturally Responsive Teaching and Learning strategies as in the First 15 Days Structured Language Protocols using centrally funded resources.

Strategy/Activity 6

1.6 In order to help narrow the opportunity gap between our highest and lowest achieving student groups as measured by state, district, and classroom assessments, we will engage in courageous conversations on race, equity, and social justice.

Students to be Served by this Strategy/Activity

All students

Timeline

2019- 2020 Ongoing

Person(s) Responsible

Principal, teachers, central office support staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Supplemental and Concentration"
Budget Reference	4000-4999: Books And Supplies
Description	We will engage in courageous conversations on race, equity, and social justice with staff using centralized funded resources such as instructional coaches, intervention specialists and central office support staff

Strategy/Activity 7

1.7 Utilize site discretionary funds to purchase classroom and office materials that support the implementation of the school-wide instructional program including possible funding for special projects for staff hourly pay.

Students to be Served by this Strategy/Activity

All students

Timeline

2019- 2020 Ongoing

Person(s) Responsible

Principal, office administrative assistant

Proposed Expenditures for this Strategy/Activity

Amount	16,931.00
Source	Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	This funding will be used to purchase classroom and office material that support the implementation of action items in this SPSA plan.

Strategy/Activity 8

1.8 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 identified through formative and summative assessments (i.e. progress on state, district, classroom) and tracked disciplinary actions (i.e. number of reflection forms, office referrals, behavior contracts, in-house suspension or out of school suspensions).
1.8a Utilize COST process to provide site, district, and community resources for students and their families in need of Tier 3 interventions (i.e. Student Study Team meetings, on-site counseling, special education referrals).

Students to be Served by this Strategy/Activity

All students

Timeline

2019- 2020 Ongoing

Person(s) Responsible

Principal, teachers, COST coordinator, COST team, central office

Proposed Expenditures for this Strategy/Activity

Amount	601.52
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Fund behavioral and academic interventions according to the MISS Maps . This funding will be used for instructional materials: additional or supplemental textbooks and workbooks, not adopted textbooks (ELD,CCSS, Early Literacy)
Amount	1664.64
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries

Description	Floating sub release classroom teachers to participate in the COST and/or SST process (10 days)
Amount	0
Source	Supplemental and Concentration"
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Centrally funded COST coordinator

Strategy/Activity 9

1.9a Provide site general education para-educator support to students identified in need of urgent intervention either with academics and/or behavior challenges through small group instruction, social skills groups, and/or check in/check out as part of a Tier 2 intervention program

Students to be Served by this Strategy/Activity

Students with disabilities and identified intervention students

Timeline

2019- 2020 Ongoing

Person(s) Responsible

Principal, general education para educator, interventionist, teachers,

Proposed Expenditures for this Strategy/Activity

Amount	16,036.00
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	This funding will be used to hire a para-educator to support Tier 2 academic intervention to students identified by state, district and/or classroom assessments.
Amount	0
Source	Supplemental and Concentration"
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	District funded intervention support via intervention specialists support

Strategy/Activity 10

1.10 Provide diverse enrichment and intervention experiences to enhance learning in and outside of the classroom in conjunction with staff, independent vendors and ASES after-school care program staff.
1.10a After-School Library Intervention: SLTA members will be paid hourly to run after-school intervention during library extended hours. Students will be identified to participate in these intervention classes based on data from state, local, and classroom assessments.

Students to be Served by this Strategy/Activity

All students

Timeline

2019- 2020 Ongoing

Person(s) Responsible

Principal, teachers, ASES, interventionist, para educator

Proposed Expenditures for this Strategy/Activity

Amount	3318.24
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Fund para educator hourly to provide intervention in collaboration with intervention specialist
Amount	0
Source	Supplemental and Concentration"
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	District funded intervention specialist
Amount	7,368
Source	Supplemental and Concentration"
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Hourly pay for teachers to plan and implement extended learning opportunities
Amount	16,260
Source	Supplemental and Concentration"
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Provide intervention services to identified students in expanded learning school programs

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Goal #2 Equity and Inclusion Through College and Career Readiness

Goal Statement

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.

