



McKinley Elementary School

4444 W. McKinley Ave. • Fresno, CA 93722 • (559) 276-5232 • Grades K-6

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Central Unified School District

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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 one of the largest Title 1 and English Learner 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 a 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 for all students is to increase the percentage of students 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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	136
Grade 1	129
Grade 2	104
Grade 3	105
Grade 4	119
Grade 5	139
Grade 6	105
Total Enrollment	837

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	10.2
American Indian or Alaska Native	0.4
Asian	12.7
Filipino	1
Hispanic or Latino	64.3
Native Hawaiian or Pacific Islander	0.7
White	7
Two or More Races	3.7
Socioeconomically Disadvantaged	79.7
English Learners	15.7
Students with Disabilities	9.8
Foster Youth	1.1

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	15-16	16-17	17-18
With Full Credential	30	28	31
Without Full Credential	2	3	1
Teaching Outside Subject Area of Competence	0	0	0
Central Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	649
Without Full Credential	♦	♦	22
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
McKinley Elementary School	15-16	16-17	17-18
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>McGraw Hill Wonders, TK-6 Adopted 2016-2017</p> <p>McGraw Hill Wonders, ELD Adopted 2016-17</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Pearson Envisions K-6 Adopted 2016-2017</p> <p>Pearson Math Investigations, K-5, (Online Supplementary) Adopted 2016-17</p> <p>The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>Scott Foresman: Science California Adopted 2007-2008</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>Houghton-Mifflin Adopted 2006-2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

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 915.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 06/14/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Carpet is worn, lifting, and taped.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Room is cluttered. Unsecured items are stored too high.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 06/14/2017					
System Inspected	Repair Status			Repair Needed and Action Taken or Planned	
	Good	Fair	Poor		
Electrical: Electrical			X	Exhaust fan is not working. Cord is creating tripping hazard.	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Drinking fountain is loose at the base. Faucet is low flow.	
Safety: Fire Safety, Hazardous Materials		X		Plug in air freshener. Flammable materials are unsecured.	
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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	30	35	39	40	48	48
Math	19	24	26	28	36	37

* 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 Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	45	30	41	41	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	17.6	27.9	38.2

* 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 2016-17 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	468	462	98.72	34.85
Male	234	231	98.72	28.14
Female	234	231	98.72	41.56
Black or African American	47	47	100	29.79
Asian	54	54	100	46.3
Filipino	--	--	--	--
Hispanic or Latino	313	308	98.4	30.19
Native Hawaiian or Pacific Islander	--	--	--	--
White	35	34	97.14	47.06
Two or More Races	14	14	100	71.43
Socioeconomically Disadvantaged	390	385	98.72	33.25
English Learners	132	129	97.73	33.33
Students with Disabilities	50	48	96	25
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 2016-17 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	468	463	98.93	23.54
Male	234	232	99.15	25.43
Female	234	231	98.72	21.65
Black or African American	47	47	100	14.89
Asian	54	54	100	29.63
Filipino	--	--	--	--
Hispanic or Latino	313	309	98.72	21.68
Native Hawaiian or Pacific Islander	--	--	--	--
White	35	34	97.14	38.24
Two or More Races	14	14	100	21.43
Socioeconomically Disadvantaged	390	386	98.97	21.76
English Learners	132	130	98.48	24.62
Students with Disabilities	50	48	96	8.33
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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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, 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. 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 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

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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 8/30/17. The Safety Plan training with staff 8/30/17. The McKinley School Site Council Approved the Site Emergency Response Plan on 9/12/17. Additionally, an Active Shooter Training will take place on 4/11/18.

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	2014-15	2015-16	2016-17
Suspensions Rate	4.0	4.2	4.8
Expulsions Rate	0.2	0.0	0.3
District	2014-15	2015-16	2016-17
Suspensions Rate	5.6	7.4	5.4
Expulsions Rate	0.3	0.4	0.4
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 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	50	

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	0.00
Nurse	0.40
Speech/Language/Hearing Specialist	1.40
Resource Specialist	2.00
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+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	30	28	28				5	4	4			
1	26	28	28	1			3	3	3			
2	30	26	26				4	4	4			
3	26	27	27	1			5	4	4			
4	31	31	31				4	4	4		1	1
5	36	35	35							4	3	3
6	34	35	35							4	4	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 15-16 school year 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 new 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 in 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 to the whole child social and emotional needs that had been lacking. 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.

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 afore mentioned, McKinley will continue the Visible Learning work by including effective feedback for 2017-2018 school year. In the last three years the percentage of proficiency for McKinley has significantly increased in ELA and maintained with a slight increase math on the SBAC, there is still a need to increase students skills in critical thinking, communication, and problem solving.

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 2017-2018. 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 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,046	\$48,522
Mid-Range Teacher Salary	\$63,583	\$75,065
Highest Teacher Salary	\$83,749	\$94,688
Average Principal Salary (ES)	\$99,912	\$119,876
Average Principal Salary (MS)	\$105,131	\$126,749
Average Principal Salary (HS)	\$113,096	\$135,830
Superintendent Salary	\$190,000	\$232,390
Percent of District Budget		
Teacher Salaries	33%	37%
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 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,255.45	\$222.91	\$4,032.54	\$64,904.31
District	♦	♦	\$7,671.24	\$69,635
State	♦	♦	\$6,574	\$77,824
Percent Difference: School Site/District			-47.4	-6.8
Percent Difference: School Site/ State			-38.7	-16.6

* Cells with ♦ do not require data.

Types of Services Funded

Response to Intervention, offered during the 2016-17 school year, provided support to approximately 100 at-risk students during the school day in grades 1st-3rd. 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. Curriculum is utilized during the intervention program and DIBELS and/or Fountas & Pinnell assessments are used for placement along with bi-monthly progress monitoring. Students are exited 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 Beginning, Early Intermediate, 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 Early Advanced or Advanced 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 tutoring in reading. 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. During 2016-2017 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 <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.