

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT **MCKINLEY ELEMENTARY SCHOOL**

2018-19

37-68338-6039978

CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.
For additional information on school programs and how you may become involved, please contact the following person:

Principal: Ganderton, Debra

Contact Person: Ganderton, Debra

Position: Principal

Telephone Number: 619-282-7694

Address: 3045 Felton St, Mckinley Elementary, San Diego, CA, 92104-5218,

E-mail Address: dganderton@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- Home/School Compact

Board Approval: *Tuesday, June 26, 2018*

SAN DIEGO UNIFIED SCHOOL DISTRICT

*All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed
in their choice of college and career in order to lead and participate in the society of tomorrow.*

San Diego City Schools
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

**2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: McKinley

**DUE: April 6, 2018 (Traditional)
May 2, 2018 (Year Round)**

SITE CONTACT PERSON: Deb Ganderton

PHONE: (619) 282-7694

FAX: (619) 281-3478

E-MAIL ADDRESS: dganderton@sandi.net

Indicate which of the following Federal and State Programs are consolidated in this SPSA (Check all that apply):

Title 1 Schoolwide Programs (SWP)

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

- English Learner Advisory Committee (ELAC) NO Parent Interest Date of presentation: NA
- Community Advisory Committee for Special Education Programs (CAC) Date of presentation: NA
- Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: NA
- Site Governance Team (SGT) Date of presentation: 1.30.18
- Other (list): YLC Date of presentation: 1.30.18 + 3.0.18

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: 3.0.2018

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Debra Ganderton

Type/Print Name of School Principal

Debra Ganderton

Signature of School Principal

4.6.2018

Date

Aaron Jacobson

Type/Print Name of SSC Chairperson

[Signature]

Signature of SSC Chairperson

4.6.2018

Date

Mitzi Merino

Type/Print Name of Area Superintendent

Signature of Area Superintendent

5.23.18

Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3209

TABLE OF CONTENTS

1. Introduction
2. Executive Summary
3. SPSA Template
4. Appendix
 - A. Data Reports
 - B. Parent Involvement Policy for Non-Title I Schools
 - C. Home/School Compact
 - D. MPP Budget Allocations Summary Grid
 - E. 2018-19 SPSA Assessment and Evaluation

SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**INTRODUCTION**

The nation's movement toward Common Core State Standards (CCSS) is reflected in changes to instructional practices as well as the way in which academic progress is measured. SDUSD has been proactive implementing CCSS as well as piloting Smarter Balanced Assessment (SBAC), the standardized testing developed to measure academic progress associated with CCSS. Additionally, SDUSD has developed internal benchmark assessments for CCSS.

The contents of this SPSA include the SSC approved categorical budget. The work toward approving the 2018-19 categorical budget was completed in the spring of 2018 in preparation for the 2018-19 school year.

SCHOOL VISION AND REALITY**School Vision and Reality**

McKinley Elementary is an International Baccalaureate World School where we believe student learning is best done when it is authentic – relevant to the real world and transdisciplinary.

Our examination of best classroom practices and ongoing informal and formal assessments ensure we provide a program where the needs of all learners are at the foundation and forefront of our work. We continually look for ways to enhance and enrich the experience of the children in our charge and take great pride in the program we provide.

Our common commitment is to develop learners who are: inquirers, knowledgeable, thinkers, communicators, open-minded, caring, courageous, balanced, reflective and principled.

McKinley is a school where the school is connected to the community, and the community is connected to the school. Collectively and collaboratively, our staff and parents work together to provide an exemplary educational program.

Our ideal state for our school culture.

Students, families, staff and community are fiercely committed to the success of our school program. We hold high expectations for all students and we are accountable for their learning. We believe that what we do matters to the future of each and every child.

McKinley is a school of life-long learners where adults and children embrace a growth mindset. We respect one another, believe in teamwork, and appreciate diversity.

Our ideal state for academic press.

- Instruction and assessments are aligned with IB Standards and Practices and Common Core Standards (CCSS). Students are engaged in rigorous and meaningful tasks.
- Instruction is based on CCSS standards, well organized, and strategic.
- Formal and informal assessments are used regularly to monitor students' understanding and instruction is adjusted to support students at all levels.
- Instruction is differentiated for students
- Students are actively engaged, involved in their own learning, reflect, inquiry, and active participants in their progress through goal setting, etc.

McKinley's Current Reality:

State testing is administered annually in grades 3-5. Our scores continue to reflect growth at all grade levels and we surpasses established math and language arts goals. In an effort to address our equity challenge, we have closely monitored the academic achievement of our students who are second language learners and those students who receive services under the auspices of their IEP. Our SBAC scores reflected cademic gains were noted for both populations. We are proud to be authorized as an International Baccalaureate School - where we learn locally and think globally.

CORE AND SUPPLEMENTAL SUPPORTS

TEACHER ALLOCATIONS:

Teacher Allocations are based on dividing General Education Enrollment by the approved class size.

| | |
|-------------|---------|
| Grades K-3: | 1:24 |
| Grade 4-5: | 1:32.13 |

NURSE:

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day. K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days Per Week

| | | |
|-------------|---|-----------------|
| 1-592 | = | 1 day per week |
| 593-1,185 | = | 2 days per week |
| 1,186-1,774 | = | 3 days per week |

COUNSELOR

Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site.

| Enrollment | Days | Position Equivalent FTE |
|-------------|------|-------------------------|
| 1-493 | 1 | .2 |
| 494-726 | 1.5 | .3 |
| 727-960 | 2.0 | .4 |
| 961-1,195 | 2.5 | .5 |
| 1,196-1,429 | 3.0 | .6 |

HEALTH TECHNICIAN

Allocation is based on projected enrollment and managed centrally.

| Enrollment | Days Per Week |
|------------|---------------|
| 1-374 | 1 |
| 375-1511 | 2 |
| 1512-2267 | 3 |

The categorical expenses identified in this SPSA are supplemental to these core academic staffing and supports.

PROFESSIONAL DEVELOPMENT

Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve.

As an authorized International Baccalaureate School, we are preparing for our re-authorization visit which will occur in April 2019. A thorough, comprehensive, in-depth self-study is a prerequisite for this visit and we are dedicating the majority of our Staff Professional Development commitments to this end.

Professional Learning Communities (PLCs) are an additional focus of professional growth at McKinley. Each grade level convenes weekly to co-construct curriculum embedding both the CCSS and the tenants of our International Baccalaureate Program. We meet regularly to analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

SPSA ALIGNMENT TO THE LEA PLAN

SDUSD's LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development, extended and intensive learning opportunities as described in the "Budget: Resources Aligned to Area Goals" section of this plan.

