McKinley Elementary School

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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Central Unified School District

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Dr. Tami Boatright
Director, K-8 Education

School Description

MISSION:
To Learn, To Lead, and Leave a Legacy.

VISION:
In partnership with parents and the community, the vision of our school is to prepare leaders. At McKinley we recognize, honor and celebrate the leaders within us.

McKinley Elementary School has a large Title 1/English Learner student population. McKinley Elementary focuses on developing the whole child by teaching students leadership principles to build student's self-confidence, interpersonal skills and 21st Century global competence. McKinley is the only school in Central Unified McKinley to implement a Leadership process called the "Leader in Me". McKinley is a walk-in school and all those that attend live within a mile radius thus making the school the hub of the community. Just west of McKinley Elementary on the same parcel of land is El Capitan Middle School. The two schools work together to provide community support for the families of Central Unified by holding a variety of parent workshops and classes along with sharing both campuses with one other for various events as well as provide cross-age tutoring for the McKinley students.

McKinley School serves 783 students: 67% are Hispanic/Latino; 5.2% are White; 8% are African-American; 14% are Asian/American; 1% are Filipino/American; 5% (other Multiracial, Pacific Islander, American Indian).

The two academic goals in English Language Arts (ELA) are to increase the percent of students meeting or exceeding California State Standards as measured by Statewide and local assessment by one year's worth of growth and to increase EL student performance, one band, on the ELPAC. The goal in Math is for all students is to increase the percentage of meeting or exceeding California State Standards as measured by Statewide and local assessments. Results from the 2018-19 Parent Survey and the LCAP survey of parents, staff, and students show growth in all survey dimensions in Parent Communication, Quality Instruction, and School Climate. McKinley is committed to continuing to increase parent involvement by partnering with PTA, Learning Partners, and outside agencies to provide parent workshops. Progress indicators for academic performance include the SBAC assessment, local benchmark assessments, and CCSS common grade-level assessments, Fountas and Pinnell Assessments, STAR, and ST Math progress, all of which are aligned to grade-level CCSS. Scores are in the district's data collection program that is updated regularly, and teachers and staff have access to for monitoring and making the correct instructional decisions for grouping and interventions for students not making adequate progress.

The McKinley staff is committed to empowering all students with the knowledge, regardless of primary language, natural abilities, or ethnicity. 81% of our students come from families that are economically disadvantaged and have few educational resources at home to support learning. McKinley has 8.5% Special Needs students 87.7% At-Risk/Title I students; 18% ELLs; 3% GATE students; and 2 Migrant students. The school's ELA academic focus is on reading comprehension and reading fluency through the dimensions of the CCSS Framework. The school focuses on teaching math through the 8 Standard Math Practices to promote critical thinking, conceptual understanding, and problem-solving in all content areas.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	132
Grade 1	115
Grade 2	107
Grade 3	121
Grade 4	108
Grade 5	95
Grade 6	115
Total Enrollment	793

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	8.2
American Indian or Alaska Native	0.3
Asian	15
Filipino	0.8
Hispanic or Latino	65.3
Native Hawaiian or Pacific Islander	0.1
White	6.6
Two or More Races	3.8
Socioeconomically Disadvantaged	86.3
English Learners	17.8
Students with Disabilities	9.1
Foster Youth	0.8
Homeless	0.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for McKinley Elementary	17-18	18-19	19-20
With Full Credential	31	35	34
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Central Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	711
Without Full Credential	♦	♦	24
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at McKinley Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Central Unified Schools maintain current and standards-aligned instructional materials in good repair, for all students. Materials are locally adopted and reflect programs currently approved by the State Board of Education. All materials currently adopted reflect the most recent SBE adoptions and support the current California Frameworks.

Every student, including English Learners, Special Education, and other special populations have their own textbook. In the case of class sets, those sets augment individual texts that have been issued to individual students. These class sets are made based on a commitment of the district administration and the governing board and are not the product of any state requirement.

All instructional materials are subject to a school and district review process. Materials may be piloted and all materials that are selected and recommended for local adoption are reviewed by teachers, administration, and any parents who wish to review the materials. The Central Unified Board of Trustees reviews and adopt based on the recommendation of the district adoption committees and Educational Services.

