

2017 SARC Input Form

THIS IS NOT THE FULL SARC TEMPLATE.


Please review and update each section of this template for completeness and accuracy. This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest). DTS will import publicly available data as it becomes available.

This template provides clear, concise guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements for the section being reviewed/updated. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). If, after reading the provided guidance and referring to the frequently asked questions documentation, you find you still need assistance, please feel free to contact the DTS Support Team by [clicking here](#).


School Contact Information (School Year 2017-18)

Please review and update the information below as needed. This section should include **current** School Contact Information for your school.

School Information	
School Name	McKinley Elementary School
Street	4444 W. McKinley Ave.
City, State, Zip	Fresno, CA 93722
Phone Number	(559) 276-5232
Principal	Colette Bolger
E-mail Address	cbolger@centralusd.k12.ca.us
School Website	mc.centralunified.org
CDS Code	10-73965-6006944
School Logo	<div><p>Click the button to upload your school's logo. Logos should not be larger than 1.5" x 1.5". You can also request upload support by clicking here.</p></div>

District Contact Information (School Year 2017-18)

Please review and update the information below as needed. This section should include **current** District Contact Information for your district.

District Information	
District Name	Central Unified School District
Street	4605 North Polk Ave.
City, State, Zip	Fresno, CA 93722
Phone Number	(559) 274-4700
Superintendent	Mr. Mark G. Sutton
Web Site	www.centralunified.org
E-mail Address	msutton@centralusd.k12.ca.us
District Logo	<div></div> <p>Click the button to upload your district logo. Logos should not be larger than 1.5" x 1.5". You can also request upload support by clicking here.</p>

District Governing Board

Please review and update the information below as needed. This section should include **current** contact District Governing Board information for your district.

District Governing Board (in the order to be listed)	
Member 1	Mr.Cesar Granda, Area 1
Member 2	Mr. Ruben Coronado, Area 2
Member 3	Mr. Phillip Cervantes, Area 3
Member 4	Mr. Richard Atkins, Area 4
Member 5	Mr. Richard A. Solis, Area 5
Member 6	Mrs. Terry Cox, Area 6
Member 7	Mr. Rama Dawar, Area 7
Member 8	
Member 9	
Member 10	
Member 11	
Member 12	

District Administration

Please review and update the information below as needed. This section should include **current** District Administration information for your district.

District Administration (in the order to be listed)	
Superintendent	Mr. Mark G. Sutton
Administrator 1	
Administrator 2	Mr. Kelly Porterfield Assistant Superintendent, Chief Business Officer
Administrator 3	Mrs. Ketti Davis Assistant Superintendent, Educational Services
Administrator 4	Mr. Jack Kelejian Assistant Superintendent, Human Resources
Administrator 5	Mrs. Andrea Valadez Administrator, Special Education & Support Service
Administrator 6	Mr. Paul Birrell Director, 7-12 & Adult Education
Administrator 7	Dr. Tami Boatright Director, K-8 Education
Administrator 8	
Administrator 9	
Administrator 10	
Administrator 11	
Administrator 12	
Administrator 13	

School Description and Mission Statement (School Year 2017-18)

Please review and update the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

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.

Opportunities for Parental Involvement (School Year 2017-18)

Please review and update the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. This section should be kept to 1-2 paragraphs.

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

Contact Person Name: Colette Bolger

Contact Person Phone Number: 559-276-5232

School Safety Plan (School Year 2017-18)

Please review and update the information below as needed. This section should include information about your school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan (please do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

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.

School Facility Conditions and Planned Improvements (School Year 2017-18)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by [clicking here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and update the information below as needed.

Year and month of the most recent FIT report: 06/14/2017

This section should be kept to 1-2 paragraphs.

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 (School Year 2017-18)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

This data should match the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)			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.
Electrical: Electrical			X	Exhaust fan is not working. Cord is creating tripping hazard.

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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			

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	Good	Fair	Poor
Overall Rating			X	

[Teacher Credentials](#)

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	30	28	31	649
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	2	3	1	22
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

Academic Counselors and Other Support Staff (School Year 2016-17)

The data that is currently displayed in this table was carried over from last year's SARC. Please update the FTE for each category as needed. This section should include the number of staff, full time equivalent (FTE), employed at your school that fall into the categories listed.

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.00	0
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 (non-teaching)	2.00	♦
Other	1.00	♦

♦ means data is not required. The fields are intentionally not provided.

Textbooks and Instructional Materials (School Year 2017-18)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

This data should match the most recent adoption of textbooks for your LEA.

Year and month in which the data were collected: September 2017

This section should be kept to 1-2 paragraphs.

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.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders, TK-6 Adopted 2016-2017 McGraw Hill Wonders, ELD Adopted 2016-17	Yes	0%
Mathematics	Pearson Envisions K-6 Adopted 2016-2017 Pearson Math Investigations, K-5, (Online Supplementary) Adopted 2016-17	No	0%
Science	Scott Foresman: Science California Adopted 2007-2008	Yes	0%
History-Social Science	Houghton-Mifflin Adopted 2006-2007	Yes	0%
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12 schools only)	♦	♦	

♦ means data is not required. The fields are intentionally not provided.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

The fields that are, **highlighted yellow**, are populated for you with data provided by CDE (as available).

Percent differences, **highlighted light-blue**, are calculated by this form.

The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 15-16, as needed.

The most recent data available from CDE is for fiscal year 2015-16. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 15-16, is correct.

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted Sources	Basic/ Unrestricted Sources	
School Site	\$3,727.01	\$222.40	\$3,504.60	\$66,413.99
District	♦	♦	\$7,062.53	\$69,635
Percent Difference: School Site and District	♦	♦	-50.4	-4.5
State	♦	♦	\$6,574	\$77,824
Percent Difference: School Site and State	♦	♦	-38.3	-10.5

♦ means data is not required. The fields are intentionally not provided.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2016-17)

Please review and update the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 16-17, is correct.

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 on 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 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 extend 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 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 school's reading specialist. Enrichment activities include technology, visual and performing arts, physical education, Leadership, as well as opportunities for Accelerated Reader and the Spatial-Temporal Math program. Students are selected via the application process and parental participation at the orientation meeting. Students participate in this program 5 days a week until 6:00 p.m.

Professional Development (2015-16, 2016-17 and 2017-18)

Please review and update the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2015-16, 2016-17 and 2017-18. Questions that may also be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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 be 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.

School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.**

Career Technical Education Programs (School Year 2016-17)

Please review and update the information below as needed. This section should include information about Career Technical Education (CTE) programs at your school including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct. This section should be kept to 1-2 paragraphs.

Career Technical Education Participation (School Year 2016-17)

Please review and update the information below as needed. This section should include information about the level of participation in Career Technical Education (CTE) programs at your school. Numbers populated were carried over from last year's SARC.

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct.

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma The number of pupils that completed a CTE program and graduated ÷ total number of pupils enrolled in a CTE program	
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education The number of CTE courses that are sequenced or articulated ÷ total number of CTE courses offered at the school	