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet growth targets. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan, the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page.

LCFF COMMUNITY AND STAFF ENGAGEMENT

Our SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet or exceed grade level expectations as measured by CAASPP and other established formative and summative assessments. In order to achieve the SMART goals we've established, the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting statestandards. Multiple meetings were held between January and February with advisory groups. Our Instructional Leadership Team, certificated and classified staff, and SSC were consulted during the SPSA development process as documented on the Recommendations and Assurances page. We experienced an unanticipated significant reduction in the number of Free/Reduced Lunch Applications we generally receive this year and, as a result, lost our Title 1 funding. This compelled our SSC and SGT members to re-establish priorities, monitor expenditures and ensure each expenditure is aligned with student needs.

| SCHOOL SITE COUNCIL MEMBERSHIP | |
|---------------------------------------|--------------------|
| Member Name | Role |
| Aaron Jacobson | Parent |
| Geysil Arroyo | Parent |
| Wendy Seims | Staff - Teacher |
| Jennifer Campos | Parent |
| Deb Ganderton | Staff - Principal |
| Joni Gentle | Staff - Teacher |
| Scott Ghahary | Staff - Teacher |
| Erika Oortgiese | Staff - Classified |
| Candace Gyure | Parent |
| Stephen Olds | Parent |

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

By June 2019, 70% (approx. 29 - 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 73% (approx. 66 - 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: English Learners students

By June 2019, 30% (approx. 2 - 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 30% (approx. 1 - 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 57% (approx. 29 - 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 59% (approx. 32 - 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 24% (approx. 3 - 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 10% (approx. 1 - 5th graders) will meet or exceed standards in ELA on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

- CELDT
 Interim Assessments
 End-Of-Course Exams
 SBAC
 DRA2
 SMI
 SRI
 KDS
 ELPAC
 ARI
 MDTP
 Report Cards
 End-Of-Unit Assessments
 PowerSchool
 Sign In Sheets
 Other

Other Assessments (Please Specify):

On-Demand Writing Prompts; Illuminate/Inspect (assessments modified by teachers to align with instruction) , Fountas and Pinnell; Student Writing Samples and Rubrics

Progress and Growth Monitoring: How and when will you monitor progress towards your ELA goal?

Teachers, IB Coordinator and Site Administrator will meet by grade level/department to analyze DRA & Achieve 3000 reports reflecting achievement as well as other data once per month. Analysis will inform subsequent instruction.

Area 2: Mathematics

Mathematics SMART Goal:
 By June 2019, 78% (approx. 82 - 3rd graders) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 60% (approx. 53 - 5th graders) will meet or exceed standards in Math on the SBAC exam.

Closing the Gap SMART Goal:
 Subgroup: English Learners students
 By June 2019, 32% (approx. 2 - 3rd graders) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 30% (approx. 1 - 5th graders) will meet or exceed standards in Math on the SBAC exam.
 Subgroup: Hispanic/Latino students
 By June 2019, 50% (approx. 38 - 3rd graders) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 52% (approx. 21 - 5th graders) will meet or exceed standards in Math on the SBAC exam.
 Subgroup: Students with Disabilities
 By June 2019, 10% (approx. 3 - 3rd graders) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 25% (approx. 8 - 5th graders) will meet or exceed standards in Math on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

CELDT
 Interim Assessments
 End-Of-Course Exams
 SBAC
 DRA2
 SMI
 SRI
 KDS
 ELPAC
 ARI
 MDTP
 Report Cards
 End-Of-Unit Assessments
 PowerSchool
 Sign In Sheets
 Other

Other Assessments (Please Specify):
 CAASPP results, Concept Tests, Formative Assessments generated by grade level teams, Illuminate/Inspect Assessments, Exit Slips and Topic Tests

Progress and Growth Monitoring: How and when will you monitor progress towards your Math goal?
 Teachers will meet by grade level/department to analyze end of unit assessments and other data review monthly. Analysis will inform subsequent instruction.

Area 3: English Learner**English Learner SMART Goal:**

By June 2019, a minimum of 80% of McKinley's English Learner Potential Reclassification students will be reclassified using the Fall and/or Spring Reclassification Criteria or the Alternate Reclassification process for student who are dually-identified as receiving EL and Special Ed. services.

Closing the Gap SMART Goal:**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

CELDT Interim Assessments End-Of-Course
Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit
Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

Progress and Growth Monitoring: How and when will you monitor progress towards your English Learner goal?

Teachers will meet by grade level/department to analyze data such as DRA , SRI achievement as well as Illuminate/Inspect once per month. Analysis will inform subsequent instruction.

Area 4: Graduation/Promotion Rate**Graduation Rate SMART Goal:**

By June 2019, at least 75% (approx. 75 3rd graders) will meet or exceed lexile level 38 in DRA .

By June 2019, at least 70% (approx. 69 5th graders) will meet or exceed lexile level 851 in Achieve 3000.

Closing the Gap SMART Goal (Optional for Elementary schools):**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

CELDT Interim Assessments End-Of-Course
Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit
Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

DRA, Running Records, Fountas and Pinnell Reading Behaviors, Achieve 3000 reports

Progress and Growth Monitoring: How and when will you monitor progress towards your Graduation/Promotion goal?

Teachers, IB Coordinator and principal will meet by grade level/department to analyze end of unit assessments DRA/ARI/SRI each trimester. Analysis will inform subsequent instruction.

Area 5: Parent Involvement and Community Engagement**Parent Involvement and Community Engagement SMART Goal:**

By June 2019, 100% (approx. 378 families) will receive information regarding academic and citizenship progress of their children.

By June 2019, at least 95% (approx. 359 families) will attend two or more family engagement events such as Back to School Night, Family Fridays and Open House to increase the milestones necessary for meaningful graduation.

Targeted Population:

All parents will learn strategies to promote student achievement goals by attending parent/community engagement events such as Parent/Teacher Conference, Family Friday, Back to School Night, and Open House.

What data did you use to form these goals?:

Sign in and attendance sheets from school activities and events.

Progress and Growth Monitoring: How and when will you monitor progress towards your Parent Involvement and Community goal?

Teachers and administration will meet each trimester to analyze student progress using site developed criteria. Families are contacted each trimester when inadequate growth noted in progress reports.

