

# McKinley Elementary School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	McKinley Elementary School
<b>Street</b>	2050 Aztec Lane
<b>City, State, Zip</b>	Corona CA 92879
<b>Phone Number</b>	(951) 736-7190
<b>Principal</b>	Dr. Trevor Dietrich
<b>E-mail Address</b>	tdietrich@cnusd.k12.ca.us
<b>Web Site</b>	www.cnusd.k12.ca.us/mkes
<b>CDS Code</b>	367033-611-0589

<b>District Contact Information</b>	
<b>District Name</b>	Corona-Norco Unified School District
<b>Phone Number</b>	(951) 736-5000
<b>Superintendent</b>	Michael H. Lin, Ed.D.
<b>E-mail Address</b>	mclin@cnusd.k12.ca.us
<b>Web Site</b>	www.cnusd.k12.ca.us

### School Description and Mission Statement (School Year 2018-19)

Empowering Leaders to Believe, Achieve, and Leave a Legacy.

Our students Believe in themselves as leaders, Believe in each other, Believe that they are in control of their own lives, and Believe that they can make a difference in this world.

Our students Achieve greatness by living the 7 Habits, Achieve academic success by setting goals and priorities, and Achieve independence and interdependence.

Our students Leave a Legacy by loving others, helping others, and making the world a better place by being positive role models and leaders.

McKinley Elementary School is a single track Transitional Kinder – Sixth grade school. Our enrollment is 678 students. McKinley is a Leader in Me Lighthouse school which means we have embedded a leadership theme deeply into the cultural fabric of our school and have been recognized by Franklin Covey as being a highly successful Leader in Me site. The Leader in Me process has two foundational underpinnings, the 7 Habits of Highly Effective People and the 4 Disciplines of Execution. The 7 Habits are taught to help adults and children alike lead themselves. This increases the social emotional well-being of our students and supports the Boards vision for social-emotional wellness. The 4 Disciplines of Execution outlines how our students set goals for academic success, supporting our Boards vision for academic achievement. Our students set individual academic goals in Math and ELA and identify lead measures and behaviors to reach those goals. Each student tracks their progress in their leadership notebooks and have accountability partners to help them stay focused. Classroom and school-wide goals match this process and allow students to recognize their contributions towards class and school success. Students use current and relevant assessment data to understand their personal starting line, identify their finish line, and set their deadline. This process empowers our students to lead their own learning.

### Student Enrollment by Grade Level (School Year 2017-18)

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	99
<b>Grade 1</b>	92
<b>Grade 2</b>	84
<b>Grade 3</b>	80
<b>Grade 4</b>	107
<b>Grade 5</b>	110
<b>Grade 6</b>	131
<b>Total Enrollment</b>	703

**Student Enrollment by Group (School Year 2017-18)**

Student Group	Percent of Total Enrollment
Black or African American	11.2
American Indian or Alaska Native	0.4
Asian	6.8
Filipino	5.4
Hispanic or Latino	51.4
Native Hawaiian or Pacific Islander	0.6
White	22.8
Socioeconomically Disadvantaged	58.9
English Learners	17.5
Students with Disabilities	12.5
Foster Youth	0.0

**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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	30	29		28
Without Full Credential	0	0		0
Teaching Outside Subject Area of Competence (with full credential)	0	0		0

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	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 2018-19)

**Year and month in which data were collected:** September 4, 2018

All textbooks used in the core curriculum are aligned to the California State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Tuesday, September 4, 2018, the Corona-Norco Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 46 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2018-19 school year, Corona-Norco Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

<b>Subject</b>	<b>Textbooks and Instructional Materials/ Year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent of Students Lacking Own Assigned Copy</b>
<b>Reading/Language Arts</b>	2017 Benchmark Education, Benchmark Advance 2013 Cengage Learning, Reach Level A 2014 Pearson, Opening the World of Learning		0
<b>Mathematics</b>	2014 Pearson, Connected Mathematics 3 2009 Scott Foresman Addison Wesley, enVision Math		0
<b>Science</b>	2008 Macmillan/McGraw-Hill, California Science		0
<b>History-Social Science</b>	2006 Harcourt School Publishers, Reflections: California Series		0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. William McKinley Elementary School's original facilities were built in 1992; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Exterior painting
- Addition of a mural

