

McKinley Elementary School

2150 E 14th Street • San Leandro, CA 94577 • (510) 618-4320 • Grades K-5

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2013-14 School Accountability Report Card Published During the 2014-15 School Year



San Leandro Unified School District

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School Description

At McKinley Elementary School, we have a unified focus: to nurture the unique strengths of each student so that she or he builds personal responsibility, reaches high levels of academic achievement, and contributes positively to society. Supporting all students in meeting these aspirations takes all of us: parents, educators and community members. This requires our collective commitment to a common roadmap, consistent follow-through, and a continuous improvement mindset.

This Instructional Focus is our roadmap for accelerating learning and achievement for every student, without exception. It defines the “Four Pillars” of our educational improvement efforts.

Our first Pillar, Standards-Aligned and Data-Informed Instruction, ensures that all students will receive instruction that meets educational standards. We will hold every student to common high expectations and will guide their learning so that each student scales those heights.

Our second Pillar, Culturally Responsive Teaching and Learning, recognizes that different students learn in different ways; one size does not fit all. We see the diverse backgrounds of our students as valuable learning resources; therefore, we will build on those assets as we tailor our professional practices to our students’ cultural backgrounds.

Our third Pillar addresses our professional commitment to continuous improvement of our craft as educators. Through Collaborative Professional Learning and Supports, we build and sustain a community of effective professional practices.

Finally, our fourth Pillar recognizes that our school cannot do it alone! Success for our students also depends on a Safe Climate and Strong Relationships with Families and Community. This Pillar strengthens trust and communication among home, school and community.

By working in partnership with parents and community, McKinley Elementary School will nurture confident, responsible and capable learners.

District Vision Statement

The mission of the San Leandro Unified School District is to educate students to achieve and demonstrate academic excellence and become confident, collaborative and competitive in a global society, by utilizing state-of-the-art technologies and innovative teaching strategies within a well-maintained, secure learning environment, in a region rich in heritage and diverse in culture, where we value our traditions while welcoming change.

District Profile

San Leandro Unified School District is located in the City of San Leandro, which is situated 20 miles southeast of San Francisco. San Leandro is a friendly and diverse city with a colorful heritage and numerous cultural amenities including a 450-berth Marina, two golf courses and a large community library center. San Leandro is well-known for its quiet, well-defined neighborhoods full of charming and unique older houses on tree-lined streets. San Leandro residents are proud of both their neighborhoods and their city, which can be seen in their active involvement in the city’s numerous neighborhood and homeowner’s associations.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (510) 618-4320.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	105
Gr. 1	55
Gr. 2	81
Gr. 3	79
Gr. 4	90
Gr. 5	64
Total	474

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	16.9
American Indian or Alaska Native	0.4
Asian	8.4
Filipino	3.8
Hispanic or Latino	62.2
Native Hawaiian/Pacific Islander	0.6
White	4.6
Two or More Races	3.0
Socioeconomically Disadvantaged	74.7
English Learners	46.8
Students with Disabilities	5.7

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			
McKinley Elementary School	12-13	13-14	14-15
Fully Credentialed	20	20	22
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
San Leandro Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	22
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
McKinley Elementary School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	95.00	5.00
Districtwide		
All Schools	91.58	8.42
High-Poverty Schools	91.40	8.60
Low-Poverty Schools	100.00	0.00

* 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 2014-15)

San Leandro Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. San Leandro Unified School District held a public hearing on September 20th, 2011 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. The State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks are adopted by the Board of Trustees after review by teachers and parents according to the timeline established by the State of California. All district-adopted textbooks are State Board adopted and aligned to the Academic Content Standards established by the California Board of Education. The most recent textbooks are illustrated in the chart.

Textbooks and Instructional Materials	
Year and month in which data were collected: December, 2012	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>	<p>Hampton Brown Adopted 2002</p> <p>Houghton Mifflin Adopted 2002</p> <p>Hampton Brown Adopted 2011</p>
<p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>	<p>Pearson Scott Foresman Adopted 2008</p>
<p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>	<p>MacMillan/ McGraw Hill Adopted 2007</p>
<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>	<p>Scott Foresman Adopted 2006</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

Age & Condition of Facilities

McKinley Elementary School was originally constructed in 1917 and is currently comprised of 23 permanent classrooms, twelve portable classrooms, a library, a staff work and break room, a multipurpose room, a computer lab, and one playground.

Cleaning Process

The principal works daily with two full-time custodial staff members to ensure that the cleaning of the school is maintained to provide for a clean and safe school.

McKinley Elementary was remodeled in 2000, which entailed new or upgraded classrooms and playground equipment. Recent renovations include the complete remodeling of the bathrooms, as well as the addition of four new portable classrooms which was completed in January 2009. New interior paint and lights completed in summer 2012.

Maintenance & Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority to emergency repairs.

Deferred Maintenance Budget

The State School Deferred Maintenance Budget Program provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating/air conditioning, interior/exterior painting, electrical systems, and flooring. For the 2012-2013 school year, the district allocated \$164,000 for the deferred maintenance program. This represents .22% of the district's general fund budget.

At the time of publication 100% of McKinley Elementary's restrooms were in good working order. The chart displays the results of the most recent school facilities inspection provided by the district. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been scheduled for repair or are in the process of remediation. With the passage of Measure B, modernization and renovation of the San Leandro schools has begun. For more information about Measure B, please visit the district's web site: www.sanleandro.k12.ca.us.