BUDGET: Resources Aligned to Area Goals**Core Program:****Guaranteed and Viable Curriculum and Universal Access to Strong Core Instructional Program (Tier 1)**

- All McKinley teachers will use the IB Program of Inquiry units of study which integrates English Language Arts, ELA Framework, Next Generation Social Studies and Science using the new CCSS ELA Framework and California grade level standards in designing and differentiating instruction.
- All McKinley classroom teachers will have the opportunity to work collaboratively for approximately two hours each week to identify grade level proficiency, academic outcomes using the result of district benchmarks and other assessments to plan instruction, monitor student progress and adjust instruction accordingly.
- Every English Learner will receive 30 minutes of SELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.
- Teachers will provide balanced literacy instruction including daily guided reading.
- Staff will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, Illuminate/Inspect, IB Planner summative and formative assessments, Benchmarks, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)
- Staff will analyze on demand and other student writing using grade level writing rubrics, IB Planner rubrics, and ELDPI and provide students with concrete feedback and direction as it relates to grade level writing standards.
- Teachers will use graphic organizers and Thinking Maps to support student understanding.
- Push in/pull out support teacher will work with targeted students to improve language development.
- All English learners will be assessed using ELPAC and the Express Assessment from the SELD curriculum.
- Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.
- Counselor, nurse, and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, health assistant, teachers and principal will monitor and follow up with student attendance needs.
- Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly.
- Teachers will participate in on site and district professional development to strengthen literacy instruction.

Strategic Support (Tier 2)

- Targeted additional small flexible group instruction will be used to address specific needs in literacy.
- McKinley teachers will make a home contact (progress report, phone call, home visit) to discuss the progress of all at-risk students. This is logged by teacher.
- Spring Parent/Teacher Conference for all students who are below grade level.
- Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher.
- Educational specialist will provide push in supplemental small group instruction for targeted students in need.
- Push in/pull out teacher will consult with teachers to provide supports for targeted English Learners.

- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
- Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.
- Teachers or support staff will provide additional guided reading for targeted students.
- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.
- Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

Intensive Intervention (Tier 3)

- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for teachers.
- Teachers will provide supplemental small group instruction to identified Beginner and Early Intermediate English learners.
- Counselor will provide monthly check in with at risk students.
- Support by Support staff to address literacy needs of students who are two or more years below proficiency.
- Speech and language pathologist will provide supplemental support to English learners with language needs.
- Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2016 - 6/14/2017):

MAXIMIZE INSTRUCTIONAL TIME: Continue to strengthen school-wide implementation of research-based instructional practices through supplemental materials and supplemental curriculum.

Universal Access to Strong Core Instructional Program (Tier 1)

- All McKinley teachers will use the IB Program of Inquiry units of study which integrate English Language Arts, Next Generation Social Studies and Science using the new CCSS Literacy ELA Framework and the California grade level standards in designing and differentiating instruction. A minimum of two hours per teacher per week is provided for revision and reflection of the Program of Inquiry curriculum. During that block, students participate in Specials including but not limited to: library, Spanish, garden, dance, and ceramics. SDUSD provides funding for .4 library, Prep Allocation for PE teacher, a .5 Spanish teacher and a .5 IB Coordinator. Remaining positions are supported through funds provided by the McKinley Foundation.
- English Language Learners with no reported disability will receive 30 minutes of SELD instruction either in class or in a pullout group 3-4 times a week and ALL English learners will continue to receive language development that is integrated and supported throughout the day. English Learners with a disability will receive the support of an Education Specialist or Special Education Assistant assigned to them and their case manager.
- All McKinley teachers will provide balanced literacy instruction including daily shared and/or guided reading and writing. We will examine data during the school year to determine if, in addition to daily guided reading, a phonics component needs to be provided at Tier 2 instruction to struggling 1st, 2nd and 3rd grade students.
- Site licenses including but not limited to: STMath, Achieve 3000, Starfall, Razz kids, TCI will be purchased to support students.
- Staff will use multiple measures of assessment (End of Unit assessments, Illuminate/Inspect, Benchmarks, teacher created formative assessments, etc. to monitor progress and adult instruction based upon student needs.
- Staff will analyze on-demand and other student writing using grade level writing rubrics and provide students with concrete feedback and direction as it relates to grade level writing standards.

- All teachers will use cooperative learning structures across all subject areas.
- All teachers will use Thinking Maps to support student understanding.
- All English Learners will be assessing ELL students using ELPAC . That data will be disaggregated and disseminated to classroom teachers.
- Counselor, nurse, school psychologist and Ed Specialists will facilitate medical, dental, and mental health referrals to community agencies.
- Counselor, teachers and principal will monitor and follow up with student attendance needs.

How will you monitor these strategies/activities?:

The monitoring of these strategies and activities will be through ILT, SGT, SSC and during PLC and grade level planning times.

2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):

Implement school-wide intervention systems through grade level interventions, supplemental small group instruction, student-study team for students not at grade level

How will you monitor these strategies/activities?:

The monitoring of these strategies and activities will be through ILT, SGT, SSC and during PLC and grade level planning times.

3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):

Professional Learning Communities will meet weekly to discuss learning, assessments, curriculum, data, interventions, professional development, research, strategies and more in an effort to close the achievement gap for academically disadvantaged students.

How will you monitor these strategies/activities?:

Grade levels will submit weekly Planning and Grade Minutes to IB Site Coordinator and to site level administrator.

Grade levels will use assessment data to plan for instruction on an ongoing basis.

Cross grade level articulation twice a year to identify academic strengths and plan for achievement gaps.

4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):

Staff will support and assist students in meeting graduation requirements by attending to their health needs and providing additional support to ensure all students when appropriate.

How will you monitor these strategies/activities?:

The monitoring of these strategies and activities will be through data surrounding promotion rates, character education plan implementation at the school site and surveys of all stakeholders.

5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):

McKinley will continue to provide multiple opportunities for parents to participate in scheduled and unscheduled interactions with principal and teachers. Our purpose is to increase parent knowledge and awareness of their child's academic achievement by sharing reading strategies, SBAC assessment information, overview of our IB Program, Growth Mindset, CCSS and NGSS.

How will you monitor these strategies/activities?:

Parent sign in sheets, parent surveys, input collected from parents who serve on various site committees.

Local Control Funding Formula Goals and Budget**Goal 1: Intervention Supports**

Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?

Intervention Support Goal::

Push-in/Pull -out support and extended day learning are provided to increase the number of students meeting grade level standards as evidenced by DRA, formative assessments, Illuminate/Inspect, and site developed assessments.

Students who are below grade level are "double dipped" - provided with a second opportunity during the school day to receive targeted instruction from classroom teacher.

