# The Single Plan for Student Achievement

## at McKinley Elementary School

# 2014-16

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:** Ashton-Gray, Julie
**Contact Person:** Ashton-Gray, Julie
**Position:** Principal
**Telephone Number:** 619/282-7694;
**Address:** 3045 Felton St, Mckinley Elementary, San Diego, CA, 92104-5218,
**E-mail Address:** jashton-gray@sandi.net

**The following items are included:**
☒ Recommendations and Assurances
☒ Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
☒ Home/School Compact

## Board Approval:  June 23, 2015

### 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 Unified** SCHOOL DISTRICT

**RECEIVED** APR 0 4 REC'D

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

## 2014-2016 (2 YEAR) SINGLE PLAN FOR STUDENT ACHIEVEMENT
### RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: McKinley Elementary

SITE CONTACT PERSON: Julie Ashton-Gray

**DUE March 13, 2015**

PHONE:                  FAX:                  E-MAIL ADDRESS:

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

☐ Quality Education Investment Act (QEIA)   ☒ Title 1 Schoolwide Programs (SWP)   ☐ Program Improvement (PI)

☒ Y1 ☐ Y2 ☐ Y3 ☐ Y4 ☐ Y5 ☐ Y5+

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 PRESENTATION TO SSC:

   ☒ English Learner Advisory Committee (ELAC)          Date of presentation: 2/18/2015

   ☐ Community Advisory Committee for Special Education Programs (CAC)   Date of presentation: _____

   ☐ Gifted and Talented Education Program Advisory Committee (GATE)   Date of presentation: _____

   ☒ Site Governance Team (SGT)          Date of presentation: 2/24/2015

   ☐ Other (list): _____          Date of presentation: _____

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: 3/10/2015

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.

Julie Ashton-Gray
Type/Print Name of School Principal

Signature of School Principal          Date 3/10/15

STEPHEN OLDS
Type/Print Name of SSC Chairperson

Signature of SSC Chairperson          Date 3/10/15

_____
Type/Print Name of Area Superintendent

Signature of Area Superintendent          Date

**Submit Document With Original Signatures To:**
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3126

Updated 02.12.15mdj

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## SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

### INTRODUCTION

Both 2014-15 and 2015-16 are addressed in this Single Plan for Student Achievement (SPSA) document. 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 2014-15 SSC approved categorical budget. The work toward approving the 2014-15 categorical budget was completed in the spring of 2014 in preparation for the 2014-15 school year. This document is contained in the appendix and has been updated to address the 2014-15 academic environment and academic goals. The rationales for each expense are identified in the budget.

### SCHOOL VISION AND REALITY

**My current vision for McKinley:**

I want McKinley to be the best place for children to learn, grow, thrive, and be fully prepared to succeed in future years.

I want all members of our community to value our school, work together, and continually look for ways to improve our school for optimum academic, social, and emotional development for all students.

Describe your ideal state for school culture.

A school culture where my students, families, staff, and community love and respect our school, what we stand for, and believe that we are part of something special when we all work together.

A culture that has high expectations for all students, believes that what we do matters to the future of each and every student, and we are accountable for their learning.

A culture of life-long learners that value ongoing learning for all, respect one another, believe in teamwork, appreciates diversity, works hard, and is accountable to students, families, one another for learning, growth, and achievement.

Describe your 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 engaged, involved in their own learning, reflect, inquiry, and active participants in their progress through goal setting, etc.

**McKinley's Current Reality:**

The current culture and social environment are off to a positive start. The community has been in transition with many new staff members, PLCs, and Ed. Specialists, however, is working well as teams. The school culture values the IB Learner Profile and Attitudes across the school culture among staff, students, and with families. These IB standards permeate our school and part of our fabric across all grades. Many parents are supportive, want

to be involved, and readily present on campus. Staff is balancing support and enthusiasm with meeting the high expectations and instructional demands. We have a large number of parents very involved in school; however, there are many parents who are unable to be involved and might be uncomfortable. We need to make sure we are always being inclusive of all students and families to make our vision a reality for all.