Goal was informed by

Developed with input from all stakeholder groups including district office staff, SSC, ELAC, staff, California Healthy Kids Survey, and parent engagement meetings.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCFF Priority 3 - Parent Engagement • The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics • Academic Indicator for English Language Arts, for pupils in grades 3-8, as reported on the CA State Dashboard • Academic Indicator for Mathematics, for pupils in grades 3-8, as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year.	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year.

Metric/Indicator	Baseline	Expected Outcome
• English Learner Reclassification rate is factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator will be reported annually via the CA State Dashboard • Attendance rates	LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year	LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year

Planned Strategies/Activities

Strategy/Activity 1

2.1 Inspire students to think about their futures by providing experiences for them to learn about college and career options. For example, Science, Technology, Engineering, Arts and Mathematics (STEAM) teaching and learning that is happening in our STEAM lab would be an opportune environment to host community partners from those work fields to interact with students. Create a plan for community partners to talk with our students about their work and how to prepare for careers in those areas.

Students to be Served by this Strategy/Activity

All students

Timeline

2019- 2020 Ongoing - College Gear Fridays and parent Education
Spring 2020 - San Leandro High School Seniors' visit to McKinley

Person(s) Responsible

SLED, San Leandro High, principal, STEAM coordinator, teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Other
Budget Reference	2000-2999: Classified Personnel Salaries
Description	The San Leandro Education Foundation is funding a position for the 2019-2020 school year for STEAM coordinator

Strategy/Activity 2

2.2 Engage Transitional Kindergarten-5th grade parents in the exploration of college and career options, as well as in building a college going and career development culture by inviting parents into classrooms and to be a part of their students' learning about college and career through events like Career Day. Provide parents with education opportunities (Coffee Chats, annual Title 1 meeting, English Learner Advisory Council, School Site Council meetings,

School Smarts Academy, and providing ongoing resources with the support of parent facilitator) for parents to learn about college and career options and how SLUSD works to support them.

Students to be Served by this Strategy/Activity

All Students

Timeline

2019- 2020 Ongoing

Person(s) Responsible

Principal, staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Unrestricted
Budget Reference	0000: Unrestricted
Description	Support for parents education opportunities to be a part of their students' learning about college and career through events that are supported by centralized resources.

Strategy/Activity 3

2.3 Strengthen the connection between general education and Special Education services to improve options for our students with special needs and provide professional development for staff on inclusion strategies for our diverse learners such as push in models and platooning.

Students to be Served by this Strategy/Activity

Students with disabilities

Timeline

2019- 2020 Ongoing

Person(s) Responsible

Principal, Special Education teachers, General Education teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Unrestricted
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Provide professional development on inclusion strategies utilizing centralized supports including instructional coaches and intervention specialists

Strategy/Activity 4

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

Students to be Served by this Strategy/Activity

All Students.

Timeline

2019- 2020 Ongoing

Person(s) Responsible

Principal, staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Unrestricted
Budget Reference	0000: Unrestricted
Description	Promote prevention and intervention programs through the support of centralized services such as facilitation from intervention specialists.

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Goal #3 Collaborative and Engaged District Culture

Goal Statement

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.

Goal was informed by

Developed with input from all stakeholder groups including district office staff, SSC, ELAC, staff, California Healthy Kids Survey, and parent engagement meetings.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCFF Priority 3 - Parent Engagement • The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics • Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by

Metric/Indicator	Baseline	Expected Outcome
• English Learner Reclassification rate is factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator as reported on the CA State Dashboard • Attendance rates LCFF Priority 6 - School Climate • SLUSD reports annually on the Suspension Rate Indicator as indicated on the CA Dashboard. • Expulsion Rates for the district • SLUSD administers the students survey, every other year and reports findings to the local school board and the CA State Dashboard.	0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year LCFF Priority 6 - School Climate • Decrease the Suspension rate status by 0.3% to 2% from the previous year. • Maintain the district expulsion rate at or below the state average for all students and student groups. • Maintain a high rating for Student Engagement and Supports and report findings from Student Survey.	0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year LCFF Priority 6 - School Climate • Decrease the Suspension rate status by 0.3% to 2% from the previous year. • Maintain the district expulsion rate at or below the state average for all students and student groups. • Maintain a high rating for Student Engagement and Supports and report findings from Student Survey.