Identified Need::

There are students at all grade levels who are not meeting grade level standards. These students would benefit from push-in/pull-out support. Extended day learning is no longer an option as we no longer qualify for Title 1 Federal funds as a result of a reflected reduction in the number of Free & Reduced lunch applications received this year. Our collective perspective is that this reduction (from 43% to 30%) is not reflective of a reduction in the number of families who would qualify for Free and Reduced lunch, but is, in fact, a reflection of the current political climate.

Target Group::

English Learners and students not meeting grade level standards.

Monitoring::

ELPAC scores, analysis of ELPAC data to determine need, DRA & Achieve 3000 Lexile Level scores and results of site-developed assessments.

Personnel Responsible::

Principal, IB Coordinator, ILT, Classroom teachers, SPED Team & Library Assistant

Goal 2: Classroom Supports

A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?

Classroom Support Goal::

To increase access to grade-level standards and improve learning in literacy and mathematics, library access and software licenses are necessary.

Identified Need::

There are students at all grade levels are in need of supplemental instructional resources at school and home.

Target Group::

Our ELL students are in greatest need for supplemental instructional resources, however all students benefit from the additional supports we provide.

Monitoring::

Administrative approval of instructional requests will be based on academic rationale provided.

Personnel Responsible::

Principal, IB Coordinator, classroom teachers, ILT

Goal 3: Professional Development

Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?

Professional Development Goal:

Professional Development opportunities and collaboration among teachers to develop and calibrate IB Units, common core instruction, and develop site-based assessments.

Identified Need::

2018-19 is an evaluation year for our International Baccalaureate Program. A rigorous self-study is a critical component in preparation of this visit. The majority of our Staff Professional Development will be dedicated to the mandatory self-study. Teachers will utilize PLC time to analyze student achievement and collaboratively plan instruction.

Target Group::

All students

Monitoring::

Monitoring of progress is conducted through the PLCs and regularly scheduled collaboration meetings.

Personnel Responsible::

Principal, IB Coordinator, ILT, Classroom Teachers, SGT

LCFF Intervention Supports

| Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | Area Goal(s) | Rationale |
|-----------------------------|--------|------------|----------------|---|---------------------------|----------------|--|
| Library Asst | 0.3000 | \$7,483.80 | \$20,164.28 | 0203-09800-00-2231-2420-0000-01000-0000 | LCFF Intervention Support | LCFF 1, LCFF 2 | Library Assistant IB Provides research based instruction to students. Provides students with access to library books and teaches research skills. Works closely with teachers to align her lessons with units of study in the classroom. |
| Software License | | \$3,000.00 | \$3,000.00 | 0203-09800-00-5841-1000-1110-01000-0000 | LCFF Intervention Support | LCFF 1, LCFF 2 | Provide additional resources for students to support Literacy and Mathematics instruction. |
| Prof&Curriclm Dev Vist Tchr | | \$5,273.00 | \$6,348.17 | 0203-09800-00-1192-1000-1110-01000-0000 | LCFF Intervention Support | LCFF 1, LCFF 3 | IIB Evaluation Year - mandated self-study to prepare for April 2019 IB Organization visit to evaluate IB implementation. Majority of PDs will focus on completing self-study in preparation of April visit. |

APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the Single Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

- A. Data Reports
- B. Parent Involvement Policy for Non-Title I Schools
- C. Home/School Compact
- D. MPP Budget Allocations Summary Grid
- E. 2018-19 SPSA Assessment and Evaluation

APPENDIX A

DATA REPORTS

Data Reports: Attached Data comes from www.sandi.net/my-school :ELA/Math Multi-year Demographic Summary Additional data for schools can be found in:

- Illuminate
- CDE: <http://caaspp.cde.ca.gov/sb2017/Search>

* Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of data. Data is organized and reported differently amongst the data sources above.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
McKinley
All Grades Combined

| Student Group | English Language Arts | | | | | | Chg From | | Mathematics | | | | | | Chg From | |
|-------------------------|-----------------------|------|------|------|------|-------|----------|-------|-------------|------|------|------|------|-------|----------|------|
| | 2015 | | 2016 | | 2017 | | 2015 | 2016 | 2015 | | 2016 | | 2017 | | 2015 | 2016 |
| | N | % | N | % | N | % | % | % | N | % | N | % | N | % | % | % |
| Total | 248 | 57.7 | 265 | 64.5 | 282 | 68.4 | 10.7 | 3.9 | 249 | 48.2 | 265 | 53.2 | 282 | 65.2 | 17.0 | 12.0 |
| Female | 117 | 58.1 | 120 | 65.8 | 124 | 75.0 | 16.9 | 9.2 | 117 | 41.9 | 120 | 51.7 | 124 | 61.3 | 19.4 | 9.6 |
| Male | 131 | 57.3 | 145 | 63.4 | 158 | 63.3 | 6.0 | -0.1 | 132 | 53.8 | 145 | 54.5 | 158 | 68.4 | 14.6 | 13.9 |
| African American | 17 | 52.9 | 17 | 52.9 | 8 | - | - | - | 17 | 35.3 | 17 | 35.3 | 8 | - | - | - |
| Asian | 4 | - | 4 | - | 2 | - | - | - | 3 | - | 4 | - | 2 | - | - | - |
| Filipino | 0 | - | 1 | - | 1 | - | - | - | 0 | - | 1 | - | 1 | - | - | - |
| Hispanic | 131 | 45.0 | 137 | 55.5 | 149 | 55.7 | 10.7 | 0.2 | 133 | 35.3 | 137 | 38.0 | 149 | 52.3 | 17.0 | 14.3 |
| Indochinese | 2 | - | 2 | - | 1 | - | - | - | 2 | - | 2 | - | 1 | - | - | - |
| Native American | 2 | - | 3 | - | 1 | - | - | - | 2 | - | 3 | - | 1 | - | - | - |
| Pacific Islander | 0 | - | 0 | - | 2 | - | - | - | 0 | - | 0 | - | 2 | - | - | - |
| White | 89 | 73.0 | 93 | 77.4 | 105 | 81.9 | 8.9 | 4.5 | 89 | 65.2 | 93 | 73.1 | 105 | 79.0 | 13.8 | 5.9 |
| Multiracial | 3 | - | 8 | - | 13 | 100.0 | - | - | 3 | - | 8 | - | 13 | 100.0 | - | - |
| English Learner | 33 | 9.1 | 26 | 23.1 | 16 | 0.0 | -9.1 | -23.1 | 35 | 17.1 | 26 | 15.4 | 16 | 12.5 | -4.6 | -2.9 |
| English-Speaking | 215 | 65.1 | 239 | 69.0 | 266 | 72.6 | 7.5 | 3.6 | 214 | 53.3 | 239 | 57.3 | 266 | 68.4 | 15.1 | 11.1 |
| Reclassified† | 34 | 55.9 | 37 | 48.6 | 38 | 57.9 | 2.0 | 9.3 | 32 | 40.6 | 37 | 35.1 | 38 | 47.4 | 6.8 | 12.3 |
| Initially Eng. Speaking | 181 | 66.9 | 202 | 72.8 | 228 | 75.0 | 8.1 | 2.2 | 182 | 55.5 | 202 | 61.4 | 228 | 71.9 | 16.4 | 10.5 |
| Econ. Disadv.* | 132 | 43.9 | 139 | 51.8 | 125 | 57.6 | 13.7 | 5.8 | 133 | 36.1 | 139 | 38.1 | 125 | 52.8 | 16.7 | 14.7 |
| Non-Econ. Disadv. | 116 | 73.3 | 126 | 78.6 | 157 | 77.1 | 3.8 | -1.5 | 116 | 62.1 | 126 | 69.8 | 157 | 75.2 | 13.1 | 5.4 |
| Gifted | 77 | 81.8 | 82 | 81.7 | 76 | 90.8 | 9.0 | 9.1 | 77 | 76.6 | 82 | 82.9 | 76 | 93.4 | 16.8 | 10.5 |
| Not Gifted | 171 | 46.8 | 183 | 56.8 | 206 | 60.2 | 13.4 | 3.4 | 172 | 35.5 | 183 | 39.9 | 206 | 54.9 | 19.4 | 15.0 |
| With Disabilities | 36 | 8.3 | 39 | 20.5 | 32 | 21.9 | 13.6 | 1.4 | 36 | 5.6 | 39 | 12.8 | 32 | 21.9 | 16.3 | 9.1 |
| WO Disabilities | 212 | 66.0 | 226 | 72.1 | 250 | 74.4 | 8.4 | 2.3 | 213 | 55.4 | 226 | 60.2 | 250 | 70.8 | 15.4 | 10.6 |
| Homeless | 3 | - | 4 | - | 6 | - | - | - | 3 | - | 0 | - | 6 | - | - | - |
| Foster | 0 | - | 3 | - | 2 | - | - | - | 0 | - | 3 | - | 2 | - | - | - |
| Military | 7 | - | 8 | - | 5 | - | - | - | 7 | - | 8 | - | 5 | - | - | - |