Describe your current reality in terms of academic press.

Most lessons are aligned to the CCSS or teachers are trying to. Teachers are working hard to incorporate new learning particularly with math and incorporate math practice standards.

Teachers are working in PLC to align their instruction, assessments, rubrics to meet CCSS, IB standards

Data is used to inform instruction to a certain extent, but not systematically.

There is a wide range of achievement levels in each class. Teachers struggle with differentiating instruction for all students to meet the high achievers with not neglecting struggling students.

## CORE AND SUPPLEMENTAL SUPPORTS
The categorical expenses identified in this SPSA are supplemental to these core academic staffing and supports.

**Elementary Core and Supplemental Supports Statement**
TEACHER ALLOCATIONS:
Teacher Allocations are based on dividing General Education Enrollment by the approved class size.

| | |
|---|---|
| Grades K-3: | 1:24 |
| Grades K-3 with CSR: | 1:22 |
| 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 TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

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

## 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. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

With this understanding, professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

**Cycle I** (August-November) - How do we develop an academic, social and physical environment worthy of our children?
**Cycle 2** (November -February) - How do we create classrooms that are alive with collaborative conversations?
**Cycle 3** (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?
**Cycle 4** (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

Professional Learning Communities (PLCs) 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. Each of the 5 Area Goals contained in the SPSA have Title I budgets allocated to supports identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development, extended and intensive learning opportunities, etc. as they are 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 API and AYP 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.

## SCHOOL SITE COUNCIL MEMBERSHIP

| Member Name | Role |
| --- | --- |
| Patricia Sands | Parent |
| Frances Mackenzie | Teacher |
| Stephen Olds | Parent |
| Julie Ashton-Gray | Principal |
| Debora Davis | Teacher |
| Allison Hudes | Teacher |
| Tilly Som | Teacher |
| Kitty Mateo | Classified Staff |
| Jen Byard | Parent |
| Kelly Mayhew | Parent |
| Mercy Sanchez | Parent |
| Mark Braun | Parent |
|  |  |

| SINGLE PLAN FOR STUDENT ACHIEVEMENT |
|---|
| **Area 1: English/Language Arts** |

**English/Language Arts SMART Goal**:
* By 06/21/2016, 54 % of McKinley Elementary Grades 3-5 will meet or exceed mastery on common core grade level assessments in SBAC

**Closing the Gap SMART Goal**:
* By 06/21/2016, 40 % of McKinley Elementary English Learner, Students, Grades 3-5 will meet or exceed mastery on common core grade level assessment on SBAC in English/Language Arts
* By 06/21/2016, 48 % of SDUSD Hispanic or Latino, Students, Grades 3-5 will meet or exceed mastery on common core grade level assessments on SBAC in English/Language Arts

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

☐ API  ☐ AYP  ☐ CAHSEE  ☒ CELDT  ☒ Other  ☒ Interim Assessments  ☐ End-Of-Course Exams

**Other Assessments (Please Specify)**:

On-Demand Writing Prompts; DRA; Fountas and Pinnell

**Progress and Growth Monitoring**:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:
**Cycle I** (August-November) - How do we develop an academic, social and physical environment worthy of our children?
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**Cycle 4** (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?
Professional Learning Communities (PLCs) 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).

| **Area 2: Mathematics** |
| --- |

**Mathematics SMART Goal**:
* By 06/21/2016, 55 % of McKinley Elementary Students, Grades 3-5 will meet or exceed  mastery on common core grade level assessments on SBAC in Mathematics

**Closing the Gap SMART Goal**:
* By 06/21/2016, 50 % of McKinley Elementary Hispanic or Latino, Students, Grades 3-5 will meet or exceed mastery on common core grade level assessment on SBAC in Mathematics
* By 06/21/2016, 48 % of McKinley Elementary English Learner, Students, Grades 3-5 will meet or exceed mastery on common core grade level assessment on SBAC in Mathematics

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

☐ API  ☐ AYP  ☐ CAHSEE  ☐ CELDT  ☒ Other  ☒ Interim Assessments  ☐ End-Of-Course Exams

