

McKinley Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	McKinley Elementary School
Street	645 W. Olive Avenue
City, State, Zip	Redlands, CA 92373
Phone Number	(909) 307-5570
Principal	Jennifer Sherman
Email Address	jennifer_sherman@redlands.k12.ca
Website	http://mckinley.redlandsusd.net/
County-District-School (CDS) Code	36-67843-6036552

Entity	Contact Information
District Name	Redlands Unified School District
Phone Number	(909) 307-5300
Superintendent	Mauricio Arellano
Email Address	mauricio_arellano@redlands.k12.ca.us
Website	www.redlands.k12.ca.us

School Description and Mission Statement (School Year 2019-20)

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 (16) 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 425 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. In 2017-2018, McKinley participated in Year 1 of the Positive Behavior and Intervention Support (PBIS) training program. Over the course of the school year, the staff worked diligently on establishing universal school wide expectations and building off the Character Counts! to ensure all students had a clear understanding of our character education program. McKinley is currently in year 3 of the implementation process for PBIS.

School interventions have included: an Early Reading/Literacy Intervention for primary grade level students, the Accelerated Reader Program, Lexia (Reading), DreamBox (Math), before/after intervention for all at-risk/struggling students, 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 2018-19)

Grade Level	Number of Students
Kindergarten	70
Grade 1	65
Grade 2	68
Grade 3	71
Grade 4	72
Grade 5	89
Total Enrollment	435

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	8.3
American Indian or Alaska Native	0.7
Asian	3
Filipino	1.8
Hispanic or Latino	53.1
Native Hawaiian or Pacific Islander	0.2
White	27.8
Two or More Races	5.1
Socioeconomically Disadvantaged	77.9
English Learners	9
Students with Disabilities	10.3
Foster Youth	1.4
Homeless	17

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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	18	18	19	4
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	2017-18	2018-19	2019-20
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: December 2019

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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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	Social Studies Alive! TCI (2016)	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. 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

The governing board has adopted cleaning standards for all schools in RUSD. A summary of these standards is available at the school office, at the District Office, or at www.redlands.k12.ca.us. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. 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.

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.

Our district's service center can easily track work requests to address repairs more efficiently through a work order system.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: November 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	54	50	59	57	50	50
Mathematics (grades 3-8 and 11)	45	46	45	44	38	39

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	231	222	96.10	3.90	50.45
Male	125	119	95.20	4.80	54.62
Female	106	103	97.17	2.83	45.63
Black or African American	16	15	93.75	6.25	40.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	125	122	97.60	2.40	42.62
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	64	61	95.31	4.69	62.30

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	191	184	96.34	3.66	44.02
English Learners	31	29	93.55	6.45	55.17
Students with Disabilities	43	36	83.72	16.28	16.67
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	43	42	97.67	2.33	50.00

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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	231	224	96.97	3.03	45.54
Male	125	121	96.80	3.20	53.72
Female	106	103	97.17	2.83	35.92
Black or African American	16	15	93.75	6.25	33.33
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	125	124	99.20	0.80	33.06
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	64	61	95.31	4.69	68.85
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	191	186	97.38	2.62	38.17
English Learners	31	30	96.77	3.23	43.33
Students with Disabilities	43	37	86.05	13.95	16.22
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	43	42	97.67	2.33	40.48

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	17.6	39.2	25.7

Note: Percentages are not calculated and double dashes (--) appear in the table 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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2019-20)

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 active members in the McKinley PTA, ELAC, SSC, and our new safety committee.

The PTA plans and organizes many activities to enhance the learning opportunities for all of our students. Any correspondence for the PTA officers may be left with any school office staff member. Our ELAC/SSC parent groups help revise our school plan and offer input on how funding should be utilized for student interventions/programs. As a means to improve school safety, we developed a new safety committee to help us glean parent input on improving safety around our campus. All parent groups are well-supported by our community.

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.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.5	0.9	1.0	2.6	2.9	3.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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. All visitors must enter the school office and gain clearance before entering campus. McKinley school uses the Raptor system to screen visitors before entering campus. In addition, we have five (5) 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. Safety has been a central focus over the past few years, and our new safety committee helps guide and propose new suggestions for ensuring improved safety on campus.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	13	6	1		11	6			23	1	2	
1	23		2		23		3		22		3	
2	22	1	2		22		3		22		3	
3	23		3		22		3		23		3	
4	27		2		31		2		25		2	
5	29	1		2	25	1	1	1	26	2	1	2
Other**												

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

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.5

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,316.05	\$1,730.18	\$5,585.87	\$87,240.00
District	N/A	N/A	5,815.78	\$85,061.00
Percent Difference - School Site and District	N/A	N/A	-4.0	2.5

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	-29.3	6.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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 addition, McKinley has prescribed to using the Lexia Reading program to help all students improve their reading skills.

In order to assist those students who are not at grade level in reading, we offer a number of interventions including: Small Literacy Groups, and Lexia. We have one (1) categorically- funded intervention support teacher who provides reading instruction to our students reading below grade level. These staff members have received specialized training and utilize specific reading programs that have proven to be highly effective. These classes are kept very small and have no more than 6 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 provides students the opportunity to receive computer-assisted instruction throughout the curriculum. All students have access to the internet from the classroom. A computer lab and the library and may be used to access 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 video streaming clips or other integrated technology. Over the past couple of years, McKinley has utilized elements of Google Classroom to help boost the integration of technology in the classroom.

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 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.

Students will improve their reading ability through a variety of teaching strategies and programs such as the Journeys curriculum, Accelerated Reader, and Lexia

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 continual improvement in basic learning skills for all students and especially students designated as below "proficient" on the Smarter Balanced 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 as well as data from IABs/ICAs to help guide their 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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,120	\$51,374
Mid-Range Teacher Salary	\$81,554	\$80,151
Highest Teacher Salary	\$102,814	\$100,143
Average Principal Salary (Elementary)	\$124,240	\$126,896
Average Principal Salary (Middle)	\$133,386	\$133,668
Average Principal Salary (High)	\$141,684	\$143,746
Superintendent Salary	\$220,000	\$245,810
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	4%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	8

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. McKinley Elementary School's staff development primarily focuses on the further implementation of PBIS and the new implementation of the AVID program.

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.