



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

2015-16 School Accountability Report Card Published During the 2016-17 School Year



Central Unified School District

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

District Governing Board

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Mr. Ruben Coronado, Area 2
Mr. Phillip Cervantes, Area 3
Mr. Richard Atkins, Area 4
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School Description

MISSION

McKinley Elementary is committed to engaging every student in a rigorous, relevant, standards based instruction in every classroom every day to ensure student learning.

VISION

McKinley Elementary is dedicated to assuring that every student is prepared for success in college, career, and community.

DESCRIPTION

McKinley Elementary School is unique in that it has a large Title 1/EL student population in Central Unified. McKinley Elementary is focused on developing the whole child by teaching students leadership principles to build student's self-confidence, interpersonal skills and 21st Century global competence. McKinley sees all students as leaders. Students are recognized for their unique talents and contributions and take an active role to improve the school, their home, and their community. Students are taught to utilize the 7 Habits of Highly Effective People, based on the book by Stephen Covey. The school as whole has adopted the philosophy process of The Leader In Me. Students are encouraged to become independent, so they can work interdependently to prepare them to make a meaningful contributions.

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 and to increase EL student performance on the CELDT. 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 2016 parent survey shows growth in most areas of survey dimensions in Parent Communication, Quality Instruction, and School Climate. McKinley is committed to continue to increase parent involvement by partnering with PTA and outside agencies to provide parent workshops.

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	113
Grade 1	94
Grade 2	95
Grade 3	117
Grade 4	146
Grade 5	105
Grade 6	140
Total Enrollment	810

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	10.1
American Indian or Alaska Native	0.2
Asian	12.7
Filipino	1.4
Hispanic or Latino	66
Native Hawaiian or Pacific Islander	0.6
White	6.3
Two or More Races	2.6
Socioeconomically Disadvantaged	85.6
English Learners	24.3
Students with Disabilities	11.4
Foster Youth	1.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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	14-15	15-16	16-17
With Full Credential	33	30	33
Without Full Credential	0	2	
Teaching Outside Subject Area of Competence	0	0	
Central Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	737
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
McKinley Elementary School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	95.8	4.2
High-Poverty Schools	95.8	4.2
Low-Poverty Schools	0.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

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 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton-Mifflin Adopted 2008-2009 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 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%

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 915.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/5/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Vent covers missing.
Interior: Interior Surfaces			X	Stained ceiling tiles being replaced. Light cover has been installed.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Pest management was increased and cleaning was increased. energy drink left in room.
Electrical: Electrical			X	Smoke detector missing (work order submitted). Surge protector creating trio hazard. Book case blocking access to electrical panel.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/5/2016					
System Inspected	Repair Status			Repair Needed and Action Taken or Planned	
	Good	Fair	Poor		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Drinking fountain has too much pressure. Drinking fountain has no flow. Faucet leaking at handle.	
Safety: Fire Safety, Hazardous Materials		X		Plug in candle warmer.	
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	Exemplary	Good	Fair	Poor	
			X		

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	19	30	31	39	44	48
Math	15	19	22	26	34	36

* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	50	45	30	48	41	41	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	21.2	21.2	11.1

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	107	103	96.3	30.1
Male	65	62	95.4	38.7
Female	42	41	97.6	17.1
Black or African American	16	16	100.0	31.3
Asian	14	13	92.9	30.8
Hispanic or Latino	68	66	97.1	27.3
Socioeconomically Disadvantaged	93	90	96.8	25.6
English Learners	22	22	100.0	22.7
Students with Disabilities	19	17	89.5	64.7

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	128	126	98.4	34.4
	4	145	143	98.6	28.2
	5	107	103	96.3	27.2
	6	136	136	100.0	28.1
Male	3	69	67	97.1	28.4
	4	72	70	97.2	18.6
	5	65	62	95.4	27.4
	6	69	69	100.0	20.3
Female	3	59	59	100.0	41.4
	4	73	73	100.0	37.5
	5	42	41	97.6	26.8
	6	67	67	100.0	36.4
Black or African American	3	15	15	100.0	20.0
	4	13	12	92.3	8.3
	5	16	16	100.0	6.3
	6	11	11	100.0	18.2
Asian	3	16	16	100.0	50.0
	4	15	15	100.0	40.0
	5	14	13	92.9	38.5
	6	17	17	100.0	35.3

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Hispanic or Latino	3	78	77	98.7	32.5
	4	104	104	100.0	24.3
	5	68	66	97.1	28.8
	6	96	96	100.0	26.3
White	3	15	14	93.3	30.8
Socioeconomically Disadvantaged	3	113	112	99.1	34.2
	4	132	130	98.5	24.8
	5	93	90	96.8	22.2
	6	111	111	100.0	26.4
English Learners	3	25	23	92.0	17.4
	4	35	34	97.1	12.1
	5	22	22	100.0	18.2
	6	26	26	100.0	11.5
Students with Disabilities	4	17	15	88.2	26.7
	5	19	17	89.5	29.4
	6	18	18	100.0	11.1

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	128	126	98.4	33.9
	4	145	142	97.9	19.0
	5	107	103	96.3	2.9
	6	136	136	100.0	17.9
Male	3	69	67	97.1	31.8
	4	72	70	97.2	15.7
	5	65	62	95.4	3.2
	6	69	69	100.0	14.5
Female	3	59	59	100.0	36.2
	4	73	72	98.6	22.2
	5	42	41	97.6	2.4
	6	67	67	100.0	21.5