**Other Assessments (Please Specify)**:

Common core formative assessments
Concept tests, end of unit, and topic tests using district insrucitonal units in mathematics

**Progress and Growth Monitoring**:

Professional development time is provided within the structure of Professional Learning Communities.  Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?"  The school year is broken in to four learning cycles, each cycle building student capacity around this goal.  The cycles are:
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Professional Learning Communities (PLCs) 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).

| **Area 3: English Learner** |
|---|

**English Learner SMART Goal**:
* By 06/21/2016, 70 % of McKinley Elementary English Learner, Grade 1-5, Students will improve performance from current proficiency level to to a higher proficiency level in California English Language Development Test

**Closing the Gap SMART Goal**:

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

☒ API ☒ AYP ☐ CAHSEE ☒ CELDT ☒ Other ☐ Interim Assessments ☐ End-Of-Course Exams

**Other Assessments (Please Specify)**:

ELDPI

**Progress and Growth Monitoring**:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:
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Professional Learning Communities (PLCs) 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).

**Area 4: Graduation/Promotion Rate**

**Graduation Rate SMART Goal**:
* By 06/21/2016, 70 % of McKinley Elementary Grade 03, Students will improve performance from their current level of independent reading to level 38 in DRA

**Closing the Gap SMART Goal**:
* By 06/21/2016, 60 % of McKinley Elementary Hispanic or Latino, Grade 03, Students will improve performance from their current level of independent reading to level 38 in DRA
* By 06/21/2016, 55 % of McKinley Elementary English Learner, Grade 03, Students will improve performance from their current level of independent reading to level 38 in DRA

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

☐ API ☐ AYP ☐ CAHSEE ☐ CELDT ☒ Other ☐ Interim Assessments ☐ End-Of-Course Exams

**Other Assessments (Please Specify)**:

DRA, Running Records, Fountas and Pinnell Reading Behaviors

**Progress and Growth Monitoring**:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:
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Professional Learning Communities (PLCs) 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).

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

**Parent Involvement and Community Engagement SMART Goal**:
*  By 06/21/2016, 80 % of McKinley Elementary Parents/Guardians will  participate in at least 2 school events in Parent and Community Engagement

**Targeted Population**:

Work with all parents to increase involvement at the site to promote student achievement.
**What data did you use to form these goals?**:

Sign in and attendance sheets from activities and events

| **BUDGET: Resources Aligned to Area Goals** |
|---|

**Core Program**:     **Universal Access to Strong Core Instructional Program (Tier 1)**

All teachers will use the units of IB grade level planners along with resources in English Language Arts, ELA Framework and California grade level standards in designing and differentiating instruction.

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, 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 CELDT 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)**

Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.

Targeted additional small flexible group instruction will be used to address specific needs in literacy

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 their 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.

## SUPPLEMENTAL SUPPORTS

| Proposed Expenditures | FTE | Estimated Cost | Funding Source Budget Code | Funding Source | Area Goal(s) | Rationale |
|---|---|---|---|---|---|---|
| Supplies | - | $379.00 | 0203-30100-00-4301-1000-1110-01000-0000 | Title I Basic Program | 01 | purchase additional guided reading materials to support targeted students grade 2. |
| Prof&Curriclm Dev Vist Tchr | - | $5,800.00 | 0203-30100-00-1192-1000-1110-01000-0000 | Title I Basic Program | 01, 02, 03 | Visiting teachers to provide release time for teachers to work in PLC's two times per year to review student achievement data, plan interventions for targeted students and attend available professional development opportunities to strengthen teaching practices. |
| PullOut/Push in Hrly | - | $10,500.00 | 0203-30100-00-1159-1000-1110-01000-0000 | Title I Basic Program | 01, 03, 04 | Push in and pull out teacher works with students performing below grade level expectations in grades 3-5 to improve literacy skills as identified on site level and standardized assessments. Small group instruction includes guided reading, and writing responses to literature to improve academic language development. Progress is monitored on a regular basis. |
| Other Support Prsnl PARAS Hrly | - | $500.00 | 0203-30103-00-2281-2495-0000-01000-0000 | Title I Parent Involvement | [no data] | Provide hourly time for paras to provide childcare for parent workshops and/or translation for parent/teacher conferences. |
| Postage Expense | - | $108.00 | 0203-30103-00-5920-2495-0000-01000-0000 | Title I Parent Involvement | [no data] | Postage to send home attendance letters and invitations to parents to attend school events. |
| Inservice supplies | - | $200.00 | 0203-30103-00-4304-2495-0000-01000-0000 | Title I Parent Involvement | 05 | Purchase food drinks, paper goods for parent workshops/involvement activities. |
| Interprogram Svcs/Paper | - | $500.00 | 0203-30103-00-5733-2495-0000-01000-0000 | Title I Parent Involvement | 05 | Provide Xerox paper to copy information for parents to improve parent communication, engagement, and involvement. |

