

McKinley Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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.

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.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	McKinley Elementary School
Street	645 W. Olive Avenue
City, State, Zip	Redlands, CA 92373
Phone Number	(909) 307-5570
Principal	Mr. Marc Aponte
E-mail Address	marc_aponte@redlands.k12.ca
Web Site	http://mckinley.redlandsusd.net/
CDS Code	36-67843-6036552

District Contact Information	
District Name	Redlands Unified School District
Phone Number	(909) 307-5300
Superintendent	Lori Rhodes
E-mail Address	lori_rhodes@redlands.k12.ca.us
Web Site	www.redlands.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

As the principal of McKinley School, I am pleased to present this Student Accountability Report Card (SARC) that demonstrates our commitment to a quality education for all of our students.

The staff, PTA, School Site Council, parent volunteers, and I direct all of our energies and resources to developing an educational environment where children will grow socially, emotionally, and academically. Our goal is to provide a well-rounded education for each student so that he/she may reach his/her fullest potential and become a successful, participating member of society.

School Summary

McKinley Elementary School is one of sixteen elementary schools in the Redlands Unified School District. It is located on the southeast corner of Olive Avenue and Center Street in the central part of Redlands. McKinley has a current enrollment of approximately 430 students in grades Transitions Kinder through fifth. Originally, an eight-classroom, multi-story, brick school opened on the current site in April, 1904. The school was named in honor of President William McKinley who visited Redlands in 1903. The present school was constructed in the same location and has been in continuous operation since 1938. A new wing of classrooms was added in 1956 and portable classrooms in 1997. The school has recently undergone a complete modernization of all of its buildings.

McKinley School is dedicated to providing each student an opportunity to share in an educational environment conducive to creating a sense of pride, exploring his/her uniqueness and developing his/her capabilities to the fullest extent.

In addition, McKinley has prescribed to the Character Counts! program and its six pillars of being trustworthy, responsible, respectful, fair, caring and demonstrating good citizenship. Through the Characters Count! program, we recognize student achievement through a positive rewards program utilizing "Bear Paw Awards" and "Book Paw Awards." Students are randomly chosen on a weekly basis as well as at the end-of-the-trimester awards assemblies (or monthly flag pole ceremonies) from the entries collected through the "Bear Paw/Book Paw" system, and attend either "Lunch with the Principal" or "Books with the Principal" to celebrate their accomplishments. Both rewards programs have proven to be very successful elements that foster student achievement here at McKinley Elementary.

School interventions have included: an Early Reading/Literacy Intervention for primary grade level students, the Accelerated Reader Program, Lexia, enhanced technology (including computers and DVDs), an automated library check-out/check-in system, an increased number of books in our library, "EducationCity" online California State Standards Practice programs, "Reading Buddies" and Redlands High School tutors. Enrollment in our intervention programs depends on the needs of our students, and prescribed accordingly based on the needs.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	87
Grade 1	70
Grade 2	79
Grade 3	63
Grade 4	72
Grade 5	78
Total Enrollment	449

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	8
American Indian or Alaska Native	0.2
Asian	3.8
Filipino	1.3
Hispanic or Latino	50.3
Native Hawaiian or Pacific Islander	0
White	28.5
Two or More Races	7.6
Socioeconomically Disadvantaged	66.8
English Learners	11.6
Students with Disabilities	12.2
Foster Youth	0.4

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

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	17	17	18	17
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.6	0.5
High-Poverty Schools in District	99.6	0.4
Low-Poverty Schools in District	99.4	0.6

Note: 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)

Year and month in which data were collected: January 2017

The California State Board of Education reviews elementary level textbooks and adopts those that meet standards defined in the State Frameworks. Textbooks are selected in the Redlands Unified School District through a committee of teachers and administrators. They review the materials that have been approved for purchase. Teachers at each site have an opportunity to preview texts prior to selection. Textbooks are selected and purchased on a seven-year cycle, rotating by content area. All McKinley Elementary School students are provided with all state and district adopted materials. Each student has available a copy of all necessary textbooks and curriculum materials in the classroom.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Journeys Common Core Houghton Mifflin Harcourt (2014)	Yes	0%
Mathematics	Math In Focus Houghton Mifflin Harcourt (2015)	Yes	0%
Science	California Science Macmillian/McGraw-Hill (2008)	Yes	0%
History-Social Science	History - Social Science for California Scott Foresman (2006)	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The school maintenance team has the primary responsibility for keeping the campus and the classrooms in a clean and orderly manner. Rooms are cleaned on a regular basis in the evening or prior to the start of the school day in order not to interrupt the education of the students. McKinley School is given a complete cleaning during the summer months. The district maintenance department assumes responsibility for completing improvement projects. McKinley has recently undergone a complete facility modernization within the past. All rooms are in excellent condition.

The school's risk management team has the responsibility for checking all areas of the campus to make sure that conditions are safe for students and staff. Representatives from the fire department and health department inspect the school on a regular basis. Any discrepancies are addressed as quickly as possible by the school.

A school disaster preparedness plan is in place and is updated on an annual basis.