Planned Strategies/Activities

Strategy/Activity 1

3.1 Promote health and wellness efforts for employees that support improved teaching and learning in the classroom and provide opportunities for all staff to to engage in activities in and out of the classroom that focus on movement and mindfulness (i.e. community building activities, health and wellness).

Students to be Served by this Strategy/Activity

All Students

Timeline

2019- 2020 Ongoing

Person(s) Responsible

Principal, staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Supplemental and Concentration"
Budget Reference	4000-4999: Books And Supplies
Description	Promote health and wellness utilizing centrally funded resources.

Strategy/Activity 2

3.2 Utilize instructional leadership team to keep all staff engaged around our goals of student learning. Structure Wednesday Collaboration time so that once a month all staff will participate in collaboration focused on PBIS, Health & Wellness, School Safety or Family and Student engagement).

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

principal, teachers

Proposed Expenditures for this Strategy/Activity

Amount	2498.88
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Provide support for professional learning to collaborate on PBIS Health and Wellness and School safety topics

Strategy/Activity 3

3.3 Continue to develop/implement best practices in communicating information between all stakeholder groups in the McKinley staff community (i.e. Remind text, staff newsletters, scheduled check-ins, school-wide newsletter, staff celebrations, etc.)

Students to be Served by this Strategy/Activity

All Students.

Timeline

2019- 2020 Ongoing

Person(s) Responsible

Principal, staff

Proposed Expenditures for this Strategy/Activity

Amount	0

Source	Unrestricted
Budget Reference	0000: Unrestricted
Description	Provide various communication strategies to reach all stakeholders utilizing centralized resources

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Goal #4 Family and Community Engagement

Goal Statement

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 will improve parent feedback loops.

Goal was informed by

Developed with input from all stakeholder groups including district office staff, SSC, ELAC, staff, California Healthy Kids Survey, and parent engagement meetings.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCFF Priority 3 - Parent Engagement • The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics • Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year.	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year.

Metric/Indicator	Baseline	Expected Outcome
factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator as reported on the CA State Dashboard • Attendance rates	LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year	LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year

Planned Strategies/Activities

Strategy/Activity 1

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 (i.e. African American, Latino , Multilingual Learners, SPED). Encourage staff to work with parent groups to develop community building events.

Students to be Served by this Strategy/Activity

All students.

Timeline

2019- 2020 Ongoing

Person(s) Responsible

Principal, staff, parent facilitator

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Supplemental and Concentration"
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Outreach to parent community efforts using centralized resources via parent facilitator

Strategy/Activity 2

4.2 Provide multilingual communication whenever possible in the represented language at the school. Send home teleparent messages about upcoming events once a week on a specified day and time. Promote translation services available in a variety of formats on request.

Students to be Served by this Strategy/Activity

English Language Learners

Timeline

Ongoing

Person(s) Responsible

Principal, parent facilitator, office staff

Proposed Expenditures for this Strategy/Activity

Amount	2,709.00
Source	Translation Budget
Budget Reference	2000-2999: Classified Personnel Salaries
Description	This funding will be used to provide multilingual communication.
Amount	1000.00
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	This funding will be used to provide multilingual communication.
Amount	1000.00
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	This funding will be used to provide additional multilingual communication for community events

Strategy/Activity 3

4.3 Provide TK-5 parent education opportunities (i.e. Coffee Chats, Annual Title 1 Meeting, ELAC, School Site Council, School Smarts Academy) for parents to learn about college and career options, the importance of attendance and deepen their knowledge about English Learner pathways and their intended educational outcomes.

4.3a Select grade level teams will provide two parent academic teacher family nights for families focused on agreed upon common standards. They will receive hourly pay to plan and facilitate this event.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Teacher principal, parent facilitator, librarian,

Proposed Expenditures for this Strategy/Activity

Amount	1000.00
Source	Title I

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	This funding will be used so grade level teams can provide parent academic teacher family evenings focused on agreed upon standards.
Amount	500.00
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	This funding will be use to provide child care for parent education.