| Local Control Funding Formula Goals |
|---|

| **Goal 1: Intervention Supports** |
|---|
| **Intervention Support Goal:**<br>Push-in/Pull -out support and extedned day learing are provided to increase the number of students meeting grade level standards as evidenced by DRA and site developed assessments.<br><br>**Identified Need:**<br>There are studoents at all grader levels who are not meeting grade level standards. These students would benefit fro push-in/ppull-out support.<br><br>**Target Group:**<br>English Learners and students not meeting grade level standards.<br><br>**Monitoring:**<br>DRA scores and results of site-developed assessments.<br><br>**Personnel Responsible:**<br>Principal, ILT, Classroom teachers, Push-in/Pull-out teacher, Library Assistant |
| **Goal 2: Classroom Supports** |
| **Classroom Support Goal:**<br>To increase access to grade-level standards and improve learning in literacy and mathematics, software liscences are necessary.<br><br>**Identified Need:**<br>All students are in need of supplemental instructional resources at school and home.<br><br>**Target Group:**<br>All students are in need of supplemental instructional resources.<br><br>**Monitoring:**<br>Administrative approval of instructional requests will be based on academic rational provided.<br><br>**Personnel Responsible:**<br>Principal, classroom teachers |

| **Goal 3: Professional Development** |
| --- |
| **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:**: |
| Teachers benefit from additional PD time to anaylize student achievement and collaboratively plan instruciton. |
| **Target Group:**: |
| All students |
| **Monitoring:**: |
| Monitoring of progress is conducted through te PLCs and regularly scheduled collaboration meetings. |
| **Personnel Responsible:**: |
| Principal, ILT, Classroom Teachers |

### LCFF INTERVENTION SUPPORTS

| Proposed Expenditures | FTE | Estimated Cost | Funding Source Budget Code | Funding Source | Area Goal(s) | Rationale |
| --- | --- | --- | --- | --- | --- | --- |
| Position Library Asst, | 0.1000 | $2,511.10 | 0203-09800-00-2231-2420-0000-01000-0000 | LCFF Intervention Support | 01, 02, 03, LCFF 1, LCFF 2, LCFF 3 | Provide resources to students and teachers and planning support to classroom teachers. |
| Conference Local | - | $200.00 | 0203-09800-00-5209-1000-1110-01000-0000 | LCFF Intervention Support | 01, 02, 03, LCFF 3 | Attend local IB conference, common core professional development |
| Travel Conference | - | $1,771.00 | 0203-09800-00-5207-1000-1110-01000-0000 | LCFF Intervention Support | 01, 02, 03, LCFF 3 | Fund required professional development for IB certification |
| Non Clsrm Tchr Hrly | - | $1,000.00 | 0203-09800-00-1957-2700-0000-01000-0000 | LCFF Intervention Support | 01, 02, 03, LCFF 1, LCFF 2, LCFF 3 | To develop site based assessments |
| Software License | - | $6,000.00 | 0203-09800-00-5841-1000-1110-01000-0000 | LCFF Intervention Support | 01, 02, 03, LCFF 1, LCFF 2 | Provide additional resources for students to support Literacy and Mathematics instruction. |
| PullOut/Push in Hrly | - | $9,004.00 | 0203-09800-00-1159-1000-1110-01000-0000 | LCFF Intervention Support | 01, 02, 03, LCFF 1, LCFF 2 | Provide additional support to El and targeted students. |
| Classroom Teacher Hrly | - | $2,000.00 | 0203-09800-00-1157-1000-1110-01000-0000 | LCFF Intervention Support | 01, 02, 03, LCFF 1, LCFF 2 | Provide extended day and extra support to targeted students. |
|  |  |  |  |  |  |  |