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
McKinley
Grade 3

| Student Group | English Language Arts | | | | | | Chg From | | Mathematics | | | | | | Chg From | |
|-------------------------|-----------------------|------|------|------|------|------|----------|-------|-------------|------|------|------|------|-------|----------|-------|
| | 2015 | | 2016 | | 2017 | | 2015 | 2016 | 2015 | | 2016 | | 2017 | | 2015 | 2016 |
| | N | % | N | % | N | % | % | % | N | % | N | % | N | % | % | % |
| Total | 89 | 59.6 | 93 | 67.7 | 105 | 64.8 | 5.2 | -2.9 | 91 | 48.4 | 93 | 63.4 | 105 | 73.3 | 24.9 | 9.9 |
| Female | 41 | 61.0 | 43 | 72.1 | 41 | 73.2 | 12.2 | 1.1 | 42 | 47.6 | 43 | 60.5 | 41 | 73.2 | 25.6 | 12.7 |
| Male | 48 | 58.3 | 50 | 64.0 | 64 | 59.4 | 1.1 | -4.6 | 49 | 49.0 | 50 | 66.0 | 64 | 73.4 | 24.4 | 7.4 |
| African American | 7 | - | 3 | - | 1 | - | - | - | 7 | - | 3 | - | 1 | - | - | - |
| Asian | 1 | - | 1 | - | 0 | - | - | - | 1 | - | 1 | - | 0 | - | - | - |
| Filipino | 0 | - | 1 | - | 0 | - | - | - | 0 | - | 1 | - | 0 | - | - | - |
| Hispanic | 49 | 42.9 | 47 | 57.4 | 50 | 52.0 | 9.1 | -5.4 | 51 | 29.4 | 47 | 48.9 | 50 | 70.0 | 40.6 | 21.1 |
| Indochinese | 1 | - | 0 | - | 0 | - | - | - | 1 | - | 0 | - | 0 | - | - | - |
| Native American | 0 | - | 1 | - | 0 | - | - | - | 0 | - | 1 | - | 0 | - | - | - |
| Pacific Islander | 0 | - | 0 | - | 2 | - | - | - | 0 | - | 0 | - | 2 | - | - | - |
| White | 30 | 83.3 | 38 | 81.6 | 46 | 73.9 | -9.4 | -7.7 | 30 | 76.7 | 38 | 81.6 | 46 | 73.9 | -2.8 | -7.7 |
| Multiracial | 1 | - | 2 | - | 6 | - | - | - | 1 | - | 2 | - | 6 | - | - | - |
| English Learner | 16 | 12.5 | 15 | 26.7 | 7 | - | - | - | 17 | 11.8 | 15 | 26.7 | 7 | - | - | - |
| English-Speaking | 73 | 69.9 | 78 | 75.6 | 98 | 69.4 | -0.5 | -6.2 | 74 | 56.8 | 78 | 70.5 | 98 | 76.5 | 19.7 | 6.0 |
| Reclassified† | 4 | - | 5 | - | 6 | - | - | - | 4 | - | 5 | - | 6 | - | - | - |
| Initially Eng. Speaking | 69 | 68.1 | 73 | 75.3 | 92 | 68.5 | 0.4 | -6.8 | 70 | 57.1 | 73 | 68.5 | 92 | 75.0 | 17.9 | 6.5 |
| Econ. Disadv.* | 44 | 47.7 | 45 | 48.9 | 35 | 51.4 | 3.7 | 2.5 | 45 | 35.6 | 45 | 44.4 | 35 | 65.7 | 30.1 | 21.3 |
| Non-Econ. Disadv. | 45 | 71.1 | 48 | 85.4 | 70 | 71.4 | 0.3 | -14.0 | 46 | 60.9 | 48 | 81.3 | 70 | 77.1 | 16.2 | -4.2 |
| Gifted | 19 | 84.2 | 27 | 92.6 | 27 | 85.2 | 1.0 | -7.4 | 20 | 80.0 | 27 | 92.6 | 27 | 100.0 | 20.0 | 7.4 |
| Not Gifted | 70 | 52.9 | 66 | 57.6 | 78 | 57.7 | 4.8 | 0.1 | 71 | 39.4 | 66 | 51.5 | 78 | 64.1 | 24.7 | 12.6 |
| With Disabilities | 9 | - | 16 | 37.5 | 10 | 20.0 | - | -17.5 | 9 | - | 16 | 31.3 | 10 | 20.0 | - | -11.3 |
| WO Disabilities | 80 | 63.8 | 77 | 74.0 | 95 | 69.5 | 5.7 | -4.5 | 82 | 52.4 | 77 | 70.1 | 95 | 78.9 | 26.5 | 8.8 |
| Homeless | 0 | - | 4 | - | 2 | - | - | - | 0 | - | 0 | - | 2 | - | - | - |
| Foster | 0 | - | 0 | - | 0 | - | - | - | 0 | - | 0 | - | 0 | - | - | - |
| Military | 2 | - | 5 | - | 1 | - | - | - | 2 | - | 5 | - | 1 | - | - | - |