Maintenance and Repairs

When maintenance and repairs are needed, the site custodians are notified and work or repair is made if possible. If site custodians are not able to do the repairs, the District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

The site Principal has inspected the school prior to the opening to students and has indicated 100% of all toilets on school grounds are in working order.

Cleaning process and schedule

School site custodians clean each classroom daily and the school district provides a grounds crew who work at McKinley on a rotating basis.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2016				
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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Facility is inspected monthly
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2016				
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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	44	44	53	59	44	48
Mathematics	37	36	40	44	34	36

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	62	59	95.2	35.6
	4	71	70	98.6	52.9
	5	78	76	97.4	41.3
Male	3	40	39	97.5	28.2
	4	36	36	100.0	44.4
	5	44	43	97.7	39.5
Female	3	22	20	90.9	50.0
	4	35	34	97.1	61.8
	5	34	33	97.1	43.8
Hispanic or Latino	3	29	27	93.1	40.7
	4	32	32	100.0	34.4
	5	40	39	97.5	28.2
White	3	18	17	94.4	29.4
	4	24	23	95.8	69.6
	5	20	20	100.0	47.4
Socioeconomically Disadvantaged	3	39	37	94.9	27.0
	4	46	46	100.0	41.3
	5	50	49	98.0	38.8

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
English Learners	5	11	10	90.9	30.0
Students with Disabilities	3	14	14	100.0	
	4	13	13	100.0	7.7
	5	16	15	93.8	13.3

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 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.

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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	62	59	95.2	33.9
	4	71	70	98.6	41.4
	5	78	76	97.4	31.6
Male	3	40	39	97.5	28.2
	4	36	36	100.0	36.1
	5	44	43	97.7	30.2
Female	3	22	20	90.9	45.0
	4	35	34	97.1	47.1
	5	34	33	97.1	33.3
Hispanic or Latino	3	29	27	93.1	33.3
	4	32	32	100.0	25.0
	5	40	39	97.5	23.1
White	3	18	17	94.4	41.2
	4	24	23	95.8	52.2
	5	20	20	100.0	45.0
Socioeconomically Disadvantaged	3	39	37	94.9	24.3
	4	46	46	100.0	34.8
	5	50	49	98.0	20.4
English Learners	5	11	10	90.9	10.0
Students with Disabilities	3	14	14	100.0	14.3
	4	13	13	100.0	7.7
	5	16	15	93.8	6.7

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 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.

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.

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	72	73	58	72	71	68	60	56	54

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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	78	74	94.9	58.1
Male	44	41	93.2	63.4
Female	34	33	97.1	51.5
Hispanic or Latino	40	38	95.0	50.0
White	20	19	95.0	73.7
Socioeconomically Disadvantaged	50	47	94.0	46.8
English Learners	11	10	90.9	50.0
Students with Disabilities	16	13	81.3	61.5

Note: 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.

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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.4	12.3	6.8

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

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)

We encourage all parents to become active volunteers at our school. Parents are urged to call the school office to find out about the requirements necessary to become a Redlands Unified School District-approved school volunteer. We also encourage all parents to become an active member in the McKinley PTA. The PTA plans and organizes many activities to enhance the learning opportunities for all of our students. Parents can leave messages for the PTA officers at the school office.

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.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.4	1.7	1.3	4.8	3.7	4.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

McKinley School utilizes data from its California Safe School Assessment and suspension/expulsion reports to evaluate the current status of school crime. A Safe School Plan is adopted in March of each school year and is reflective of the school's safety needs. The key components of McKinley's Safe School Plan include a description of school discipline policies and procedures, dress code guidelines, suspension and expulsion policies, sexual harassment policies, child abuse reporting procedures, dangerous pupil notification, and disaster response procedures. The services of a Redlands Police Department School Resource Officer is available to provide counseling, education, and law enforcement support for students.

To ensure student safety before school, teachers, ancillary staff and administrators supervise the school grounds including the cafeteria, and playground. During the school day all entrance areas to the school are locked with the exception of the front entrance, which is near the administration office. Signs are posted to indicate all visitors must report to the administration office and may not be on school grounds unless they have a visitor's pass. We have five Campus Monitors that supervise the cafeteria and playgrounds during lunches and recesses. Additionally, a crossing guard ensures students cross the street safely before and after school. Finally, although supervision is limited after school, the administrator/designee supervises the campus at dismissal until all students have left the campus for home.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	9
Percent of Schools Currently in Program Improvement	N/A	56.3

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	17	4	1		18	2	2		15	4	1	
1	25		2		27		3		27		3	
2	27		2		27		2		21		3	
3	28		3		26		3		25		3	
4	32		1	1	28	1		2	34			2
5	27	1	1	1	32		2		30		2	
Other									26		3	

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,799.82	\$984.80	\$4,815.02	\$82,584.16
District	N/A	N/A	\$4,815.02	\$80,558
Percent Difference: School Site and District	N/A	N/A	0.0	2.5
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-15.2	8.9

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

Types of Services Funded (Fiscal Year 2015-16)

Additionally, we have several categorically funded programs: School Improvement Program (SIP), Economic Impact AID (EIA) for Limited English Proficient (LEP) students, Title I, Title III and Title VI.