Strategy/Activity 4

4.4 Provide opportunities for parents to provide feedback on school-wide programs and procedures (California Healthy Kids Survey)

Students to be Served by this Strategy/Activity

All students

Timeline

Spring, 2020

Person(s) Responsible

Principal , parent leaders

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Supplemental and Concentration"
Budget Reference	0000: Unrestricted
Description	Parent opportunities for feedback on programs with centrally funded resources

Strategy/Activity 5

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

Students to be Served by this Strategy/Activity

All students

Timeline

2019- 2020 Ongoing

Person(s) Responsible

Principal , teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Supplemental and Concentration"

Budget Reference	0000: Unrestricted
Description	Provide outreach to local community to support engagement opportunities for civic engagement using centralized resources.

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal #5 Facilities

Goal Statement

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.

Goal was informed by

Developed with input from all stakeholder groups including district office staff, SSC, ELAC, staff, California Healthy Kids Survey, and parent engagement meetings.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCFF Priority 1 - Basic Conditions • Compliance with Williams facilities audits • Monitor maintenance requests and the average time to complete requests by categories.	LCFF Priority 1 - Basic Conditions • Maintain 100% positive reporting on all Williams and local facilities audit for cleanliness and supplies. • Decrease the average completion rate times by 1% to 5% over the previous year.	LCFF Priority 1 - Basic Conditions • Maintain 100% positive reporting on all Williams and local facilities audit for cleanliness and supplies. • Decrease the average completion rate times by 1% to 5% over the previous year.

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

All students

Timeline

2019- 2020 Ongoing

Person(s) Responsible

Principal, parent facilitator, staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Unrestricted
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Utilize centrally funded resources to support Family tech nights

Strategy/Activity 2

5.2 Continue to improve the appearance of our school site with staff, district, and community support. For example; encourage staff and parent participation in the annual Campus Beautification Day.

Students to be Served by this Strategy/Activity

All students

Timeline

2019- 2020 Ongoing

Person(s) Responsible

Principal, staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Unrestricted
Budget Reference	0001-0999: Unrestricted: Locally Defined
Description	Provide volunteers to support annual campus beautification day utilizing centralized resources with engagement.

Strategy/Activity 3

5.3 Support installation of modular classrooms with ongoing community communication and facilitation with staff, students and families.

Students to be Served by this Strategy/Activity

All students

Timeline

summer 2019 - summer 2020

Person(s) Responsible

Principal, parent facilitator, staff, district office staff.

Proposed Expenditures for this Strategy/Activity

Amount	0

Source	Unrestricted
Budget Reference	0000: Unrestricted
Description	Support communication with community around facilities upgrades using centralized resources.

Strategy/Activity 4

5.4 Purchase technology accessories as needed. (Headphones, dongles, mice)

Students to be Served by this Strategy/Activity

All students

Timeline

2019- 2020 Ongoing

Person(s) Responsible

Principal, office assistant

Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	Technology accessory purchases to support accessing blended learning platforms

Strategy/Activity 5

5.5 Purchase new furniture and update classroom furniture as needed

Students to be Served by this Strategy/Activity

All students

Timeline

2019- 2020 Ongoing

Person(s) Responsible

principal, office assistant

Proposed Expenditures for this Strategy/Activity

Amount	3,042.00
Source	Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	Classroom furniture purchases allocation