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
McKinley
Grade 4

| Student Group | English Language Arts | | | | | | Chg From | | Mathematics | | | | | | Chg From | |
|-------------------------|-----------------------|------|------|------|------|------|----------|-------|-------------|------|------|------|------|------|----------|------|
| | 2015 | | 2016 | | 2017 | | 2015 | 2016 | 2015 | | 2016 | | 2017 | | 2015 | 2016 |
| | N | % | N | % | N | % | % | % | N | % | N | % | N | % | % | % |
| Total | 92 | 58.7 | 88 | 70.5 | 87 | 73.6 | 14.9 | 3.1 | 91 | 54.9 | 88 | 51.1 | 87 | 67.8 | 12.9 | 16.7 |
| Female | 43 | 65.1 | 40 | 72.5 | 43 | 76.7 | 11.6 | 4.2 | 42 | 57.1 | 40 | 52.5 | 43 | 60.5 | 3.4 | 8.0 |
| Male | 49 | 53.1 | 48 | 68.8 | 44 | 70.5 | 17.4 | 1.7 | 49 | 53.1 | 48 | 50.0 | 44 | 75.0 | 21.9 | 25.0 |
| African American | 8 | - | 7 | - | 2 | - | - | - | 8 | - | 7 | - | 2 | - | - | - |
| Asian | 2 | - | 1 | - | 1 | - | - | - | 1 | - | 1 | - | 1 | - | - | - |
| Filipino | 0 | - | 0 | - | 1 | - | - | - | 0 | - | 0 | - | 1 | - | - | - |
| Hispanic | 42 | 50.0 | 51 | 60.8 | 45 | 62.2 | 12.2 | 1.4 | 42 | 47.6 | 51 | 35.3 | 45 | 51.1 | 3.5 | 15.8 |
| Indochinese | 1 | - | 1 | - | 0 | - | - | - | 1 | - | 1 | - | 0 | - | - | - |
| Native American | 2 | - | 0 | - | 1 | - | - | - | 2 | - | 0 | - | 1 | - | - | - |
| Pacific Islander | 0 | - | 0 | - | 0 | - | - | - | 0 | - | 0 | - | 0 | - | - | - |
| White | 36 | 66.7 | 26 | 80.8 | 33 | 90.9 | 24.2 | 10.1 | 36 | 66.7 | 26 | 73.1 | 33 | 90.9 | 24.2 | 17.8 |
| Multiracial | 1 | - | 2 | - | 4 | - | - | - | 1 | - | 2 | - | 4 | - | - | - |
| English Learner | 14 | 7.1 | 10 | 20.0 | 5 | - | - | - | 14 | 28.6 | 10 | 0.0 | 5 | - | - | - |
| English-Speaking | 78 | 67.9 | 78 | 76.9 | 82 | 78.0 | 10.1 | 1.1 | 77 | 59.7 | 78 | 57.7 | 82 | 72.0 | 12.3 | 14.3 |
| Reclassified† | 11 | 72.7 | 11 | 72.7 | 15 | 53.3 | -19.4 | -19.4 | 10 | 70.0 | 11 | 36.4 | 15 | 46.7 | -23.3 | 10.3 |
| Initially Eng. Speaking | 67 | 67.2 | 67 | 77.6 | 67 | 83.6 | 16.4 | 6.0 | 67 | 58.2 | 67 | 61.2 | 67 | 77.6 | 19.4 | 16.4 |
| Econ. Disadv.* | 46 | 39.1 | 51 | 64.7 | 41 | 58.5 | 19.4 | -6.2 | 45 | 40.0 | 51 | 39.2 | 41 | 48.8 | 8.8 | 9.6 |
| Non-Econ. Disadv. | 46 | 78.3 | 37 | 78.4 | 46 | 87.0 | 8.7 | 8.6 | 46 | 69.6 | 37 | 67.6 | 46 | 84.8 | 15.2 | 17.2 |
| Gifted | 30 | 76.7 | 18 | 83.3 | 26 | 92.3 | 15.6 | 9.0 | 30 | 73.3 | 18 | 88.9 | 26 | 88.5 | 15.2 | -0.4 |
| Not Gifted | 62 | 50.0 | 70 | 67.1 | 61 | 65.6 | 15.6 | -1.5 | 61 | 45.9 | 70 | 41.4 | 61 | 59.0 | 13.1 | 17.6 |
| With Disabilities | 15 | 0.0 | 10 | 20.0 | 10 | 40.0 | 40.0 | 20.0 | 15 | 6.7 | 39 | 12.8 | 10 | 50.0 | 43.3 | 37.2 |
| WO Disabilities | 77 | 70.1 | 78 | 76.9 | 77 | 77.9 | 7.8 | 1.0 | 76 | 64.5 | 78 | 57.7 | 77 | 70.1 | 5.6 | 12.4 |
| Homeless | 2 | - | 4 | - | 3 | - | - | - | 2 | - | 0 | - | 6 | - | - | - |
| Foster | 0 | - | 0 | - | 0 | - | - | - | 0 | - | 0 | - | 0 | - | - | - |
| Military | 2 | - | 1 | - | 3 | - | - | - | 2 | - | 1 | - | 3 | - | - | - |