# 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. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools

B. Home/School Compact

C. Categorical Budget Allocations Summary Grid *(provided by Financial Planning, Monitoring and Accountability Department)*

D. 2014-15 SPSA Addendum

E. Professional Development Expenditures for Program Improvement and Watch List Schools Only

# APPENDIX A

# TITLE I PARENT INVOLVEMENT POLICY
## OR
# PARENT INVOLVEMENT POLICY
# FOR NON-TITLE I SCHOOLS
*(Provided by the School Site)*

# McKinley Elementary
## TITLE I PARENT INVOLVEMENT POLICY

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

McKinley has developed a written Title I parental involvement policy with input from Title I parents. The policy was developed through discussion with SSC and Site Governance members.

The policy is distributed to the parents of all students. It is distributed annually to parents and discussed at the Annual Title 1 meeting held at the Fall Open House which was on September 19, 2014.

The policy describes the means for carrying out the following Title I parental involvement requirements [*20 USC* 6318 Section 1118(a)-(f) inclusive].

**Involvement of Parents in the Title I Program**
To involve parents in the Title I program at McKinley Elementary, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. The Annual Title 1 meeting is held at the Fall Open House in September of each year.

- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. After each SSC election a survey is taken to establish times parents are available to attend meetings. Meetings are then set for the year to meet the availability of parents.

- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy. Progress of students in Title 1 programs are reviewed on a quarterly basis through a presentation from the Instructional Leadership Team to the SSC. Each Spring the SSC reviews the viability, sustainability, and impact of programs designated to increase student achievement. The SSC uses this information to develop the budget for the next school year.

- The school provides parents of Title I students with timely information about Title I programs. Through information presented at the annual meeting and written communication throughout the year parents are kept abreast of program information.

- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. At the Fall Open House, teachers share the curriculum to support reaching Common Core Standards and the assessments used to measure student growth throughout the year and the proficiency levels expected for yearly growth.

- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. In addition to holding any requested meeting, Florence Elementary regularly schedules opportunities throughout the year for parents to participate in various curricula activities in classrooms and large group presentations.

## School-Parent Compact

McKinley Elementary distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. Some topics covered are providing translation as needed, training to help parents support and work with their children at home and school, and discussing current student assessments, standards, and proficiency levels. The school's responsibility to provide high-quality curriculum and instruction .

- – The ways parents will be responsible for supporting their children's learning

- – The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

McKinley has developed a written School-Parent Compact with input from Title I parents. The policy was developed through discussion with SSC members. It has distributed the policy to parents of Title I students. It is distributed annually to parents and discussed at the Annual Title 1 meeting held at the Fall Open House.

## Building Capacity for Involvement

McKinley Elementary engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- – The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. Information is provided at parent-teacher conferences (2 times a year); frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe and participate in classroom activities

- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. Teachers provide toolkits at many grade levels. Additionally through Family Friday activities parents receive ideas and home activities in Science, Mathematics, and Language Arts.

- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. Parents share their perceptions during SSC/SGT meetings.

- The school coordinates and integrates the Title I parental involvement program with other programs to encourage and support parents in more fully participating in the education of

their children.

- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand. All communication is processed in English and Spanish.

- The school provides support for parental involvement activities requested by Title I parents. A yearly calendar is developed by parents and staff to plan activities to encourage and inform parents.

**Accessibility**
McKinley Elementary provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.  All communication is provided in English and Spanish.  Translators are used as needed.