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

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 multi-tiered intervention framework for academic and behavioral support to increase performance outcomes school-wide.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCFF Priority 1 - Basic Conditions • Compliance with Williams textbook and materials audit • Appropriately Assigned Teachers as indicated on the CA State Dashboard LCFF Priority 2 - Implementation of State Standards • Implementation of core academic standards reported to the local governing board and indicated on CA State Dashboard LCFF Priority 4 - Pupil Achievement • Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator will be reported annually via the CA State Dashboard • Attendance rates	LCFF Priority 1 - Basic Conditions • Maintain 100% Williams Audit • Maintain 100% of all teachers appropriate assigned LCFF Priority 2 - Implementation of State Standards • Maintain a comprehensive core curriculum TK-12 as reported to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate by 0.5% to 2% from the previous year. • Increase school district attendance rate for all students and student	LCFF Priority 1 - Basic Conditions • Maintained 100% Williams Audit • Maintained 100% of all teachers appropriate assigned LCFF Priority 2 - Implementation of State Standards • Maintained a comprehensive core curriculum TK-12 as reported to the local school board LCFF Priority 4 - Pupil Achievement • Academic ELA status for all students and student groups declined by 8.6 points. • Academic ELA status for SPED students slightly increased by 0.1 points. • Academic Math status for all students and student groups declined by 7.1 points. • English Learner Progress status Level 4 = 33%, Level 3 = 38.9%, Level 2 = 18.4%, Level 1 = 9.7% • Increased the reclassification rate. LCFF Priority 5 - Pupil Engagement • The chronic Absentee rate slightly increased by 0.2% by 0.5% to 2% from the previous year

Metric/Indicator	Expected Outcomes	Actual Outcomes
	groups by 0.3% to 1% over the previous year	

Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.	1.1 Supported 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 promoted an instructional delivery model that developed 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 included the support of having access to an instructional coach with expertise in language acquisition strategies who could offer professional development for staff, administration and parents to address the diverse needs of English Language Learners.	Centralized services to support programs at the school site.	Centralized services to support programs at the school site.

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.	1.2 Assessed 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 Identified 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.	Centralized services to support programs at the school site.	Centralized services to support programs at the school site.
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	1.3 Improved performance outcomes for African American students in the area of mathematics through systematic implementation of the board adopted math curriculum.	Centralized services to support programs at the school site.	Centralized services to support programs at the school site.

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.			
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.	1.4 Implemented Project Based Learning so that most students experienced at least one project-based unit every academic year, provided time for staff to collaborate on grade level Project Based Learning projects during staff meetings, professional learning community (PLC) times. Also we needed to explore PBL projects that support the implementation of the Next Generation Science Standards across all grade levels. 1.4a We needed 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.	Centralized services to support programs at the school site. 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. 1000-1999: Certificated Personnel Salaries Title I 3470.60	Centralized services to support programs at the school site. This funding was used to support teacher release time to implement and collaborate on Project-Based Learning with an emphasis on ELD standards and language acquisition strategies 1000-1999: Certificated Personnel Salaries Title I 3017.50
1.5 Integrate technology consistently through the district adopted blended learning suite; leverage the connection between the STAR Renaissance Assessments and	1.5 Integrated technology consistently through the district adopted blended learning suite; leveraged the connection between the STAR Renaissance Assessments and other	Centralized services to support programs at the school site.	Centralized services to support programs at the school site.

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Compass Learning and other blended learning platforms to provide individualized pathways to help narrow students' skills gaps in Language Arts and Math.	blended learning platforms to provide individualized pathways to help narrow students' skills gaps in Language Arts and Math.		
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.	1.6 Reviewed Culturally Responsive Teaching and Learning Strategies with new teachers during the evaluation cycle.	Centralized services to support programs at the school site.	Centralized services to support programs at the school site.
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.	1.7 The Instructional Leadership team discusses ways to provide time for staff during Staff Meetings and/or PLC in 2019/20 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.	Centralized services to support programs at the school site.	Centralized services to support programs at the school site.
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	1.8 Identified and implemented best practices to support the delivery of Designated and Integrated ELD instruction. Provided time during staff meetings and/or PLC for teachers to collaborate and have access to instructional coaches that have expertise with language acquisition strategies.	Centralized services to support programs at the school site.	Centralized services to support programs at the school site.

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
to collaborate and have access to instructional coaches that have expertise with language acquisition strategies.			
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.	1.9a Provided 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 Provided 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.	Centralized services to support programs at the school site.	Centralized services to support programs at the school site.
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	1.10 Provided supports for EL students across all content areas of the curriculum by providing integrated ELD which identifies key concepts, grammar skills, and vocabulary that is integrated with core subject and supported the delivery of the required thirty minutes of daily Designated ELD instruction. This included the use of blended learning platforms designed for EL students	Centralized services to support programs at the school site.	Centralized services to support programs at the school site.

