McKinley Elementary School

4444 W. McKinley Ave. • Fresno, CA 93722 • (559) 276-5232 • Grades K-6
Colette Bolger, Principal
cbolger@centralusd.k12.ca.us
mc.centralunified.org

2017-18 School Accountability Report Card
Published During the 2018-19 School Year

Central Unified School District

4605 North Polk Ave.
Fresno, CA 93722
(559) 274-4700
www.centralunified.org

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Dr. Tami Boatright
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MISSION:
To Learn, To Lead, and Leave a Legacy.

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

McKinley Elementary School is unique in that it has a large Title 1/EL student population in Central Unified. 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 a walking 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 794 students: 65% are Hispanic/Latino; 7% 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 2018 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 continue to increase parent involvement by partnering with PTA, Learning Partners and outside agencies to provide parent workshops.

Progress indicators 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. 87.7 % percent 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	137
Grade 1	105
Grade 2	122
Grade 3	101
Grade 4	99
Grade 5	122
Grade 6	144
Total Enrollment	830

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	9.8
American Indian or Alaska Native	0.2
Asian	13.5
Filipino	1.0
Hispanic or Latino	65.1
Native Hawaiian or Pacific Islander	0.0
White	6.7
Socioeconomically Disadvantaged	81.0
English Learners	12.8
Students with Disabilities	10.0
Foster Youth	0.7

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			
McKinley Elementary School	16-17	17-18	18-19
With Full Credential	28	31	35
Without Full Credential	3	1	0
Teaching Outside Subject Area of Competence	0	0	0
Central Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	727
Without Full Credential	♦	♦	20
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
McKinley Elementary School	16-17	17-18	18-19
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 2018-19)

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 review 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 2018	
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:**　Yes **Percent of students lacking their own assigned textbook:**　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:**　No **Percent of students lacking their own assigned textbook:**　0%
Science	Scott Foresman: Science California Adopted 2007-2008 **The textbooks listed are from most recent adoption:**　Yes **Percent of students lacking their own assigned textbook:**　0%
History-Social Science	Houghton-Mifflin Adopted 2006-2007 **The textbooks listed are from most recent adoption:**　Yes **Percent of students lacking their own assigned textbook:**　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. Current enrollment is 795. 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', a work order has been created and maintenance will be done before the end of the 2018-19 school year. Maintenance items will be prioritized so that student safety is not compromised. At McKinley Elementary School, repairs completed or planned include repair of interior surfaces (ceiling tiles, carpet, formica), electrical (exhaust fans, broken cover), safety (fire extinguisher). The overall rating for this school is 'fair'.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 3/31/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Fair	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Fair**	

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

Subject	2017-18 CAASPP Results for All Students Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	35.0	46.0	40.0	44.0	48.0	50.0
Math	24.0	31.0	28.0	31.0	37.0	38.0

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.

Subject	CAASPP Test Results in Science for All Students Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	21.6	31.9	33.6

* 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.

School Year 2017-18 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	441	433	98.19	45.50
Male	212	208	98.11	42.31
Female	229	225	98.25	48.44
Black or African American	43	42	97.67	35.71
Asian	56	55	98.21	49.09
Filipino	--	--	--	--
Hispanic or Latino	298	293	98.32	43.69
White	30	29	96.67	62.07
Two or More Races	13	13	100.00	61.54
Socioeconomically Disadvantaged	369	364	98.64	43.41
English Learners	123	121	98.37	33.88
Students with Disabilities	24	23	95.83	13.04
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 2017-18 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	441	434	98.41	30.88
Male	212	209	98.58	30.62
Female	229	225	98.25	31.11
Black or African American	43	42	97.67	19.05
Asian	56	56	100	39.29
Filipino	--	--	--	--
Hispanic or Latino	298	293	98.32	30.03
White	30	29	96.67	37.93
Two or More Races	13	13	100	30.77
Socioeconomically Disadvantaged	369	364	98.64	29.12
English Learners	123	122	99.19	31.15
Students with Disabilities	24	23	95.83	13.04
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 2018-19)
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 School Site Council (SSC) meetings and 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-wide Plan 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 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 BlackBoard Connect messages, school website, School Home flyers, Peachjar, Class Dojo)
7. Parent Literacy and Information Workshops topics based on results from parent survey
8. Family night events
9. 7 Habits of Highly Effective Families parent book study

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 9/19/18 The Safety Plan training with staff 9/19/18. The McKinley School Site Council Approved the Site Emergency Response Plan on 11/6/18. Additionally, an Active Shooter Training will take place on 1/23/19.

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			
School	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	4.2	4.8	4.0
Expulsions Rate	0.0	0.3	0.4
District	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	7.4	5.4	6.0
Expulsions Rate	0.4	0.4	0.5
State	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	0.50
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	1.00
Social Worker	0.11
Nurse	0.40
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	1.00
Other	1.00
Average Number of Students per Staff Member	
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.

	Average Class Size and Class Size Distribution (Elementary)											
Grade	**Average Class Size**			**Number of Classrooms***								
				1-20			**21-32**			**33+**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
K	28	27	24			1	4	5	5			
1	28	26	26				3	5	4			
2	26	26	24				4	4	5			
3	27	24	24				4	4	4			
4	31	32	24				4	1	4	1	3	
5	35	35	30						3	3	4	1
6	35	35	30			1				4	3	4

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

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 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 assessment 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 during 17-18 and 18-19 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. 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.

For 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 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 will continue 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

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 to increase students skills in critical thinking, communication, and problem-solving. The 2018-2019 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.

A full-time instructional coach (ISC) is provided for McKinley Elementary. The focus and objective for the coach is to assist, support, model, and provide comprehensive instructional strategies to improve student learning and provide training to practice for all teachers. The ISC and Principal plan, co-teach, and reflect with the teachers' various instructional strategies for small group and whole class instruction. Both the principal and ISC collaborate with teachers during weekly PLC meetings. Some of the strategies supported in the classroom have included Inquiry-Based Learning and Direct Instruction with the addition of collaborative conversations for 2018-2019. The principal meets with each grade level during weekly PLC meetings to review data, reflect, and plan instruction to meet the needs for all students.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$40,311	$49,512
Mid-Range Teacher Salary	$66,127	$77,880
Highest Teacher Salary	$87,019	$96,387
Average Principal Salary (ES)	$106,992	$123,139
Average Principal Salary (MS)	$111,100	$129,919
Average Principal Salary (HS)	$117,620	$140,111
Superintendent Salary	$195,700	$238,324
Percent of District Budget		
Teacher Salaries	30.0	36.0
Administrative Salaries	4.0	5.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$4,611.54	$217.56	$4,393.98	$70,581.57
District	◆	◆	$9,209.87	$69,861
State	◆	◆	$7,125	$79,665
Percent Difference: School Site/District			-70.8	1.0
Percent Difference: School Site/ State			-89.8	-12.1

* Cells with ◆ 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 2017-18 school year, provided support to approximately 100 at-risk students during the school day in grades 1st-6th. The program is coordinated and facilitated by a certificated reading intervention specialist who directly supervises two support staff members and two 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 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 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, Early and Expanding, Intermediate are provided designated English learner instruction five days a week, 20-40 minutes per session, by certificated grade level teachers and one credentialed ELD teacher and 2 primary language tutors. Students who scored Bridging on the annual language assessment are provided integrated English language support. 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), that is focused on the 7 Habits of Highly Effective People. TLIM is grant funded for 4 years.

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 2017-2018 school year 320 students in grades K-6 attend the program. It is funded by the After School Enrichment Services (ASES) grant, the No Child Left Behind (NCLB) 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 schools 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.