Textbooks and Instructional Materials
Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	
Reading/Language Arts	McGraw Hill Wonders, TK-6 Adopted 2016-2017 McGraw Hill Wonders, ELD Adopted 2016-17 **The textbooks listed are from most recent adoption:** **Percent of students lacking their own assigned textbook:**	Yes 0%
Mathematics	Pearson Envisions K-6 Adopted 2016-2017 Pearson Math Investigations, K-5, (Online Supplementary) Adopted 2016-17 **The textbooks listed are from most recent adoption:** **Percent of students lacking their own assigned textbook:**	No 0%
Science	Discovery Education Science K-6 Adopted 2019-2020 **The textbooks listed are from most recent adoption:** **Percent of students lacking their own assigned textbook:**	Yes 0%
History-Social Science	Houghton-Mifflin Adopted 2006-2007 **The textbooks listed are from most recent adoption:** **Percent of students lacking their own assigned textbook:**	Yes 0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

McKinley sits on 10.6 acres and 64,807 square feet. It contains 37 classrooms at 35,908 sq ft, and 14 restrooms at 1,269 sq ft. The oldest main building was built in 1961. The table below shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT). This inspection determines the school facility's good repair status. District maintenance staff ensures that repairs necessary to keep the school in good repair and work orders are completed in a timely manner. For all items inspected that were found to not be in 'good repair', work orders have been created and maintenance will be done before the end of the 2019-20 school year. Maintenance items will be prioritized so that student safety is not compromised. The overall rating for this school is 'fair'.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 05/22/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	CEILING TILE HAS A WATER STAIN FLOORING REPAIRS NEEDED FLOORING WORN FORMICA COUNTERTOP CHIPPED CEILING TILE LOOSE HARDWARE MISSING MISSING TILE BROKEN DRAWER T-BAR LOOSE DISPENSER COVER MISSING DISPENSER BROKEN
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	FOUNTAIN HAS HIGH FLOW AND LOW FLOW FOUNTAIN MOUTHGAURD BROKEN FAUCET DRIPPING TOILETS LOOSE
Safety: Fire Safety, Hazardous Materials	Fair	PAINT PEELING IMPROPERLY STORED SUPPLIES EMERGENCY EXIT BLOCKED EVACUATION MAP NOT POSTED
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Fair**	WORK ORDERS HAVE BEEN SUBMITTED TO ADDRESS NEEDED REPAIRS AND / OR CORRECTIVE ACTION.

B. Pupil Outcomes

State Priority: Pupil Achievement
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

• **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

• The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	46	44	44	44	50	50
Math	31	37	31	33	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):
• Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	16.1	30.1	19.4

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	418	413	98.80	44.31
Male	196	195	99.49	36.92
Female	222	218	98.20	50.92
Black or African American	40	40	100.00	37.50
Asian	60	60	100.00	43.33
Filipino	--	--	--	--
Hispanic or Latino	273	269	98.53	43.12
White	29	29	100.00	48.28
Two or More Races	13	12	92.31	75.00
Socioeconomically Disadvantaged	379	375	98.94	42.93
English Learners	112	112	100.00	35.71
Students with Disabilities	36	32	88.89	12.50
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	418	414	99.04	36.96
Male	196	195	99.49	34.87
Female	222	219	98.65	38.81
Black or African American	40	40	100.00	20.00
Asian	60	60	100.00	40.00
Filipino	--	--	--	--
Hispanic or Latino	273	270	98.90	36.67
White	29	29	100.00	48.28
Two or More Races	13	12	92.31	41.67
Socioeconomically Disadvantaged	379	376	99.21	35.11
English Learners	112	112	100.00	31.25
Students with Disabilities	36	32	88.89	12.50
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)
Our goal is to involve a broad base of individuals including certificated personnel, classified personnel, and parents. To involve parents, School-Wide Improvement information was shared at the School Site Council (SSC) meetings and the English Learner Advisory Committee (ELAC) meetings. A description of the process was given to both committees, and approval for participation in the program was granted by the School Site Council. Both parent advisory committees offered suggestions for school improvement. Updates of the School Plan for Student Achievement (SPSA) were given at each parent meeting. To receive additional input from parents, a parent survey was sent home in mid-year. McKinley offers a variety of Fresno County Superintendent of Schools (FCSS) parent workshops, Parenting Partners, and Project Lean Parent Workshops throughout the year. Parent participation has grown and McKinley has offered some of the workshops for parents from other schools to participate. Translation and interpretation services are provided.