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
McKinley
Grade 5

| Student Group | English Language Arts | | | | | | Chg From | | Mathematics | | | | | | Chg From | |
|-------------------------|-----------------------|------|------|------|------|------|----------|-------|-------------|------|------|------|------|------|----------|------|
| | 2015 | | 2016 | | 2017 | | 2015 | 2016 | 2015 | | 2016 | | 2017 | | 2015 | 2016 |
| | N | % | N | % | N | % | % | % | N | % | N | % | N | % | % | % |
| Total | 67 | 53.7 | 84 | 54.8 | 90 | 67.8 | 14.1 | 13.0 | 67 | 38.8 | 84 | 44.0 | 90 | 53.3 | 14.5 | 9.3 |
| Female | 33 | 45.5 | 37 | 51.4 | 40 | 75.0 | 29.5 | 23.6 | 33 | 15.2 | 37 | 40.5 | 40 | 50.0 | 34.8 | 9.5 |
| Male | 34 | 61.8 | 47 | 57.4 | 50 | 62.0 | 0.2 | 4.6 | 34 | 61.8 | 47 | 46.8 | 50 | 56.0 | -5.8 | 9.2 |
| African American | 2 | - | 7 | - | 5 | - | - | - | 2 | - | 7 | - | 5 | - | - | - |
| Asian | 1 | - | 2 | - | 1 | - | - | - | 1 | - | 2 | - | 1 | - | - | - |
| Filipino | 0 | - | 0 | - | 0 | - | - | - | 0 | - | 0 | - | 0 | - | - | - |
| Hispanic | 40 | 42.5 | 39 | 46.2 | 54 | 53.7 | 11.2 | 7.5 | 40 | 30.0 | 39 | 28.2 | 54 | 37.0 | 7.0 | 8.8 |
| Indochinese | 0 | - | 1 | - | 1 | - | - | - | 0 | - | 1 | - | 1 | - | - | - |
| Native American | 0 | - | 2 | - | 0 | - | - | - | 0 | - | 2 | - | 0 | - | - | - |
| Pacific Islander | 0 | - | 0 | - | 0 | - | - | - | 0 | - | 0 | - | 0 | - | - | - |
| White | 23 | 69.6 | 29 | 69.0 | 26 | 84.6 | 15.0 | 15.6 | 23 | 47.8 | 29 | 62.1 | 26 | 73.1 | 25.3 | 11.0 |
| Multiracial | 1 | - | 4 | - | 3 | - | - | - | 1 | - | 4 | - | 3 | - | - | - |
| English Learner | 3 | - | 1 | - | 4 | - | - | - | 4 | - | 1 | - | 4 | - | - | - |
| English-Speaking | 64 | 56.3 | 83 | 55.4 | 86 | 70.9 | 14.6 | 15.5 | 63 | 41.3 | 83 | 44.6 | 86 | 55.8 | 14.5 | 11.2 |
| Reclassified† | 19 | 36.8 | 21 | 28.6 | 17 | 52.9 | 16.1 | 24.3 | 18 | 22.2 | 21 | 19.0 | 17 | 29.4 | 7.2 | 10.4 |
| Initially Eng. Speaking | 45 | 64.4 | 62 | 64.5 | 69 | 75.4 | 11.0 | 10.9 | 45 | 48.9 | 62 | 53.2 | 69 | 62.3 | 13.4 | 9.1 |
| Econ. Disadv.* | 42 | 45.2 | 43 | 39.5 | 49 | 61.2 | 16.0 | 21.7 | 43 | 32.6 | 43 | 30.2 | 49 | 46.9 | 14.3 | 16.7 |
| Non-Econ. Disadv. | 25 | 68.0 | 41 | 70.7 | 41 | 75.6 | 7.6 | 4.9 | 24 | 50.0 | 41 | 58.5 | 41 | 61.0 | 11.0 | 2.5 |
| Gifted | 28 | 85.7 | 37 | 73.0 | 23 | 95.7 | 10.0 | 22.7 | 27 | 77.8 | 37 | 73.0 | 23 | 91.3 | 13.5 | 18.3 |
| Not Gifted | 39 | 30.8 | 47 | 40.4 | 67 | 58.2 | 27.4 | 17.8 | 40 | 12.5 | 47 | 21.3 | 67 | 40.3 | 27.8 | 19.0 |
| With Disabilities | 12 | 8.3 | 39 | 20.5 | 12 | 8.3 | 0.0 | -12.2 | 12 | 0.0 | 39 | 12.8 | 32 | 21.9 | 21.9 | 9.1 |
| WO Disabilities | 55 | 63.6 | 71 | 64.8 | 78 | 76.9 | 13.3 | 12.1 | 55 | 47.3 | 71 | 52.1 | 78 | 61.5 | 14.2 | 9.4 |
| Homeless | 1 | - | 2 | - | 6 | - | - | - | 1 | - | 0 | - | 6 | - | - | - |
| Foster | 0 | - | 0 | - | 0 | - | - | - | 0 | - | 0 | - | 0 | - | - | - |
| Military | 3 | - | 2 | - | 1 | - | - | - | 3 | - | 2 | - | 1 | - | - | - |

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

APPENDIX B

TITLE I PARENT INVOLVEMENT POLICY

McKinley Elementary International Baccalaureate World School 2018-2019 Parent Involvement Policy

McKinley Elementary has developed a written parental involvement policy with input from elected members of our Site School Site Council. Each year, our SSC reviews and revises our plan to ensure it is accurate and effective. SSC then votes to approve our Parent Involvement Policy.

A copy of this policy is distributed to our McKinley parent community at Back-to-School Night. It is also added to our McKinley website, posted to our Community Communication Board and paper copies are also made available in our front office.

McKinley provides a variety of meetings throughout the year to allow for parent input. These meetings are schedule by the school and translation services are provided when requested. These meetings will include, but are not limited to:

| | |
|------------------------------------|--------------------------------|
| Site Governance Team | School Site Council |
| English Learner Advisory Committee | Foundation/Parent Teacher Club |

Topics include:

- Home, school and community communications
- Information and training to support parents in working with their child at home
- Valuing cultural diversity
- Assessments, State Standards and proficiency levels
- Site and district resources to support student academic achievement
- Evaluation of School's Parent Involvement Policy
- Advocacy for our school community

To involve parents in our program at McKinley Elementary, the following practices have been established:

Our school convenes an annual meeting to inform McKinley parents of school requirements and the rights of parents to be involved as our partners in their child's education.

School community input is valued and parents are invited to provide input and/or submit topics for discussion at the SSC and SGT Team meetings. Suggestions can be written or emailed to our principal at dganderton@sandi.net. Items for the SSC and SGT will be placed on the agenda in a timely fashion and posted outside the school office and on the school website.