School Facility Good Repair Status (Most Recent Year)
 Year and month in which data were collected: 1/15/2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[]	[]	
Interior: Interior Surfaces	[]	[]	[X]	Hallway to rm 16: * Walls need painting. Kitchen: * Ceiling, wall, damage need repair and painting. Main Office: * Walls are damaged (repair and repaint office). Multi-Purpose Hall: Note 2 data outlet covers still missing. Primary wing rooms 5-12: Sky lights are leaking. Note it is reported they are scheduled to be replaced over the summer. Rm 16: * Excessive water damage at ceiling.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[]	[]	
Electrical: Electrical	[X]	[]	[]	Multi-Purpose Hall: Note 2 data outlet covers still missing.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[]	[]	
Structural: Structural Damage, Roofs	[]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	Outdoor patio area: Numerous severe pavement cracks posing trip hazards to students/teachers (this area leads to playground and parking).
Overall Rating	Exemplary []	Good [X]	Fair []	Poor []

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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 Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	61	58	44	50	52	51	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	48	42	48	45	48	46	54	56	55
Math	56	53	52	36	37	37	49	50	50
HSS				39	37	40	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	4	3	4
Similar Schools	4	3	4

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	18.6	11.9	10.2

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

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	51
All Student at the School	44
Male	46
Female	41
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	41
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	40
English Learners	8
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	5	-16	6
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-4	3	-7
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	14	-4	6
English Learners	13	-9	-10
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

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

Parents and the community are very supportive of the education program at McKinley Elementary School. Parents may participate in many committees and activities, such as: the Parent Teacher Organization, English Language Advisory Committee (ELAC), School Site Council (SSC), Copy Team, Coffee and Conversation Club, and assisting with school wide events including but not limited to: Sing Along, Holiday Festival, Beautification Day, Book Fair, Outdoor Education and school field trips. We have six parent education events per year that all parents are expected to attend. With our recently hired parent facilitator, we expect parental involvement to continue to grow.

Contact Information

Parents who wish to participate in McKinley Elementary School's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (510) 618-4320. Thank you!

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.

School Safety Plan

The safety of students and staff is a priority at McKinley Elementary School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The McKinley School Site Safety plan was last updated November 14, 2012, at which time the Safety Plan was reviewed, updated and discussed with our School Site Council and faculty. The key element of the School Site Safety Plan entails emergency evacuation procedures. Fire, earthquake, and lockdown drills are conducted on a regular basis throughout the school year.

To ensure student safety, staff members supervise students from 8am to 3:10pm. All gates are locked at 8:30 each morning and any visitors are required to sign in at the McKinley Office. All adults on campus are required to wear ID while on campus. Volunteers are required to complete and have approved a Volunteer Packet located in the McKinley Office, prior to providing volunteer services for our learning community.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	2.8	3.2	2.4
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	10.5	7.7	7.6
Expulsions Rate	0.1	0.1	0.0
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2007-2008	2009-2010
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		8
Percent of Schools Currently in Program Improvement		100.0

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.2
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.8
Resource Specialist	1
Other	0
Average Number of Students per Staff Member	
Academic Counselor	

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

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	27.3	25	26	0	1		3	2	4	0		
Gr. 1	27.7	28	28	0			3	3	2	0		
Gr. 2	27.3	28	27	0			4	3	3	0		
Gr. 3	28	28	26	0			2	3	3	0		
Gr. 4	32	32	30	0			2	2	3	0		
Gr. 5	32	31	32	0			2	2	2	0		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,218	\$41,243
Mid-Range Teacher Salary	\$69,449	\$64,893
Highest Teacher Salary	\$91,913	\$83,507
Average Principal Salary (ES)	\$114,780	\$103,404
Average Principal Salary (MS)	\$115,812	\$109,964
Average Principal Salary (HS)	\$143,943	\$120,078
Superintendent Salary	\$226,205	\$183,557
Percent of District Budget		
Teacher Salaries	47	40
Administrative Salaries	7	6

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,466	\$466	\$3,999	\$77,531
District	♦	♦	\$4,333	\$74,515
State	♦	♦	\$4,690	\$67,762
Percent Difference: School Site/District			-7.7	3.2
Percent Difference: School Site/ State			-27.8	15.5

Types of Services Funded at McKinley Elementary School

- Federal, ECIA/ESEA/IASA (Title I)
- K-5 Class Size Reduction
- Economic Impact Aid (EIA)
- Peer Assistance & Review
- Special Education Master Plan
- Instructional Materials
- ROC/P Entitlement
- Supplemental Counseling
- Gifted & Talented Pupils
- School & Library Improvement Program
- Special Education Transportation
- School Safety & Violence Prevention
- Title II Teacher Quality
- Title III English Learners
- Federal, Special Education, Entitlement per UDC
- Vocational and Applied Technology Education Act / California Partnership Academy
- Vocational and Applied Technology Education Act / California Partnership Academy
- CAHSEE
- 21st Century
- Homeless Children
- Medi-Cal Billing
- Gear up
- After School Safety
- Mental Health
- QEIA

Professional Development provided for Teachers at McKinley Elementary School

As we transition to the Common Core State Standards (CCSS), professional development focuses on CCSS and on creating collaborative structures for teachers to support and learn from each other. These collaborative structures include a site leadership team that meets monthly to guide the school in a process of continual growth, grade level professional learning communities that meet to plan instruction, analyze assessment results, and determine intervention and enrichment activities, and an instructional innovator teams to be leaders in 21st century learning. There are weekly collaboration meetings where teachers meet in their collaborative groups, 13 after school staff meetings per year focused on school-wide instructional initiatives, and three full day professional development days. Furthermore, teachers are provided with additional hourly pay and release days for planning, learning, and observing each other.

Coaching and individualized support is provided for teachers through District Coaches and BTSA (Beginning Teacher Support and Advancement) mentors for our beginning teachers. The principal engages in regular classroom visits followed up with conversations around instruction.