Updated March 18, 2015

# APPENDIX B

# HOME/SCHOOL COMPACT
*(Provided by the School Site)*

# San Diego City Schools
# McKinley Elementary
# Home/School Compact

*McKinley Elementary and the parents of the students participating in activities, services, and programs funded by Title I, part A of the Elementary and Secondary Education Act(ESEA)(participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 **2014 -2015** School Year*

## School Responsibilities

McKinley Elementary School will:

1. Provide high quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follows:
   - Curriculum aligned with grade level standards in all areas (Language Arts, Math, Social Studies and Science).
   - Ongoing assessments to monitor student progress and plan for instruction.
   - Supplementary instructional materials to support all students.
   - Additional certificated and classified personnel to support student achievement.
   - Differentiate instruction to address diverse student need such as GATE, Systematic ELD, and Special Academic Instruction.
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.  Translation services will be provided as needed.
   - Conferences will be held Nov. 17, 18, 19, 20, 21, 2014 and March 25, 26, and 27, 2015.
3. Provide parents with frequent reports on their child's progress.
   - Teachers report progress to parents by on going communication through phone, conferences, emails, progress reports and report cards.
4. Provide parents reasonable access to staff with:
   - Regular scheduled conferences (8 days).
   - Before and after school meetings by appointment.
   - Email addresses.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
   - Parents are encouraged to volunteer and visit classes.
   - Parents will work with the volunteer coordinator.
   - Parents are encouraged to volunteer in school-wide events.

## 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.
- Making sure that homework is completed and turned in to the teacher.
- 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, the District Advisory Council for Compensatory Education, the English Learner Advisory Committee, or other school advisory groups.
- Maintaining open communication my child's teacher

## Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve California's high standards.
- Complete my homework everyday and turn it in to my teacher.
- Ask for help when I need it.
- Read at least 15 minutes 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.
- Be on time and ready to learn each day.
- Follow all school rules.
- Be respectful of all members of the learning community.

# APPENDIX C

## CATEGORICAL BUDGET ALLOCATIONS SUMMARY GRID
*(Provided by Financial Planning, Monitoring and Accountability Department)*

San Diego Unified School District
Site: 0203 McKinley Elementary
As of Date 04-17-2015
Extended Summary

| Name | 30100 Title I Basic | | 30103 Title I | |
|---|---|---|---|---|
| | FTE | TOTAL | FTE | TOTAL |
| | | $19,162.00 | | $1,424.00 |
| | | $19,161.49 | | $1,424.50 |
| | | $0.51 | | -$0.50 |
| **Certificated Salaries** | | **$16,300.00** | | **$0.00** |
| 1159 PullOut/Push in Hrly | | $10,500.00 | | $0.00 |
| 1192 Prof&Curriclm Dev Vist Tchr | | $5,800.00 | | $0.00 |
| **Classified Salaries** | | **$0.00** | | **$500.00** |
| 2281 Other Support Prsnl PARAS Hrly | | $0.00 | | $500.00 |
| **Employee Benefits** | | **$2,482.49** | | **$116.50** |
| **Books and Supplies** | | **$379.00** | | **$200.00** |
| 4301 Supplies | | $379.00 | | $0.00 |
| 4304 Inservice supplies | | $0.00 | | $200.00 |
| **Services and Other Operating** | | **$0.00** | | **$608.00** |
| 5733 Interprogram Svcs/Paper | | $0.00 | | $500.00 |
| 5920 Postage Expense | | $0.00 | | $108.00 |

# APPENDIX D

# 2014-15 SPSA ADDENDUM

**McKinley Elementary**

| Area Goals for 2014-15 SY | |
|---|---|
| **English Language Arts:** | By 06/12/2015, 75 % of McKinley Elementary Grades 2-5 will meet common core grade level standards identified by site developed formative assessments level on site- |
| **Mathematics** | By 06/12/2015, 78 % of McKinley Elementary Grades 2-5, Students will meet common core grade level standards identified by site developed formative assessments level in |
| **English Language Development** | By 06/12/2015, 60 % of McKinley Elementary English Learner, Students, Grade 1-5 will improve performance from current proficiency level to to a higher proficiency level in |
| **Graduation/Promotion Rate** | By 06/12/2015, 70 % of McKinley Elementary Grade 03, Students will improve performance from their current level of independent reading to level 38 in DRA |
| **Parent Involvement and Community Engagement** | By 06/12/2015, 80 % of McKinley Elementary Parents/Guardians will meet participate in at least 2 school events level in Parent and Community Engagement |

| Academic Program Description: | **The budget listed below is supplemental to the base program.  Please see the base program model in the following pages.** |
|---|---|