School Year 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Black or African American	3	15	15	100.0	13.3
	4	13	12	92.3	16.7
	5	16	16	100.0	
	6	11	11	100.0	
Asian	3	16	16	100.0	31.3
	4	15	15	100.0	26.7
	5	14	13	92.9	7.7
	6	17	17	100.0	23.5
Hispanic or Latino	3	78	77	98.7	35.5
	4	104	103	99.0	17.5
	5	68	66	97.1	3.0
	6	96	96	100.0	18.1
White	3	15	14	93.3	46.1
Socioeconomically Disadvantaged	3	113	112	99.1	32.7
	4	132	129	97.7	16.3
	5	93	90	96.8	3.3
	6	111	111	100.0	16.5
English Learners	3	25	23	92.0	21.7
	4	35	33	94.3	3.0
	5	22	22	100.0	
	6	26	26	100.0	8.0
Students with Disabilities	4	17	15	88.2	13.3
	5	19	17	89.5	5.9
	6	18	18	100.0	11.1

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

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 FCOE parent workshops, Parenting Partners, PTA Smart Schools, 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. Parent teacher conferences to enable in-depth discussion of students class work, 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. Keep parents informed of after school activities and programs.
5. Informing parents of the importance of homework and attendance
6. Keep parents informed through written messages and telephone calls (weekly Black Board Connect messages, school website, School Home flyers, Peachjar)
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 School Climate State Priority (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 safety plan established that has reviewed and updated and presented to faculty in October 2016 and approved by SSC October 2016. A school safety committee was developed 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	2013-14	2014-15	2015-16
Suspensions Rate	4.2	4.0	4.2
Expulsions Rate	0.1	0.2	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	6.0	5.6	7.4
Expulsions Rate	0.5	0.3	0.4
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2008-2009
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	11	
Percent of Schools Currently in Program Improvement	91.7	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.00
Counselor (Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	1.00
Social Worker	0.00
Nurse	1.00

Academic Counselors and Other Support Staff at this School	
Speech/Language/Hearing Specialist	1.40
Resource Specialist	1.00
Other	0.00
Average Number of Students per Staff Member	
Academic Counselor	841

* 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+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	29	30	28				4	5	4			
1	29	26	28		1		4	3	3			
2	29	30	26				5	4	4			
3	32	26	27		1		4	5	4			
4	33	31	31				1	4	4	3		1
5	33	36	35				2			2	4	3
6	34	34	35							4	4	4

Professional Development provided for Teachers

McKinley Elementary School is committed to high quality and on-going professional development for all teachers and support staff. During the 15-16 school year, teachers are currently receiving specific training in ELA instructional shifts, the teaching of reading through guided reading and literature circles and close reading strategies, the 8 best math practices, teaching for conceptual knowledge, along with training in English Learner professional development and guided reading. 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. McKinley staff received training over the summer in The 7 Habits of Highly Effective People to go with a school wide process called The Leader in Me. A need had been identified of student efficacy. A grant from Franklin Foundation has enable McKinley to able to teach to the whole child. The social and emotional needs had been lacking and students are now learning how to become leader of their learning and to take ownership of their education which in turn builds their esteem and self worth.

A full time instructional coaches 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. The ISC and Principal plan, co-teach, and reflect with the teachers units of study that incorporate Inquiry Based Learning and Direct Instruction. The principal meets with each grade level during weekly PLC meetings are designed to review data, plan instruction to meet the needs of all students.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,763	\$44,958
Mid-Range Teacher Salary	\$61,731	\$70,581
Highest Teacher Salary	\$81,368	\$91,469
Average Principal Salary (ES)	\$97,728	\$113,994
Average Principal Salary (MS)	\$102,715	\$120,075
Average Principal Salary (HS)	\$109,802	\$130,249
Superintendent Salary	\$201,759	\$218,315
Percent of District Budget		
Teacher Salaries	33%	38%
Administrative Salaries	5%	5%

Types of Services Funded

Response to Intervention was offered in the 2015-16 school year and services approximately 103 at-risk students during the school day in grades 1st-3rd. The program has two support staff members who are employed in this program and who are under the direct supervision of the Principal and a full time credentialed teacher/coordinator certified reading specialist, which is funded by LCFF and Title 1 categorical monies. 2 Teaching Fellow tutors assist the reading specialist with the Fountas and Pinnell Reading Intervention, Orton Gillingham, Lindamood-Bell for most intensive needs. The aforementioned are in addition to best first teaching in the classroom that is used to meet the academics needs of at-risk students. Curriculum is utilized during the intervention program and DIBELS and/or Fountas & Pinnell assessments are used for placement and bi-monthly progress monitoring. Students are exited when they meet grade level criteria in reading strategies based on DIBELS and/or Fountas & Pinnell assessments. Targeted EL students from K-6th grade who are either Beginning, Early Intermediate, Intermediate are provided 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. In addition to supporting students academic needs McKinley students are provided a philosophy of leadership to help to meet their social and emotional needs through a process called The Leader In Me. TLIM is grant funded for 4 years.

McKinley Elementary School offers Saturday Intervention for students in grades 2-6 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 that 20 to 1. Currently, 320 students in grades K-6 are taking advantage of this 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 an intervention tool 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, 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 <http://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.

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

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$3,727.01	\$222.40	\$3,504.60	\$66,413.99
District	♦	♦	\$7,062.53	\$69,536.60
State	♦	♦	\$5,677	\$74,216
Percent Difference: School Site/District			-50.4	-4.5
Percent Difference: School Site/ State			-38.3	-10.5

* Cells with ♦ do not require data.