Parent input is shared with our SSC and SGT to provide an organized, ongoing and timely way of involving parents in the planning, review and modifications of programs at McKinley.

School-wide information is sent home on a regular basis informing parents of important information, upcoming meetings, events of interest and parent involvement opportunities through several venues including: McKinley SDUSD website, McKinley PTC website, and paper copies for those families that do not access this information electronically.

Parent volunteers are a valued addition to our McKinley community and space is set aside for volunteer tasks, meetings, school events and inservice opportunities. In addition, our District offers classes for parents at the Harold J. Ballard Parent Center.

Parents are notified annually of individual assessment results for their child(ren) by the Research, Reporting and Testing Department. An explanation of content standards and assessment results is available in several languages. Parents also receive information on their child(ren)'s progress on student progress reports, report cards and at parent-teacher conferences. Translation is provided when requested for parent-teacher conferences. When a parent is unable to attend a conference, a phone call or home visit is made and the information is sent home via the students and/or U.S. Mail. We encourage parents to call or email their child's teacher to schedule an appointment to review their child's progress at any time.

APPENDIX C

HOME/SCHOOL COMPACT



2018-2019 Home/School Compact

McKinley Elementary and the parents of the students participating in activities, services, agree that this compact outlines how our parents, our entire school staff, and our students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards.

This Home/School Compact is in effect during school year 2018-19 School Year

School Responsibilities

McKinley Elementary School Staff will:

Provide high quality curriculum and instruction in a supportive and effective learning environment that empowers our students to meet California's student academic achievement standards as follows:

- Curriculum aligned with CCSS grade level standards in all areas (Language Arts, Math, Social Studies and Science).
- Ongoing assessments to monitor student progress and plan for instruction.
- Ongoing weekly teacher collaboration to continually revise and refine instructional program.
- Supplementary instructional materials to support all learners.
- Additional certificated and classified personnel to support student achievement as budget allows.
- Differentiate instruction to address diverse student needs such as Systematic ELD, and Special Academic Instruction.
- Conduct parent-teacher conferences in the Fall during which this compact will be distributed as it relates to the individual child's achievement.
- Provide translation services as needed.
- Schedule and conduct Parent Teacher conferences in the Spring for all students who score below grade level.
- Teachers report progress to parents through on-going communication via phone, conferences, emails, progress reports and report cards.
- Staff respond to parent and community questions and concerns within two business days.
- Provide parents reasonable access to staff with:
 - Scheduled conferences
 - Fall Conferences - November 20th, 21st, 22nd, and 23rd, 2018
 - Spring Conferences - March 20th, 21st, 22nd 2019
 - Before and after school meetings by appointment
 - School email access

Family Fridays are offered four times a year and serve two purposes. The first 20-30 minutes are spent with our principal and/or IB Coordinator who present information to our parent population related to our school program and offerings. The second half hour provides parents with an opportunity to observe and participate with their child in classroom activities.

Provide parents opportunities to volunteer and participate in their child's school experience through and to observe classroom activities, as follows:

- Parents are encouraged to volunteer and visit classes.
- Parents are encouraged to communicate concerns and/or questions to their child(ren)'s teacher and/ or school principal when appropriate
- Presume positive intent when working to resolve potential conflict

Parent Responsibilities

We, as parents, will support our child's learning by:

- Monitoring attendance and **ensure my child arrives to school on time each day.**
- Making sure my child is rested and prepared to learn each day.
- Support reading outside of school hours in the home each week day.
- Monitoring the amount of screen time and use of social media.
- Volunteering in my child's classroom if possible.
- Participating, as appropriate, in decisions relating to my child's education.
- Promoting positive use of my child's education and communicating with school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on advisory groups, such as School Site Council, Site Governance Team, District Advisory Council for Compensatory Education, the English Learner Advisory Committee, or other school advisory groups.
- Maintaining open communication with all school staff members.
- Presume positive intent when working to resolve potential conflict.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve California's high standards.

- Be on time and ready to learn each day.
- Cooperate and collaborate with my classmates.
- Respect myself, others and the world around me.
- Complete class assignments every day and turn it in to my teacher.
- Ask for help when I need it.
- Read every day outside of school time.
- Give to my parents (or the adult who is responsible for my welfare) all notices and information received by me from my school every day.
- Follow all school rules.
- Be respectful of all members of the learning community.

APPENDIX D**MPP BUDGET ALLOCATIONS SUMMARY GRID**

| School | Resource | Account | ACT DESC | Job Code Title | Values Sum of Projected (Budget) FTE | Sum of Projected (Budget) Dollar Amount |
|---------------------|----------|---------|-----------------------------|----------------|---|---|
| McKinley Elementary | 09800 | 1192 | Prof&Curriclm Dev Vist Tchr | | | \$ 5,273.00 |
| | | 2231 | Other Support Prsnl PARAS | Library Asst | 0.3000 | \$ 7,483.80 |
| | | 3000 | Employee Benefits | | | \$ 13,755.65 |
| | | 5841 | Software License | | | \$ 3,000.00 |
| 09800 Total | | | | | 0.3000 | \$ 29,512.45 |

APPENDIX E**2018-19 SPSA ASSESSMENT AND EVALUATION**

APPENDIX E
SINGLE PLAN FOR *STUDENT* ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: McKinley Elementary
TYPE OR PRINT

| ANALYSIS OF SCORES FOCUS AREA | NOTES/ACTION/DECISIONS |
|----------------------------------|---|
| MAXIMIZING INSTRUCTIONAL TIME | McKinley has fully articulated strategies and activities for maximizing instructional time. Critical concepts and priority standards are being embedded in IB planners. We are making progress implementing Inspect Assessments |
| CLOSING THE ACHIEVEMENT GAP | The ability to modify Illuminate assessment (via Inspect) allowed teacher to better align assessment with instruction. Primary teachers double dip in reading. Concerns about service hours vs. students needs is ongoing. |
| PROFESSIONAL DEVELOPMENT | International Baccalaureate requires teachers generate curriculum aligned with Common Core State Standards. Each team meets weekly for two hours to do so. This has resulted in refined instructional approaches by classroom teachers. |
| GRADUATION/PROMOTION | Principal and IB Coordinator meet monthly to review data and student performance in addition to teacher led PLCs. Teachers also submit individual and grade level data to principal. ILT reviews data and establishes professional development in support of teacher needs. |
| PARENT ENGAGEMENT | We are fortunate to have a very involved parent population. Attendance at school events is always impressive. This is a one of a kind community where our parents are truly partners. |