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two evening custodians are assigned to William McKinley Elementary School. The day custodian is responsible for:

- Classroom cleaning
- General grounds maintenance
- Restroom cleaning

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

**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

<b>School Facility Good Repair Status (Most Recent Year)</b> Year and month of the most recent FIT report: 4/4/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	P RM 105: 4. WATER STAIN CEILING TILES P RM 106: 4. WATER STAIN CEILING TILES PPS 2: 4. WATER STAIN CEILING TILES PPS-0: 4. WATER STAIN CEILING TILES PPS-1: 4. WATER STAIN CEILING TILES RM 101: 4. WATER STAIN CEILING TILES RM 102: 4. WATER STAIN CEILING TILES RM 103: 4. WATER STAIN CEILING TILES RM 302: 4. WATER STAIN CEILING TILES RM 303: 4. WATER STAIN CEILING TILES RM K 2: 4. WATER STAIN CEILING TILES STAFF LOUNGE: 4. WATER STAIN CEILING TILES WRK RM: 4. WATER STAIN CEILING TILES

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 4/4/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 4/4/2018	
Overall Rating	Good

## 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	51.0	59.0	59.0	61.0	48.0	50.0
<b>Mathematics (grades 3-8 and 11)</b>	43.0	45.0	45.0	46.0	37.0	38.0

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	432	429	99.31	58.97
Male	214	213	99.53	49.77
Female	218	216	99.08	68.06
Black or African American	56	56	100.00	46.43
American Indian or Alaska Native	--	--	--	--
Asian	27	26	96.30	80.77
Filipino	24	22	91.67	86.36
Hispanic or Latino	216	216	100.00	55.56
Native Hawaiian or Pacific Islander	--	--	--	--
White	102	102	100.00	63.73
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	267	266	99.63	53.76
English Learners	105	102	97.14	50.98
Students with Disabilities	57	57	100.00	19.30
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	433	433	100	44.8
Male	215	215	100	44.19
Female	218	218	100	45.41
Black or African American	57	57	100	33.33
American Indian or Alaska Native	--	--	--	--
Asian	27	27	100	55.56
Filipino	24	24	100	75
Hispanic or Latino	216	216	100	39.35
Native Hawaiian or Pacific Islander	--	--	--	--
White	102	102	100	54.9
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	268	268	100	35.82
English Learners	105	105	100	29.52

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Students with Disabilities	57	57	100	15.79
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### 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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.9	23.7	22.8

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 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 2018-19)

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.



Parents stay informed on upcoming events and school activities through automated telephone messages, the school website, Peach Jar, PTA newsletters, PTA Facebook, Twitter, Instagram, Coffee with the Principal, and Leader in the monthly publication to parents. Contact the school office at (951) 736-7190 for more information on how to become involved in your child's learning environment.

**Opportunities to Volunteer**

- Chaperone
- Classroom Helper
- Library Assistant
- PTA Events
- 100 Mile Club

**Committees**

- English Learner Advisory Council
- Parent Teacher Association
- School Site Council

**School Activities**

- Back to School Night
- Family Nights
- Movie Night
- Open House
- PTA Activities
- Leadership Day
- Annual Grandparents Day

**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			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
<b>Suspensions</b>	0.8	1.5	1.8	2.7	2.9	2.9	3.7	3.7	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.2	0.1	0.2	0.1	0.1	0.1

**School Safety Plan (School Year 2018-19)**

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The Comprehensive School Site Safety Plan was developed for William McKinley Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in October 2017.