A continued effort is made to include parents and the community. Some of these activities are:
1. Student-led parent-teacher conferences to enable in-depth discussion of students' goals and performance, review state and local assessments, promotion/retention status, and the importance of regular school attendance, and parent/guardian attendance at school events and meetings.
2. Home School Compacts are signed by the parent, student, and teacher to promote the student's academic achievement.
3. School Site Council meetings and English Learner Advisory Committee meetings.
4. Parents are informed of after-school activities and programs.
5. Informing parents of the importance of homework and attendance
6. Parents are informed through written messages and telephone calls (weekly Parent Square messages, school website, School Home flyers, Peachjar, Class Dojo)
7. Parent Literacy and Information Workshops topics based on results from the parent survey
8. Family night events
9. 7 Habits of Highly Effective Families parent book study
10. Annual Site Surveys
11. Coffee with the Principal

Contact Person Name: Colette Bolger
Contact Person Phone Number: 559-276-5232

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan
McKinley Elementary has a comprehensive Site Emergency Response Plan established that is reviewed on a regular basis. The Safety Plan training, as well as a review of the Emergency Management Organization Chart with Staff, took place on 9/4/19 The Safety Plan training with staff 9/19/19. The McKinley School Site Council Approved the Site Emergency Response Plan on 11/14/19. Additionally, an Active Shooter Training will take place on 4/1/20.

A School Safety Committee is in place in order to assure consistent implementation of the various crisis responses, such as evacuation, lock-down, facility alert, and power outage. Staff receives quarterly updated safety scenarios. Scheduled drills at various times throughout the school day are planned and executed monthly. McKinley also has a comprehensive positive behavior intervention support that is designed to encourage and reward positive wanted behaviors. In addition, 23 school surveillance cameras are installed throughout the campus.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	4.8	4.0	4.4
Expulsions Rate	0.3	0.4	0.5

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.4	6.0	7.1
Expulsions Rate	0.4	0.4	0.3

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

*   One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	.4
Speech/Language/Hearing Specialist	.6
Resource Specialist (non-teaching)	
Other	.5

*   One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	27		5		24	1	5		26		5	
1	26		5		26		4		28		4	
2	26		4		24		5		27		4	
3	24		4		24		4		24		5	
4	32		1	3	24		4		26		4	
5	35			4	30		3	1	31		3	
6	35			3	30	1		4	24	1	4	
Other**									8	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	25	24	25

McKinley Elementary School is committed to high quality and on-going professional development for all teachers and support staff. Professional development is provided at both the district and site. The school facilitates and supports 45-minute Professional Learning Community (PLC) collaborative meetings twice a week in order for teachers in all grades to analyze, discuss, and utilize the results of common assessments, district benchmarks, and state assessments to guide instruction, instructional planning, and student placement. Every other week teachers attend staff development on minimum days after school based on the district and school site goals.

Due to the shifts in ELA and Math CCSS and the results of the SBAC, McKinley has focused professional development for teachers from 17-18, 18-19, and 19-20 school years to specific training in ELA instructional shifts, the teaching of reading through guided reading, literature circles, and close reading strategies. In Math, the staff was introduced to the 8 Math Practices, teaching for conceptual knowledge, as well as best practices to teach procedural lessons. In addition, teachers were provided professional development for English learners and the ELD standards in integrated and designated settings. In 18-19 and 19-20 the PD focus shifted to specifically train teachers on strategies of Academic Conversations using Academic language and accountable talk. Specifically the structure and intent of the academic conversations. Teachers are also receiving on-going training and support at both the site and District level in the implementation of Common Core State Standards and Authentic Performance Based Tasks, as well as utilizing technology within the classroom. A specific calendar outlining goals and objectives is provided to teachers each year.

During the 2016-2017 school year, the McKinley staff received training over the summer on The 7 Habits of Highly Effective People to go with a school-wide process called The Leader in Me. The 7 Habits training was selected because there was an identified need to develop student efficacy and motivation. A grant from Franklin Foundation has enabled McKinley to able to teach the whole child social and emotional needs that had been lacking. Students are learning how to become a leader of their learning and to take ownership of their education which in turn builds their esteem and self-worth. In 2017-2018 McKinley staff aligned the 7 Habits to goal setting. Students, classes, grade levels and teachers all set goals that aligned to the school-wide goals to increase academic achievement. Students led the parent-teacher conference by presenting their goals and Leadership Notebooks. During the 2018-2019 McKinley continues to weave the principles of the 7 Habits through the Empowering Instruction professional development that is based on the work of Marzano, Hattie, DuFour, Fisher, and Fry. The end goal is to teach students the skills they need to be successful for college, career, and community for the 21st Century. During 2019-2020 McKinley will incorporate the 7 Habits into the new Social Emotional Learning curriculum adoption, by asking the question, "How does this concept relate to the 7 Habits?"