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
such as Imagine Learning. Teachers will also monitor the progress of their EL students and provide intervention to those students.	such as Imagine Learning. Teachers also monitored the progress of their EL students and provided intervention to those students.		
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.	1.11 Utilized 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.	This funding will be used to purchase classroom and office material that support the implementation of action items in this SPSA plan. 0000: Unrestricted Base 16408	This funding was used to purchase classroom and office material that support the implementation of action items in this SPSA plan. 0000: Unrestricted Base 17468
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).	1.12 Utilized a multitiered intervention framework for academic and behavioral support. Provided 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).	Centralized services to support programs at the school site. 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. 1000-1999: Certificated Personnel Salaries Title I 2449.84	Centralized services to support programs at the school site. This funding was used to 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. 4000-4999: Books And Supplies Title I 2432.49
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	1.13 Provided 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	This funding will be used to hire 2 general education para educators to support students identified in need of Tier 2 intervention. 2000-2999: Classified Personnel Salaries Title I 22,897.82	This funding was used to hire one general education para educator to support students identified in need of Tier 2 intervention. 2000-2999: Classified Personnel Salaries Title I 15316

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.	1.14 Utilized 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.	This funding will be used so all teachers can participate in the COST/SST process to implement effective interventions. 1000-1999: Certificated Personnel Salaries Title I 1837.48	This funding was used so all teachers can participate in the COST/SST process to implement effective interventions. 1000-1999: Certificated Personnel Salaries Title I 1866.33
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.	1.15 Provide STEAM focused enrichment experiences to enhance learning outside of the classroom in conjunction with McKinley staff, and independent vendors.	This funding will be used to offer enrichment experiences that will enhance learning outside of the classroom. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 16,460	This funding was used to help provide outdoor education to 5th grade students. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration" 4600
		This funding will be used to purchase books supplies that support implementation of newly adopted standards in ELA, Math, ELD, Science and Social Studies. 4000-4999: Books And Supplies Supplemental and Concentration 5,500	This funding was used to purchase books and supplies that support implementation of newly adopted standards in ELA, Math, ELD, Science and Social Studies. 4000-4999: Books And Supplies Supplemental and Concentration" 5800
			This funding was used to offer enrichment experiences that will enhance learning outside of the classroom. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration" 9702.00

Analysis

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

The strategies/activities to achieve this goal were implemented in classrooms, grade level teams and/or school wide.

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

Generally speaking the strategies were effective and most students made growth as measured by STAR Renaissance Math and ELA growth reports. We will continue to implement these strategies/activities .

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

Although there were some variation in amounts spent; there were no significant differences in the amounts that were actually spent.

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

No changes will be made to this goal. We will prioritize Courageous Conversations related to access and equity and implementing Culturally Responsive Teaching Practices.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCFF Priority 3 - Parent Engagement • The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics • Academic Indicator for English Language Arts, for pupils in grades 3-8, as reported on the CA State Dashboard • Academic Indicator for Mathematics, for pupils in grades 3-8, as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator will be reported	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year	LCFF Priority 3 - Parent Engagement • Maintained a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Achievement • Academic ELA status for all students and student groups declined by 8.6 points. • Academic ELA status for SPED students slightly increased by 0.1 points. • Academic Math status for all students and student groups declined by 7.1 points. • English Learner Progress status Level 4 = 33%, Level 3 = 38.9%, Level 2 = 18.4%, Level 1 = 9.7% • Increased the reclassification rate. LCFF Priority 5 - Pupil Engagement • The chronic Absentee rate slightly increased by 0.2% by 0.5% to 2% from the previous year

Metric/Indicator	Expected Outcomes	Actual Outcomes
annually via the CA State Dashboard • Attendance rates		

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.	2.1 Inspired students to think about their futures by providing experiences for them to learn about college and career options. 2.1a Provided 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.	Centralized services to support programs at the school site.	Centralized services to support programs at the school site.
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.	2.2 Provided 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.	Centralized services to support programs at the school site.	Centralized services to support programs at the school site.
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	2.3 Strengthened the connection between general education and special education services to improve the options for our students with special needs and provided professional development for staff on inclusion	Centralized services to support programs at the school site.	Centralized services to support programs at the school site.