## 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	2015-16			2016-17			2017-18					
	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	26		4		26		4		25		4	
1	28		3		28		3		23		4	
2	32		3		27		3		27		3	
3	24	1	4		22	1	4		26		3	
4	26	1	4		36		2	1	23	1	4	
5	23	1	4		27	1	4		26		4	
6	25	1	4		26	1	4		27	1	4	

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.

### Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	0.4	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		N/A
Other		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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	0	1072.07	6612.872	100665.82
District	N/A	N/A	\$6,293	\$96,620
Percent Difference: School Site and District	N/A	N/A	-6.7	6.2
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	-11.1	24.9

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 2017-18)

For the 2015-16 school year, Corona-Norco Unified School District spent an average of \$9,901 of total general funds to educate each student (based on 2015-16 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Corona-Norco Unified School District receives state and federal categorical funding for special programs. For the 2015-16 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- Agricultural Career Technical Education Incentive
- California Career Pathways Trust
- California Clean Energy Jobs Act
- Department of Rehabilitation
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other ARRA Programs
- Other Federal Funds
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Teacher Recruitment/Incentives
- Title I
- Title II
- Title III
- Tobacco-Use Prevention Education
- Vocational Programs

## Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
<b>Beginning Teacher Salary</b>	61750	47903
<b>Mid-Range Teacher Salary</b>	93809	74481
<b>Highest Teacher Salary</b>	115444	98269
<b>Average Principal Salary (Elementary)</b>	129415	123495
<b>Average Principal Salary (Middle)</b>	134095	129482
<b>Average Principal Salary (High)</b>	140885	142414
<b>Superintendent Salary</b>	360747	271429
<b>Percent of Budget for Teacher Salaries</b>	41.0	35.0
<b>Percent of Budget for Administrative Salaries</b>	4.0	5.0

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)

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All training and curriculum development activities at William McKinley Elementary School revolve around the California State Standards. During the 2016-17 school year, William McKinley Elementary School held staff development training devoted to:

- Leader in Me
- Professional Learning Communities (PLC's)
- English Language Arts Adoption
- Math Training

During the 2017-18 school year, William McKinley Elementary School held staff development training devoted to:

- Leader in Me Empowering Instruction
- English Language Arts Adoption
- STEM

During the 2018-19 school year, William McKinley Elementary School held staff development training devoted to:

- Leader in Me "Speed of Trust"
- Math Conference and on-site grade level coaching on practice standards
- STEM
- Reading Recovery
- Engaging Teaching Strategies

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. William McKinley Elementary School supports ongoing professional growth throughout the year during staff meetings and Professional Collaboration Time (PCT) on weekly early release days. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training sessions as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

Over the last three school years, William McKinley Elementary School's teachers had the opportunity to attend the following events hosted by the Corona-Norco Unified School District:

- 21st Century Learning Design: SAMR
- 3rd Grade Fractions Unit
- Active Shooter
- Benchmark Planning
- Application of Instructional Shifts in Lesson Design
- Assessment Building
- Autism CPI Training
- Advancement Via Individual Determination Training
- Blended Learning
- Breath Taking Mindfulness
- Canvas Training
- California Alternative Assessment Training
- Evidence Based Practices
- Capturing Kids' Hearts
- Positive Behavior Intervention and Support (PBIS)
- Close Reading
- ELA/Daily Five Planning
- Math Writing Planning
- ELA/Science/Social Studies Planning
- Classroom Management Skills
- Digital Citizenship
- Dual Language Immersion
- Educational Technology Training
- iReady Training
- ELA/ELD McGraw-Hill Pilot Training

- Science for Everyone
- Engaging in Challenging Conversations
- Envision Overview
- GATE: Meeting the Needs of 21st Century Gifted

#### Learners

- Grade Level Essential Standards Planning
- Introduction to Restorative Practices
- Math Training
- Next Generation Science Standards (NGSS)
- Number Talks
- School Messenger
- Shelter Instruction Observation Protocol (SIOP)
- Step Up to Writing
- Social Studies
- Writing for the 21st Century Student

William McKinley Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives. All new staff are offered training in the 7 Habits of Highly Effective People.