Summary of Strengths

McKinley School is fortunate to have a highly dedicated and professional staff. Teachers are committed to the idea that all students can learn irrespective of ethnic, cultural, linguistic, or socio-economic background. In order to address the educational needs of an ever-changing, diverse student population, the staff at McKinley follows a state and district adopted curriculum, which will nurture the intellectual, physical, emotional, and moral attributes of each child.

There is a strong focus on literacy at McKinley School. The Accelerated Reader Program is used in Grades 1 through 5 to provide students with appropriate reading practice. The Accelerated Reader Program allows us to identify the reading level of our library books and identify the independent reading level of our students. Students then select books at their level for independent reading, and when they have completed the book, they take a computerized comprehension test. Students receive points and incentives for their accomplishments.

In order to assist those students who are not at grade level in reading, we offer a number of interventions. These include SRA Reading Mastery, Small Literacy Groups, Reading Buddies, and Lexia. We have two categorically- funded intervention support teachers who provide reading instruction to our below grade level readers. These staff members have received specialized training and utilize specific reading programs that have proven to be highly effective. The programs used are SRA Reading Mastery Fast Cycle, SRA Reading Mastery II and III, Reading Recovery, and Education City. These classes are kept very small and have no more than ten students per teacher. Students are assigned to the classes based on their specific needs in reading.

Parent involvement and support is another strength at McKinley. Parents are active as classroom volunteers and are members of the School Site Council and Parent/Teacher Association.

Technology continues to be a focus at McKinley School. The use of computers in the classrooms, the computer lab, and the library provides students the opportunity to receive computer-assisted instruction throughout the curriculum. All students have access to the World Wide Web from the classroom, computer lab and library and may use the Internet for research projects. All classrooms are set up with laptops for the teacher along with LCD projectors which can be used to project videostreaming clips or other integrated technology.

Critical Needs

We are working diligently to update our library. We continue to replace many old books with new titles. The library check-out/check-in is now computerized. We have identified all of our titles that have Accelerated Reader tests, have color-coded the reading level, and have purchased tests for them. In order to support our strong literacy program at McKinley, it is important that we continue this process of adding new titles and expanding our Accelerated Reader collection. It is also important that we add additional hours to our library staffing.

Our library is open to students during the school day, so that they may exchange their books, take Accelerated Reader tests, and have a quiet place to read.

Technology continues to be a focus at McKinley School. The use of computers in the classrooms, the computer lab, and the library provides students the opportunity to receive computer-assisted instruction throughout the curriculum. All students have access to the World Wide Web from the classroom, computer lab and library and may use the Internet for research projects. All classrooms are set up with laptops for the teacher along with LCD projectors which can be used to project videostreaming clips or other integrated technology.

2015-2016 Student Objectives

Students identified as Title I students will work towards meeting district academic growth expectancies through additional educational support through Reading Recovery, Reading Buddies, Book Bridges, literacy groups and/or the before and after-school Reading and Math Intervention Program.

Students will improve their reading ability through a variety of teaching strategies and programs such as the Accelerated Reader Program and utilize the newly adopted ELA curriculum.

Students will increase the amount of time and number of books that they are reading independently.

Three Year Student Objectives

State and district assessments and classroom work will demonstrate a continual improvement in basic learning skills for all students and especially students designated as below "proficient" on the Smarter Balance Assessment and grade level common assessments. The McKinley staff will continue to work as a Professional Learning Community (PLC), and analyze common assessment data by grade level with a teacher-on-assignment and the administrator to help guide instruction. Additionally, interventions will continue to focus on our intensive reading programs for both at-risk students and English language learners. Annually, the McKinley staff will analyze student growth and evaluate the effectiveness of our programs, and make adjustments where appropriate. Attendance will be closely monitored to reduce tardy and absence rates by keeping parents informed of their child's attendance, reward students with good attendance, and hold parent/teacher/principal conferences, and utilize the School Attendance Review Team (SART) and School Attendance Review Board (SARB) processes for students with exceptionally poor attendance.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,473	\$45,092
Mid-Range Teacher Salary	\$76,873	\$71,627
Highest Teacher Salary	\$96,912	\$93,288
Average Principal Salary (Elementary)	\$118,476	\$115,631
Average Principal Salary (Middle)	\$127,244	\$120,915
Average Principal Salary (High)	\$138,146	\$132,029
Superintendent Salary	\$184,914	\$249,537
Percent of Budget for Teacher Salaries	40%	37%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

With the ever-changing demands on school comes the continuous demand of keeping teachers informed.

Staff development is an integral part of the educational program at McKinley School. This year all teachers at McKinley will primarily focus on staff development centered around the Common Core State Standards. In addition to these site training days, many teachers will participate in various workshops offered by the district to meet their areas of need -- such as: Math/Reading Academies, workshops on student engagement / classroom management, GATE certification, EL Strategies.

The staff at McKinley works hard to stay abreast of new teaching strategies and techniques that will help them meet the needs of their students. Finally, McKinley has three (3) part teacher-on-assignment (TOA) funded by district and one (1) part-time TOA that is categorically funded to provide "co-planning/co-teaching" support to all teachers on staff.