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
inclusion strategies for our diverse learners.	strategies for our diverse learners.		
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.		Centralized services to support programs at the school site.	Centralized services to support programs at the school site.
2.5 Provide K-5 parent education 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.	2.5 Provided K-5 parent education 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.	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). 1000-1999: Certificated Personnel Salaries Title I 944.07	This funding was used to pay a teacher to host an academic data evening. 1000-1999: Certificated Personnel Salaries Title I 150
		This funding will be used to pay for child care for parent engagement meetings. 2000-2999: Classified Personnel Salaries Title I 319.19	
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).	2.6 Promoted prevention and intervention programs that focused 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).	Centralized services to support programs at the school site.	Centralized services to support programs at the school site.

Analysis

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

The strategies/activities to achieve this goal were implemented in classrooms, grade level teams and/or school wide.

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

Overall these strategies/activities were effective as measured by the school.

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

Although there were some variation in amounts spent; there were no significant differences in the amounts that were actually spent.

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

No changes will be made. However, collaboration between Special Education and General Education teachers will be prioritized related to access to college and career. Also we will focus on increasing our community partnerships.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCFF Priority 3 - Parent Engagement • The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics • Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator as reported on the CA State Dashboard	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year	LCFF Priority 3 - Parent Engagement • Maintained a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Achievement • Academic ELA status for all students and student groups declined by 8.6 points. • Academic ELA status for SPED students slightly increased by 0.1 points. • Academic Math status for all students and student groups declined by 7.1 points. • English Learner Progress status Level 4 = 33%, Level 3 = 38.9%, Level 2 = 18.4%, Level 1 = 9.7% • Increased the reclassification rate. LCFF Priority 5 - Pupil Engagement • The chronic Absentee rate slightly increased by 0.2% by 0.5% to 2% from the previous year. LCFF Priority 6 - School Climate • Suspension rate declined by 1.0% • Maintained the district expulsion rate at or below

Metric/Indicator	Expected Outcomes	Actual Outcomes
• Attendance rates LCFF Priority 6 - School Climate • SLUSD reports annually on the Suspension Rate Indicator as indicated on the CA Dashboard. • Expulsion Rates for the district • SLUSD administers the students survey, every other year and reports findings to the local school board and the CA State Dashboard.	LCFF Priority 6 - School Climate • Decrease the Suspension rate status by 0.3% to 2% from the previous year. • Maintain the district expulsion rate at or below the state average for all students and student groups. • Maintain a high rating for Student Engagement and Supports and report findings from Student Survey.	the state average for all students and student groups. • Maintained a high rating for Student Engagement and Supports and report findings from Student Survey.

Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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).	Promoted health and wellness efforts for students, families and employees that support improved teaching and learning in the classroom and provided 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).	Centralized services to support programs at the school site.	Centralized services to support programs at the school site.
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.)	3.2 Continued to develop and/or implemented best practices in communicating information between the staff in the McKinley Community (i.e site website, social media, Google classroom, Remind text, staff newsletters, classroom newsletters, school-wide newsletter, etc.)	Centralized services to support programs at the school site.	Centralized services to support programs at the school site.

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
3.2a Provide multilingual communication whenever possible in the represented language at the school.			

Analysis

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

The strategies/activities to achieve this goal were implemented in classrooms, grade level teams and/or school wide.

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

Overall the strategies/activities to achieve this goal were effective.

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

Although there were some variation in amounts spent; there were no significant differences in the amounts that were actually spent.

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

This goal will focus more on employee professional development and wellness opportunities.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 4

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCFF Priority 3 - Parent Engagement • The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics • Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator as reported on the CA State Dashboard • Attendance rates	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year	LCFF Priority 3 - Parent Engagement • Maintained a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Achievement • Academic ELA status for all students and student groups declined by 8.6 points. • Academic ELA status for SPED students slightly increased by 0.1 points. • Academic Math status for all students and student groups declined by 7.1 points. • English Learner Progress status Level 4 = 33%, Level 3 = 38.9%, Level 2 = 18.4%, Level 1 = 9.7% • Increased the reclassification rate. LCFF Priority 5 - Pupil Engagement • The chronic Absentee rate slightly increased by 0.2% by 0.5% to 2% from the previous year.

Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.	4.1 Utilized the services of our parent facilitator and staff to help systematize parent engagement efforts at McKinley.	Centralized services to support programs at the school site.	Centralized services to support programs at the school site.
4.2 Utilize site and district resources to provide translation services to our parents community for Spanish and/or other identified languages (when possible).	4.2 Utilized site and district resources to provide translation services to our parents community for Spanish and/or other identified languages (when possible).	Translation 2000-2999: Classified Personnel Salaries Unrestricted 2,138	Translation 2000-2999: Classified Personnel Salaries Unrestricted 2138
			Translation 5000-5999: Services And Other Operating Expenditures Title I 1000
			Translation 2000-2999: Classified Personnel Salaries Title I 1000
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.	4.3 Provided 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.	Centralized services to support programs at the school site.	Centralized services to support programs at the school site.
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	4.4 Provided opportunities for parents to provide feedback on school-wide programs and procedures. 4.4a Provided opportunities for EL parents to collaboratively construct their vision for best practices through encouraging input and feedback on EL programming and	Centralized services to support programs at the school site.	Centralized services to support programs at the school site.

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.	services. Developed 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.		
4.5 Promote local civic engagement opportunities and programs both inside and outside the classroom for students to develop a strong sense of citizenship.	4.5 Promoted local civic engagement opportunities and programs both inside and outside the classroom for students to develop a strong sense of citizenship.	Centralized services to support programs at the school site.	Centralized services to support programs at the school site.

Analysis

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

The strategies/activities to achieve this goal were implemented in classrooms, grade level teams and/or school wide.

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

Overall the strategies/activities to achieve this goal were effective.

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

Although there were some variation in amounts spent; there were no significant differences in the amounts that were actually spent.

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

This goal will remain the same. We will use Title 1 funding to support increased multilingual communication to our families.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 5

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCFF Priority 1 - Basic Conditions • Compliance with Williams facilities audits • Monitor maintenance requests and the average time to complete requests by categories.	LCFF Priority 1 - Basic Conditions • Maintain 100% positive reporting on all Williams and local facilities audit for cleanliness and supplies. • Decrease the average completion rate times by 1% to 5% over the previous year.	LCFF Priority 1 - Basic Conditions • Maintained 100% positive reporting on all Williams and local facilities audit for cleanliness and supplies. • Decreased the average completion rate times by 1% to 5% over the previous year.

Strategies/Activities for Goal 5

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Facilitate opportunities that create access to internet and devices at home for students and their families (i.e Family Tech Nights)	We provided workshops to show families how to access blended learning platforms from their Smart phones.	Centralized services to support programs at the school site.	Centralized services to support programs at the school site.
Continue to improve the appearance of our school site with staff, district, and community support and input.	Continued to improve the appearance of our school site with staff, district, and community support and input.	Centralized services to support programs at the school site.	Centralized services to support programs at the school site.

Analysis

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

The strategies/activities to achieve this goal were implemented in classrooms, grade level teams and/or school wide.

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

Overall the strategies/activities for this goal were effective and there was an increased awareness by families around tech literacy.

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

Although there were some variation in amounts spent; there were no significant differences in the amounts that were actually spent.

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

There will be no changes to this goal. Our focus will continue to be improving the appearance of our school with staff, district and community support. We also will continue to build technology support for our families.

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	34,694
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	88,504.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	34,694	0.00

Expenditures by Funding Source

Funding Source	Amount
Other	0.00
Supplemental and Concentration"	29,128.00
Title I	34,694.00
Translation Budget	2,709.00
Unrestricted	21,973.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Grozelia Ward	Principal
Gene Romano	Classroom Teacher
Rhonda Spencer	Classroom Teacher
Sarah Loconte	Classroom Teacher
Dennice Pozos	Parent or Community Member
Karen Fernandez	Parent or Community Member
Irene Toledo	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/24/19.

Attested:

	Principal, Grozelia Ward on 5/24/19
	SSC Chairperson, Dennice Pozos on 5/24/19