\* The following categorical budget was approved by the 2013-14 SSC for the 2014-15 SY and does not take into account budget transfers since board approval.

| Name | 30100 Title I Basic FTE | TOTAL 13,931.00 | 30103 Title I Parent FTE | TOTAL 1,089.00 | Rationale |
|---|---|---|---|---|---|
| 1159 PullOut/Push in Hrly | | 9,272.00 | | - | Support targeted students in literacy at grades 2-5 and EI students who are at risk to improve language development and literacy. |
| 1192 Prof&Curriclm Dev Vist Tchr | | 3,100.00 | | - | Visiting teachers to release grade levels for planning, reviewing student data, planning interventions to assist students, attend Professional development. |
| 2281 Other Support Prsnl PARAS Hrly | | - | | 500.00 | Provide translation for parents during parent conferences and attend parent workshops. |
| **Employee Benefits** | | **1,558.87** | | **109.96** | |
| 4304 Inservice supplies | | - | | 200.00 | Snacks, coffee, etc. for parent meetings |
| 5733 Interprogram Svcs/Paper | | - | | 170.00 | Copy paper for information to send home to parents. |

| 5920 Postage Expense | - | 109.00 | Stamps to mail home information to parents. |

**Elementary Core and Supplemental Supports Statement**

TEACHER ALLOCATIONS:

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

| Grades K-3: | | 01:25.5 |
| Grades K-3 with CSR: | 1:24 | |
| Grade 4-5: | | 01:32.1 |

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 | 0.2 |
| 494-726 | 1.5 | 0.3 | |
| 727-960 | 2 | 0.4 | |
| 961-1,195 | 2.5 | 0.5 | |
| 1,196-1,429 | 3 | 0.6 | |

HEALTH TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

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

# APPENDIX E

# PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM IMPROVEMENT
# & WATCH LIST SCHOOLS ONLY

School Name:  McKinley Elementary

# SINGLE PLAN FOR STUDENT ACHIEVEMENT

## 2015-16 PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM IMPROVEMENT
## & WATCH LIST SCHOOLS ONLY

| | |
|---|---:|
| Enter Total Allocation: Resource 30100 | $19,162.00 |
| Enter Total Allocation: Resource 30106 | $0.00 |
| Sum or Resources 30100 & 30106 | $19,162.00 |
| 10% allocation needed for PD | $1,916.20 |

**Please check one:**  ☐ Watch List  ☑ Year 1  ☐ Year 2  ☐ Year 3  ☐ Year 4  ☐ Year 5  ☐ Year 5+

**Note:** All schools in Program Improvement must set aside a minimum of 10% of their Title 1 allocation for Professional Development.

| Resource | Acct | Description of how funds reserved for PD will be used to remove the school from PI status | Amount |
|---|---|---|---:|
| ☑ 30100<br>☐ 30106 | 1192 | Visiting teachers to release classroom teachers to meet in Professional Learning Communities to review student progress, assessment data, plan teaching strategies and supports to support student achievement. Attend professional development opportunities to strenghten teaching practices. | $5,800.00 |
| ☐ 30100<br>☐ 30106 | | | $0.00 |
| ☐ 30100<br>☐ 30106 | | | $0.00 |
| ☐ 30100<br>☐ 30106 | | | $0.00 |
| ☐ 30100<br>☐ 30106 | | | $0.00 |
| | | Total Allocated - Must be at least 10% of the sum of 30100 and 30106 | $5,800.00 |
| | | 10 % allocation has been met | **YES** |