The staff received training during 2016-2017 on Visible Learning. Administration and team of teachers received several days of training based on John Hattie's work of Visible Learning and developed an action plan that was implemented during the school year that emphasized Learning Outcomes and Success Criteria in ELA and Math. In addition to the continued work of the aforementioned, McKinley will continue the Visible Learning work by including effective feedback for the 2017-2018 school year. In the last three years, the percentage of proficiency for McKinley has significantly increased in ELA and math on the SBAC, there is still a need for students to develop skills in critical thinking, communication, and problem-solving. The 2018-2019 and 2019-2020 academic focus is to develop skills related to academic discourse in all subject areas. Teachers 3-6 are involved in a lesson study in math.

The focus and objective of the administrative team are to assist, support, model, and provide comprehensive instructional feedback to improve student learning and provide training to practice for all teachers. The principal plans, co-teaches, and reflect with the teachers' various instructional strategies for small group and whole-class instruction. In addition, the principal collaborates with teachers during weekly PLC meetings. The principal meets with each grade level during weekly PLC meetings to review data, reflect, and plan instruction to meet the needs of all students.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$41,520	$51,374
Mid-Range Teacher Salary	$68,110	$80,151
Highest Teacher Salary	$89,569	$100,143
Average Principal Salary (ES)	$109,417	$126,896
Average Principal Salary (MS)	$114,433	$133,668
Average Principal Salary (HS)	$121,149	$143,746
Superintendent Salary	$201,571	$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	35%
Administrative Salaries	5%	5%

*   For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$5,136.70	$356.65	$4,780.05	$69,409.44
District	N/A	N/A	$8,972.98	$72,234.80
State	N/A	N/A	$7,506.64	$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-61.0	-4.0
School Site/ State	-89.8	-12.1

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

Response to Intervention, offered during the 2018-19 school year, provided support to approximately 283 at-risk students during the school day in grades K-6th. The program is coordinated and facilitated by a certificated reading intervention specialist who works with a certificated teacher, two support staff members, and 6 Teaching Fellow tutors. The program is funded by LCFF and Title 1 categorical monies. Students are grouped and are taught in small groups that focus on specific reading skills. The aforementioned are in addition to the best first teaching in the classroom that is used to meet the academics needs of at-risk students. The curriculum is utilized during the intervention program and DIBELS and/or Fountas & Pinnell/STAR assessments are used for placement along with bi-monthly progress monitoring. Students exit when they meet grade-level criteria in reading strategies based on DIBELS and/or Fountas & Pinnell assessments. In addition, to the pull out reading intervention program, both 1st and 2nd-grade teachers deploy students in the afternoon based students' specific learning needs. Targeted EL students from K-6th grade who are either Emerging, Expanding, or Bridging are provided designated English learner instruction five days a week. These sessions are a minimum of 30 minutes per session, by certificated grade level teachers and one credentialed ELD teacher with 2 primary language tutors.

In addition to supporting student academic needs, the McKinley staff teaches a philosophy of leadership to help to meet their social and emotional needs through a process called The Leader In Me (TLIM), which is focused on the 7 Habits of Highly Effective People. TLIM is grant-funded for 4 years. McKinley also employs a teacher to work with students on social skills and in small groups to help students who have been exposed to trauma to integrate into the school system.

Extended learning opportunities were provided for students before and after school. Students in grades 2-6 grade received tutoring in a small group setting with a certificated teacher 3 times a week in ELA and Math. 1st-grade students were provided with tutoring in reading. McKinley Elementary School offers Saturday Intervention for students in grades 1-6 it is designed to extended learning opportunities with language arts and math essential standards, along with enrichment opportunities in science and arts.

Learning Partners (LP) is an after-school enrichment opportunity for McKinley students. The Learning Partner program must be aligned with, and not be a repeat of, the content of regular school day and other extended learning opportunities. The goal is to support local efforts to improve assistance to students and provide support for education in a safe, constructive environment, a safe physical and emotional environment, as well as opportunities for relationship building. The LP program exists to provide literacy, academic enrichment and safe constructive alternatives for students in kindergarten through sixth grade. Learning Partners must maintain a pupil-to-staff member ratio of no more than 20 to 1. During the 2018-2019 school year, 230 students in grades K-6 attend the program. It is funded by the After School Enrichment Services (ASES) grant, the 21st Century Grant and Early Literacy Grant. Learning Partners also provides reading intervention for students in grades 1-3 with a blended tutor intervention /computer program called Lexia. Tutors are trained in methods of how to teach reading by the school's reading specialist. Enrichment activities include technology, visual and performing arts, physical education, Leadership, as well as opportunities for Accelerated Reader and the Spatial-Temporal Math program. Students are selected via the application process and parental participation at the orientation meeting. Students participate in this program 5 days a week until 6:00 p.m.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.